

Comprehensive Guide to AEP Courses & Levels

Level	Speaking Classes	Grammar Classes	Reading Classes	Listening Classes	Writing Classes
Level 5	SPEAKING 5 OBJECTIVES By end of course, students will be able to: - Recall meanings/significance of key terms and skills associated with academic speaking - Use key course terminology and skills to work through the process of planning, organizing, and refining a speech with the instructor - Explain information, processes, and personal viewpoints clearly in conversational English - Apply the concepts and strategies learned in class to prepare for a variety of speaking tasks - Incorporate outside material to help support points - Analyze how an argument is used to support a thesis - Organize effective arguments to support a thesis - Analyze speaking partners' points and react appropriately - Justify a thesis or position in a speech or discussion - Evaluate source material to be incorporated into speech - Use a rubric to evaluate effectiveness of own work or the work of a peer - Design, organize, and present original speeches SPEAKING 5 TOPICS/ACTIVITIES - Group Discussions - Conducting & recording an online group discussion - Personal Speaking - Giving a recorded speech while presenting a PowerPoint presentation - Conversational English - Discussion skills - Demonstration Speech – Organizing and giving a demonstration speech with a visual aid; introduction writing - Persuasive Speech - Developing an argument; organizing a persuasive speech; conclusion writing; speaking techniques	GRAMMAR 5 OBJECTIVES By end of course, students will be able to: - 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 GRAMMAR 5 TOPICS/ACTIVITIES - 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	READING 5 OBJECTIVES By end of course, students will be able to: - 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 and 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 - Compose critical and well-reasoned responses/summaries READING 5 TOPICS/ACTIVITIES - Reading Skills - Main Idea & Details; - Questioning when reading; Close Reading; - Feedback; Discussions; Class Introductions - Figurative Language - Metaphors; Similes; Personification - Examining Relationships - Cause & Effect; Contrast - American Literature - Fairy Tales/Folk Tales; Summarizing Reading Passages - Opposing Ideas – Fact, Opinion, & Informed Opinion; Language for Opposing Ideas - American Literature - American Gothic - Literature; Summarizing Reading Passages - Argument –Pros/Cons; Point of View; Citation - American Literature - Dramatic Irony; Summarizing Reading Passages	LISTENING 5 OBJECTIVES By end of course, students will be able to: - Define key vocabulary - List key points from lectures in notetaking form - Recognize and identify key information from various audio and text sources - Demonstrate correct usage of content and academic vocabulary in context - Interpret meaning based on listening cues - Organize notes using a variety of note-taking methods - Evaluate speaking and teaching styles of various instructor lectures LISTENING 5 TOPICS/ACTIVITIES - Listening Skills - Academic and Content - Vocabulary; Discourse Cues; Notetaking - Strategies: Graphic Organizers; Speaker - Evaluations; Identifying Main Idea and - Details; Writing Standards - College Success - Number Notation; Subtopics - Philosophy/Gender Pay Gap - Listening for Transition Words & Predicting an - Explanation; Term / Definition / Example - Credit Management - Listening for Examples & Introducing New Topics; Paraphrasing - Global Expansion - Rhetorical Questions & - Idiomatic Expressions; Names of Countries & Peoples - Geology--Igneous Rocks - Listening for Cause & Effect & Classification; Classifying with Lists	WRITING 5 OBJECTIVES By end of course, students will be able to: - 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 WRITING 5 TOPICS/ACTIVITIES - Writing Skills - Rubrics; 5 Step Writing Process - Plagiarism - Seven types of plagiarism; Consequences; Avoiding Plagiarism - Features of an Essay - Features of a Paragraph (review); Features of an Essay; Hooks; Connecting Information; Thesis Statements - Cause & Effect Essay - Analyze the main features of a Cause & Effect essay; write an effective cause & effect essay; Active Voice vs. Passive Voice; Using "by" with Passive Voice; Passive Voice and Modals; Cause and Effect words; Fragments vs. Complete Sentences - Comparison Essay - Analyze main features of a Compare and Contrast essay; write an effective compare & contrast essay; Subject Relative Clauses; Non-Identifying Subject Relative Clauses; Object Relative Clauses; Contrast Words; Adverb Clauses of Contrast - Argumentative Essay - Analyze the main features of an Argumentative essay; write an effective argumentative essay; Present Real Conditionals; Future Real Conditionals; Conditionals; Adverbs of Reason and Purpose; Contrast Words

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Level 4	SPEAKING 4 OBJECTIVES By end of course, students will be able to: ● Recall the concepts, terms, and common patterns of English pronunciation. ● Identify all sounds that make up spoken English ● Recognize the number syllables in English words ● Use appropriate stress in syllables, words, and phrases in spoken English ● Produce appropriate vowel and consonant sounds in Standard American English ● Use student tools (online pronouncers, IPA chart) to determine the correct pronunciation & stress of an unfamiliar word ● Distinguish between different types of stress in words or phrases ● Differentiate between similar sounds when listening to/speaking minimal pairs in English ● Evaluate appropriate pronunciation of vowel and consonant sounds when reading an English word or passage ● Create audio recordings of original conversations using correct English pronunciation skills SPEAKING 4 TOPICS/ACTIVITIES ● English Difficulty ● IPA Resources ● Syllables ● Vowel Sounds ● Initial Consonant Sounds ● Consonant Endings ● Syllable Stress and Word Stress	GRAMMAR 4 OBJECTIVES By end of course, students will be able to: ● Infer the meaning of unknown vocabulary or lexical chunks in context ● Demonstrate correct usage of vocabulary words in context ● Use a dictionary/glossary or context clues to determine meaning, features, and uses of unfamiliar words ● Identify main ideas and supporting details in a text ● Infer details based on context ● Examine a passage critically by using specific guidelines to annotate the text ● Compose an accurate summary and/or paraphrase of academic texts ● Judge the organizational pattern of a text ● Interpret data presented in charts and graphs GRAMMAR 4 TOPICS/ACTIVITIES ● Present & Past Tenses ● Simple & Progressive Tenses ● Present & Past Perfect Progressive Tenses ● Future Verb Forms ● Nouns, Articles, and Subject/Verb Agreement ● Gerunds and Infinitives ● Modals	READING 4 OBJECTIVES By end of course, students will be able to: ● Infer the meaning of unknown vocabulary or lexical chunks in context ● Demonstrate correct usage of vocabulary words in context ● Use a dictionary/glossary or context clues to determine meaning, features, and uses of unfamiliar words ● Identify main ideas and supporting details in a text ● Infer details based on context ● Examine a passage critically by using specific guidelines to annotate the text ● Compose an accurate summary and/or paraphrase of academic texts ● Judge the organizational pattern of a text ● Interpret data presented in charts and graphs READING 4 TOPICS/ACTIVITIES ● Learning New Vocabulary ● Identifying Main Idea & Supporting Details ● Annotating a Text ● Paraphrasing and Summarizing ● Recognizing Patterns of Organization ● Understanding Data	LISTENING 4 OBJECTIVES By end of course, students will be able to: ● Define key vocabulary ● Demonstrate correct usage of target vocabulary and idioms in context ● Infer meaning based on listening cues ● Summarize main ideas and supporting details from listening texts ● Identify key information from various listening texts ● Organize important information from listening texts using a variety of organizational methods ● Take accurate, detailed notes using a variety of note-taking methods LISTENING 4 TOPICS/ACTIVITIES ● Inferring meaning ● Identifying main idea and subpoints ● Improving vocabulary skills ● Recognizing and interpreting signal words associated with various modes of discourse ● Using graphic organizers associated with various modes of discourse ● Note-taking for details ● Summarizing key information ● Recognizing and using key vocabulary	WRITING 4 OBJECTIVES By end of course, students will be able to: ● Identify the features of a well-structured paragraph ● Recognize examples of plagiarism & list strategies to avoid it ● Demonstrate correct usage of grammar and writing conventions ● Revise a variety of sentence structures to increase sophistication ● Analyze various types of paragraphs ● Evaluate various pieces of writing for effectiveness ● Compose clear and cohesive paragraphs, outlines, and essays using various rhetorical modes ● Develop original writing using the 5-step writing process WRITING 4 TOPICS/ACTIVITIES ● Writing Skills - Author's Purpose; The Writing Process ; Rubrics and Feedback; Sentence Structure and Email Etiquette ● Features of Academic Paragraphs - Features of Academic Paragraphs; Plagiarism ● Describing a Process - Organize steps in a process; write an effective process paragraph ● Summary Response - Organize the features in a Summary Response; write an effective Summary Response; grammar & conventions; sentence revision ● Classification - Organize a Classification Paragraph; write an effective Classification Paragraph; grammar & conventions; sentence revision ● Classification - Features of an Essay; Paragraph to Essay outline; Features of an Introduction Paragraph; write an effective Classification essay outline ● Creative Writing Module - Journal entries

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Level 3	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 <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 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 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 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</i> and <i>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</i> and <i>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	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 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 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 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 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

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Level 2	SPEAKING 2 OBJECTIVES 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 2 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 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	READING 2 OBJECTIVES 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	LISTENING 2 OBJECTIVES By end of course, students will be able to: ● 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	WRITING 2 OBJECTIVES By end of course, students will be able to: ● Have a clear understanding of plagiarism and consequences of plagiarism at UNA ● Write a multi-step list of instructions using process words and ordinal numbers ● 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
	SPEAKING 2 TOPICS/ACTIVITIES ● Greetings and Responses ● Making Excuses ● Apologizing ● Requesting Information ● Agreeing and Disagreeing ● Tone of Voice and Nonverbal Clues ● Voice Mail ● Problem Phonetic Areas	GRAMMAR 2 TOPICS/ACTIVITIES ● Review: Present simple and past tenses ● Present progressive tense ● Adjectives and adverbs ● Basic Modals ● The future tense ● Comparative and superlative adjectives ● Parts of speech	READING 2 TOPICS/ACTIVITIES ● Skimming and Scanning ● Reading Comprehension ● Synonyms and Antonyms ● Main Events ● Vocabulary ● Outside Reading	LISTENING 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	WRITING 2 TOPICS/ACTIVITIES ● 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. ● Perform writing tasks as measured by writing rubrics. ● Compose paragraphs in various writing styles using correct punctuation and connectors as measured by writing rubrics

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Level 1	SPEAKING 1 OBJECTIVES By end of course, students will be able to: ● 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	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 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	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 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 15sentence 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	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 in level-appropriate sentences and short level-appropriate passages as measured by program-generated tests and teacher-generated tests	WRITING 1 OBJECTIVES By end of course, students will be able to: ● Have a clear understanding of plagiarism and consequences of plagiarism at UNA ● Write interview questions ● Compose sentences with correct spelling, punctuation, and capitalization. ● Use descriptive adjectives, prepositional phrases, and pronouns in their writing ● Compose a paragraph with a topic sentence using connectors (<i>and</i>, <i>but</i>, <i>so</i>, and <i>also</i>)
	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 TOPICS/ACTIVITIES ● Verb <i>be</i> in simple present tense ● Prepositions of place ● Prepositions of time ● Simple present tense ● Simple past tense ● Parts of speech	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 TOPICS/ACTIVITIES ● Predicting ● Main ideas ● Specific details ● Note-taking skills ● Intonation and word stress ● Formal and informal language ● Vocabulary in context	WRITING 1 TOPICS/ACTIVITIES ● Perform writing tasks as measured by writing rubrics ● Be able to compose sentences that contain a subject and a verb ● Compose paragraphs using correct punctuation and connectors as measured by writing rubrics