



COLLABORATING TO BETTER SERVE  
THE EDUCATIONAL NEEDS OF ADULTS

**October 30, 2015**

**Mt. SAC Consortium**

**Program Area 2 – Classes for Immigrants**

**English as a Second Language**

## **Competencies: Listening, Speaking, Reading, Writing and Grammar**



### **Participants:**

Baldwin Park: **George Funk**, Bassett: **Louis Kreslie, Linda Packard, Trudi Sparnicht**;

Hacienda-La Puente: **Nadine Elhaj**; Mt. SAC: **Maria Azpeitia, L.E. Foisia, Mina Fowler**; Pomona: **Judy McFadden**;

Rowland: **Cynthia Clark, Nancy Lopez, Janna Socash, Ami Takanashi**;

Tri-Community: **Victoria Bañuelos, Celia Carter, Cornella Ver Halen**

Skill Area: Listening

Beginning Literacy	Beginning Low	Beginning High
<ol style="list-style-type: none"> <li>1. Demonstrate understanding of simple, face-to-face conversations, (e.g., <i>"How are you?" "Welcome to class".</i>)</li> <li>2. Demonstrate understanding of routine announcements (e.g. <i>"Today is Friday." "It's break time."</i>)</li> <li>3. Demonstrate understanding of some simple words, phrases and questions for daily living (life skills)</li> <li>4. Respond appropriately to high frequency commands</li> <li>5. Recognize words that signal differences between past, present and future events (e.g., <i>now, tomorrow, yesterday</i>)</li> <li>6. Recognize one and two digit number names and the names and sounds of letters</li> <li>7. Identify phone numbers, zip codes, addresses and social security numbers</li> <li>8. Listen to a conversation and identify a familiar topic by pointing, or repeating key vocabulary</li> <li>9. Respond to basic spatial words, such as up/down; left/right; and here/there</li> <li>10. Respond appropriately to basic directions and short emergency warnings</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of some introductions/greetings and everyday classroom interactions</li> <li>2. Demonstrate understanding of simple words, phrases, and questions drawn from learned topics</li> <li>3. Demonstrate understanding of some simple WH and yes/no questions</li> <li>4. Respond appropriately to commands in affirmative and negative forms (e.g. <i>"Sit down. Don't sit down."</i>)</li> <li>5. Demonstrate understanding of time in simple present and present continuous verb tenses and some simple past</li> <li>6. Demonstrate understanding of subject pronouns and demonstrative pronouns in a conversation</li> <li>7. Demonstrate understanding of prepositions of location and time (e.g., <i>on, at, in, under, before, and after</i>)</li> <li>8. Demonstrate understanding of a one paragraph short story by answering yes/no questions/information questions/ or repeating key vocabulary</li> <li>9. Demonstrate understanding of simple directions to get from place to place by driving, walking or taking public transportation</li> <li>10. Respond appropriately to simple instructions and directions from medical/emergency personnel</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of new words in the context of everyday situations</li> <li>2. Demonstrate understanding of some advertisements/announcements</li> <li>3. Demonstrate understanding of WH and yes/no questions regarding a short listening passage</li> <li>4. Respond appropriately to instructions or commands with several steps</li> <li>5. Demonstrate understanding of simple past including some simple past irregular verbs</li> <li>6. Interpret correct usage of pronouns (e.g., she v. her, he v. him, etc...)</li> <li>7. Demonstrate understanding of basic telephone messages and simple voicemail systems</li> <li>8. Demonstrate understanding of short stories by retelling</li> <li>9. Demonstrate understanding of more complex driving instructions (e.g. law-enforcement commands)</li> <li>10. Respond appropriately to instructions regarding health safety practices/communicable diseases</li> </ol>

Skill Area: Listening

Intermediate Low	Intermediate High
<ol style="list-style-type: none"> <li>1. Demonstrate understanding of personal information</li> <li>2. Demonstrate understanding of career information and goals (e.g. recorded conversations with a career counselor)</li> <li>3. Demonstrate understanding of directions using sequence words (e.g. <i>before</i> and <i>after</i>)</li> <li>4. Participate in level appropriate unscripted role-plays</li> <li>5. Demonstrate understanding of level appropriate telephone calls</li> <li>6. Demonstrate understanding of level appropriate health information (e.g. a pharmacist describing the proper use of a medication)</li> <li>7. Demonstrate understanding of more complex emergency warnings</li> <li>8. Demonstrate understanding of modified TV or internet news reports and interviews with visual cues related to familiar topics</li> <li>9. Demonstrate understanding of spoken information on familiar topics that contain level appropriate grammar forms (e.g. present perfect tense, simple phrasal verbs)</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify different opinions, and begin to detect differing mood and tones</li> <li>2. Demonstrate understanding of level appropriate idioms</li> <li>3. Demonstrate understanding of a major purchase information with learned vocabulary</li> <li>4. Demonstrate understanding of more detailed telephone recordings and voicemail systems</li> <li>5. Demonstrate understanding of a repairperson’s assessment</li> <li>6. Demonstrate understanding of some TV or internet news reports or interviews on familiar topics using fewer visual cues</li> <li>7. Demonstrate understanding of spoken information on familiar topics that contain level appropriate grammar forms (e.g. embedded questions, passive voice)</li> <li>8. Demonstrate understanding of academic information for self and family members (e.g. registering at a school)</li> </ol>

Skill Area: Listening

Advanced Low	Advanced High
<ol style="list-style-type: none"> <li>1. Identify main ideas of level appropriate conversation</li> <li>2. Demonstrate understanding of telephone conversations and messages</li> <li>3. Demonstrate understanding of conversations on some unfamiliar topics</li> <li>4. Identify some essential points of speeches and lectures intended for native speakers of English</li> <li>5. Demonstrate an understanding of conversations with native speakers without much repetition or rewording</li> <li>6. Identify the mood and/or tone of speakers</li> <li>7. Demonstrate understanding of main ideas and some supporting details of information presented in diverse media and formats</li> <li>8. Distinguish between formal and informal speech</li> <li>9. Demonstrate understanding of conversations with diverse non-native speakers of English</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of advice related to daily and emergency situations</li> <li>2. Demonstrate understanding of some inferences and meaning of song lyrics</li> <li>3. Demonstrate understanding of abstract topics presented in familiar contexts (e.g. love, freedom)</li> <li>4. Demonstrate understanding of descriptive and factual material in narrative form</li> <li>5. Demonstrate understanding of main ideas and more supporting details of information presented in diverse media and formats</li> <li>6. Distinguish formal and informal speech based on standard words and patterns</li> <li>7. Demonstrate understanding of classmates' opinions of a video clip</li> <li>8. Evaluate the credibility of media presentations</li> <li>9. Demonstrate understanding of level appropriate conversations with native and non-native speakers of English</li> </ol>

## Skill Area: Speaking

<b>Beginning Literacy</b>	<b>Beginning Low</b>	<b>Beginning High</b>
<ol style="list-style-type: none"> <li>1. Use language expressing basic etiquette, including "Please" and "Thank You"</li> <li>2. Greet and respond to greetings including introductions</li> <li>3. Ask for and tell the time</li> <li>4. Demonstrate understanding of simple questions, answers, and statements in conversations</li> <li>5. Recite classroom directions and assignment instructions</li> <li>6. Recite the alphabet and numbers 1-100</li> <li>7. Answer simple questions with "yes" "no" or one-word phrase responses</li> <li>8. Express basic needs with simple words</li> <li>9. Repeat words for clarification and to improve pronunciation</li> <li>10. Make statements that express past, present, and future using learned material (e.g., now, tomorrow, yesterday)</li> </ol>	<ol style="list-style-type: none"> <li>1. Make statements related to basic needs with simple phrases</li> <li>2. Repeat phrases for clarification and to improve pronunciation</li> <li>3. Demonstrate the ability to ask simple questions and respond to them</li> <li>4. Say and understand telephone numbers, area codes, addresses, zip codes, bank account numbers, and social security numbers</li> <li>5. Describe a location/driving directions with the appropriate preposition or direction word (e.g., turn left, go straight on Main Street)</li> <li>6. Discuss familiar topics using previously learned vocabulary</li> <li>7. Make a medical appointment</li> <li>8. Discuss and describe health symptoms to a health care professional, using words or phrases</li> <li>9. State personal goals</li> <li>10. Ask and answer questions related to time</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask and answer simple questions related to basic needs using phrases or simple statements</li> <li>2. Communicate simple personal information on the telephone</li> <li>3. Make statements in the past, present, and future tenses related to basic needs and common activities</li> <li>4. Introduce oneself and others</li> <li>5. Repeat words, phrases, and statements for clarification</li> <li>6. Make, cancel, and reschedule general appointments</li> <li>7. Express needs, goals, and desires</li> <li>8. Make phone calls for information, for emergencies, and for social situations (making reservations, ordering food, calling friends)</li> <li>9. Interact, complain, request assistance, and ask for information and clarification in general social situations</li> <li>10. Use idioms in role-plays and learned material</li> </ol>

Skill Area: Speaking

Intermediate Low	Intermediate High
<ol style="list-style-type: none"> <li>1. Introduce self and exchange personal information</li> <li>2. Talk about career information and goals</li> <li>3. Ask for and give directions using sequence words</li> <li>4. Participate in more complex role-plays using learned material and basic idioms</li> <li>5. Participate in more complex telephone calls</li> <li>6. Participate in more complex medical and health conversations</li> <li>7. Talk about health hazards and personal injury</li> <li>8. Discuss current events and news</li> <li>9. Talk about past experiences using present perfect tense</li> <li>10. Ask for clarification on classroom material</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss different opinions and begin to identify differing moods and tones</li> <li>2. Use idioms</li> <li>3. Discuss sales information on a major purchase</li> <li>4. Discuss information presented in diverse media formats</li> <li>5. Discuss and clarify simple reading</li> <li>6. Discuss and clarify a suggested repair from a repair person or technician</li> <li>7. Leave a telephone message</li> <li>8. Report or clarify academic information</li> <li>9. Restate or clarify grammatical instructions</li> <li>10. Report academic information for self and family members</li> </ol>

## Skill Area: Speaking

<b>Advanced Low</b>	<b>Advanced High</b>
<ol style="list-style-type: none"> <li>1. Clarify meaning through paraphrasing</li> <li>2. Adjust the formality of the language used in face to face conversations according to different social situations</li> <li>3. Participate with increased fluency in face-to-face and telephone conversations on topics which relate to social life, work, and current events</li> <li>4. Ask and answer questions fluently with minimal errors</li> <li>5. Speak with some fluency on technical subjects or on special fields of interest related to academic pursuits or work demands</li> <li>6. Display some spontaneity and creativity in producing language patterns not previously learned or memorized</li> <li>7. Participate in class discussion and/or presentations</li> <li>8. Ask for clarification regarding the meaning of unfamiliar words, phrases and concepts</li> <li>9. Speak for particular functions such as offering to do something, expressing sympathy, and making recommendations</li> <li>10. Stress important words in sentences</li> </ol>	<ol style="list-style-type: none"> <li>1. Initiate and sustain a 10-minute discussion with a partner about a familiar or current event topic</li> <li>2. Build on others' ideas and express one's own ideas clearly</li> <li>3. Use idiomatic expressions relevant to academic and social situations</li> <li>4. Justify a given point of view with persuasive language in a debate context</li> <li>5. Express one's opinion regarding the credibility of ideas presented in diverse media formats</li> <li>6. Ask and answer questions with native-like fluency</li> <li>7. Give clear instructions in various contexts</li> <li>8. Collaborate in groups to reach an agreed upon solution to solve a given problem</li> <li>9. Role-play conversations in a variety of situations such as doctor- patient and tenant-landlord</li> <li>10. Provide positive feedback and constructive criticism</li> </ol>

## Skill Area: Reading

<b>Beginning Literacy</b>	<b>Beginning Low</b>	<b>Beginning High</b>
<ol style="list-style-type: none"> <li>1. Discriminate between shapes of letters, numerals, and between upper and lower case letters (sound and symbol correspondence)</li> <li>2. Match phonological sounds to letters (sound and symbol correspondence)</li> <li>3. Read and understand common street and environmental signs with limited words</li> <li>4. Read basic forms and documents needed for daily life (e.g., registration forms, applications, and CASAS forms) Note: Students are encouraged to commit these forms to memory through repetition; these forms may be necessary as part of life skills/functions</li> <li>5. Read and interpret items from previously learned vocabulary that are appropriate to the level</li> <li>6. Read and interpret basic classroom directions and assignment instructions</li> <li>7. Read a three sentence paragraph using simple sentences</li> <li>8. Read dates, phone numbers, zip codes, addresses, and social security numbers</li> <li>9. Read and comprehend basic information about time such as in days, weeks, months, and years</li> <li>10. Read basic conversations (dialogue)</li> </ol>	<ol style="list-style-type: none"> <li>1. Read high frequency words, phrases, sentences, and short paragraphs that are appropriate to the level</li> <li>2. Match phonological sounds to letters and cluster of letters (sound and symbol correspondence) that are appropriate to the level</li> <li>3. Read and interpret basic informational signs, charts, and biographical information</li> <li>4. Read and complete simplified level-appropriate forms requiring personal information</li> <li>5. Read and interpret items from previously learned vocabulary in simple and compound sentences and in questions</li> <li>6. Read and interpret level-appropriate classroom directions and assignment instructions</li> <li>7. Read simplified information in different writing formats such as paragraphs, letters, memos, and email</li> <li>8. Scan familiar or basic text for key information and define the sequence of a simple narrative passage</li> <li>9. Read and comprehend simplified information about time such as daily schedules and class schedules</li> <li>10. Read simplified conversations (3 people in the dialogue)</li> </ol>	<ol style="list-style-type: none"> <li>1. Read high frequency words, phrases, sentences, paragraphs, and short stories that are level appropriate</li> <li>2. Match phonological sounds to letters (sound and symbol correspondence) that are appropriate to the level</li> <li>3. Read and interpret informational signs, charts, biographical information, and labels such as nutrition labels and warning labels</li> <li>4. Read and complete level-appropriate forms requiring personal and other information (e.g., DMV forms)</li> <li>5. Use predicting or decoding strategies to interpret new words in familiar contexts</li> <li>6. Accurately read and interpret classroom directions, assignments, tests, and project instructions</li> <li>7. Read information in different writing formats for main ideas in multi-paragraphs, short stories, and short articles</li> <li>8. Skim, identify, and comprehend the main ideas in short stories, paragraphs, and short articles</li> <li>9. Read and comprehend information in a narrative and identify the chronological order of events</li> <li>10. Read and interpret conversations (many people in the dialogue)</li> </ol>



Skill Area: Reading

Intermediate Low	Intermediate High
<ol style="list-style-type: none"> <li>1. Interpret simplified short narrative and descriptive passages on familiar topics</li> <li>2. Interpret simple narrative and descriptive passages on unfamiliar topics if material includes visual or other cues</li> <li>3. Scan for specific information in simple life-skill materials (e.g., ads, schedules)</li> <li>4. Predict meaning of unfamiliar vocabulary in material with a lot of contextual cues</li> <li>5. Interpret newspaper or internet news headlines on familiar topics</li> <li>6. Interpret abbreviations for familiar words and phrases commonly used in SMS (short message services), e.g., social media, text, and email</li> <li>7. Interpret a short level-appropriate narrative passage about consumer documents</li> <li>7. Interpret a short passage about safety preparedness</li> <li>8. Interpret a short narrative and descriptive passage related to work (e.g. workers' rights, workplace safety, benefits)</li> <li>9. Interpret a short narrative passage and descriptive passage related to government</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret simple authentic materials of familiar topics (e.g., newspaper articles on current events, public information notices)</li> <li>2. Identify the main idea of a paragraph on a familiar topic</li> <li>3. Guess the meaning of unfamiliar vocabulary and phrases from context</li> <li>4. Find information that requires drawing from different sections of a reading passage</li> <li>5. Use syntactic clues to interpret meaning of complex sentences or new vocabulary</li> <li>6. Identify relationships within a passage by using syntactic clues (e.g., transitional words such as <i>therefore</i>)</li> <li>7. Interpret level-appropriate work emails</li> <li>8. Interpret informal text messages (text messaging abbreviations) and emails</li> <li>9. Interpret short passages, forms, and labels related to health care</li> <li>10. Interpret school registration materials, level-appropriate narratives and descriptive passages about consumer information</li> </ol>

Skill Area: Reading

Advanced Low	Advanced High
<ol style="list-style-type: none"> <li>1. Interpret authentic materials with complex or compound sentences and controlled vocabulary on familiar subjects</li> <li>2. Interpret edited materials, for example graded readers, on familiar subjects</li> <li>3. Make inferences</li> <li>4. Summarize reading passages</li> <li>5. Identify main ideas and supporting details or examples from familiar materials</li> <li>6. Deduce meaning from context and by analyzing the prefixes and suffixes of words</li> <li>7. Read short stories and other recreational material</li> <li>8. Become familiar with the differences between skimming for overall understanding and scanning for specific information</li> <li>9. Begin to predict while reading narrative passages</li> <li>10. Apply appropriate reading strategies for understanding content on unfamiliar topics or technical information</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify key elements of literature (e.g., character, setting, plot)</li> <li>2. Read level-appropriate academic texts with purpose and understanding</li> <li>3. Become familiar with different types of literature (e.g., adventure, mystery, science fiction)</li> <li>4. Read and interpret technical information from graphs, charts, and maps</li> <li>5. Become familiar with extensive and intensive reading for different purposes (e.g., test preparation, research)</li> <li>6. Read and evaluate various advertisements for employment, housing, and consumer products</li> <li>7. Identify author's purpose and point of view</li> <li>8. Utilize skimming for overall understanding and scanning for specific Information</li> <li>9. Make predictions and inferences while reading narrative passages</li> <li>10. Read and understand content on unfamiliar topics or technical information</li> </ol>

Skill Area: Writing

Beginning Literacy	Beginning Low	Beginning High
<ol style="list-style-type: none"> <li>1. Copy shapes of letters, numerals, and distinguish upper and lower case letters (sound and symbol correspondence)</li> <li>2. Copy and spell newly learned vocabulary</li> <li>3. Copy a simple sentence with a subject and a verb based on familiar topics</li> <li>4. Fill out basic personal information forms and documents such as first name, last name, address, social security number and telephone number</li> <li>5. Copy simple descriptions of people, places, and things</li> <li>6. Copy basic instructions or sequences of events such as directions, schedules or TPR action sequences</li> <li>7. Write basic information in different writing formats such as basic charts, lists and diagrams</li> <li>8. Write basic information about time such as the hour, days, weeks, months, and years</li> </ol>	<ol style="list-style-type: none"> <li>1. Write high frequency words, phrases, sentences, and short paragraphs that are appropriate to the level</li> <li>2. Write and spell newly learned vocabulary</li> <li>3. Write and recreate basic informational signs, charts, and biographical information</li> <li>4. Fill out simplified forms requiring personal information that is appropriate to the level such as a modified medical history form</li> <li>5. Write simple and compound sentences using previously learned vocabulary</li> <li>6. Write simple directions and instructions such as simplified recipes</li> <li>7. Write simplified information in different writing formats such as short paragraphs, letters, memos, and emails</li> <li>8. Write a response to questions about key information from a given text</li> <li>9. Write information about time such as daily schedules, and class and work schedules</li> <li>10. Write simplified conversations (2 people in the dialogue)</li> </ol>	<ol style="list-style-type: none"> <li>1. Write high frequency words, phrases, sentences, paragraphs, and short stories that are level appropriate</li> <li>2. Write and spell newly learned vocabulary that is level appropriate</li> <li>3. Write informational signs, charts, and biographical information</li> <li>4. Fill out forms requiring personal information that are appropriate to the level such as DMV forms and job applications</li> <li>5. Write approximate definitions of new words using contextual clues</li> <li>6. Accurately write classroom directions, assignments, tests, and project instructions</li> <li>7. Write the main idea of multi-paragraphs, short stories, and short articles</li> <li>8. Write a series of related sentences in paragraph form that support a main sentence</li> <li>9. Write a narrative that follows chronological order</li> <li>10. Write a conversation (at least 3 people in the dialogue)</li> </ol>

Skill Area: Writing

Intermediate Low	Intermediate High
<ol style="list-style-type: none"> <li>1. Take notes from a short level-appropriate presentation</li> <li>2. Write a letter based on a simple template, such as a cover letter or letter of recommendation</li> <li>3. Write simple letters/emails including simple invitations and thank-you notes</li> <li>4. Complete simple authentic forms (e.g. medical history, job application, banking)</li> <li>5. Write level appropriate instructions (e.g., recipes, directions)</li> <li>6. Write simple letters or emails of complaint or compliment</li> <li>7. Summarize a paragraph or short passage</li> <li>8. Write short, work-related correspondence including emails, bulletins, notices and memos and job reviews</li> <li>9. Complete a graphic organizer, chart or list</li> <li>10. Write a two paragraph essay about a familiar topic such as short and long term goals</li> </ol>	<ol style="list-style-type: none"> <li>1. Take accurate level appropriate dictation such as phone messages, classroom assignments or job instructions.</li> <li>2. Write more complex topic sentences and supporting details sentences to form paragraphs. Develop ideas more thoroughly.</li> <li>3. Write formal thank-you notes/emails, as well as letters of complaint and praise</li> <li>4. Complete more complex authentic forms (e.g. medical history, job application, banking)</li> <li>5. Write level appropriate instructions and descriptions (e.g. recipes, directions and autobiographical stories)</li> <li>6. Write multi-paragraph personal letters, stories and essays. Use punctuation correctly.</li> <li>7. Write a short paragraph describing information in a chart or graph</li> <li>8. Write a summary of a level appropriate article</li> <li>9. Write more complex, work related correspondence/emails including: instructions and notices, recommendations and evaluations.</li> </ol>

Skill Area: Writing

Advanced Low	Advanced High
<ol style="list-style-type: none"> <li>1. Complete a wide variety of authentic forms such as accident reports and applications</li> <li>2. Take simple notes from media presentations, lectures and interviews</li> <li>3. Expand and combine simple sentences by adding modifying words, clauses, and phrases</li> <li>4. Write paragraphs using correct punctuation</li> <li>5. Use transition words within paragraphs</li> <li>6. Write letters to accompany job applications and letters of complaint</li> <li>7. Write summaries of reading passages</li> <li>8. Demonstrate pre-writing strategies such as brainstorming and outlining</li> <li>9. Demonstrate understanding of the fundamentals of essay structure such as intro, body, and conclusion.</li> <li>10. Demonstrate the appropriate use of formal and informal writing such as class assignment versus an email</li> </ol>	<ol style="list-style-type: none"> <li>1. Produce clear and coherent writing in which the development and organization are appropriate to task and purpose</li> <li>2. Develop and strengthen writing as needed by planning, revising, editing or rewriting</li> <li>3. Focus writing for a specific purpose and audience</li> <li>4. Write essays on familiar topics using different rhetorical modes such as compare/contrast, and cause/effect</li> <li>5. Take detailed notes from reading passages, lectures, or interviews</li> <li>6. Use technology, including the Internet, to produce and publish individual and shared writing projects</li> <li>7. Use pre-writing strategies to draft an essay</li> <li>8. Demonstrate familiarity with the research paper writing process such as finding sources and making citations</li> </ol>

Skill Area: Grammar

Beginning Literacy	Beginning Low	Beginning High
<p><i>Demonstrate a beginning understanding of the following:</i></p> <ol style="list-style-type: none"> <li>1. Simple sentences (subject, verb, object)</li> <li>2. The verb “to be” in the simple present</li> <li>3. Simple pronouns</li> <li>4. Proper and common nouns</li> <li>5. Common prepositions (e.g., of time and location)</li> <li>6. Imperatives</li> <li>7. Simple present forms (e.g., daily activities)</li> <li>8. Simple past forms</li> <li>9. Simple modals of permission (e.g., “Can I...” “May I...)</li> <li>10. Simple questions e.g., yes/no questions and some wh- questions</li> </ol>	<p><i>Demonstrate an understanding of the following:</i></p> <ol style="list-style-type: none"> <li>1. Simple and compound sentences using and, but, and so</li> <li>2. The verb “to be” in the simple present and simple past</li> <li>3. Subject, object, and possessive pronouns</li> <li>4. Level-appropriate common nouns including more complex nouns</li> <li>5. Prepositions (e.g., of time and location)</li> <li>6. Practical application of imperatives (e.g., recipes, giving directions)</li> <li>7. Practical application and identification of simple present forms</li> <li>8. Practical application and identification of simple past forms</li> <li>9. Modals of ability (e.g., “I can run...”)</li> <li>10. Wh and yes/no questions</li> </ol>	<p><i>Demonstrate an understanding of the following:</i></p> <ol style="list-style-type: none"> <li>1. Compound sentences using all the coordinating conjunctions (e.g., for, and, but, or, and so)</li> <li>2. The verb “to be” in the simple present, simple past, and simple future</li> <li>3. Comparative and superlative forms of adjectives</li> <li>4. Complex nouns that are appropriate to the level (e.g., quantifiers for count and non-count nouns)</li> <li>5. Prepositions of time, location, and description</li> <li>6. Practical application of imperatives and suggestions (e.g., “Let’s go....”, “Why don’t we.....”)</li> <li>7. Difference between simple present and present continuous forms</li> <li>8. Past continuous form</li> <li>9. More complex modal (e.g., could, should, might, and may)</li> <li>10. More complex Wh questions including how</li> </ol>

Skill Area: Grammar

Intermediate Low	Intermediate High
<p><i>Students begin to use, with some control, the following grammar forms:</i></p> <ol style="list-style-type: none"> <li>1. Dependent clauses with "when", "before," and "after"</li> <li>2. Comparatives with "as + adjective + as"</li> <li>3. Gerunds as subjects and objects</li> <li>4. Present perfect</li> <li>5. Verb + infinitive</li> <li>6. Modals (e.g., can/could, may/might, shall/should, will/would, must) in the affirmative and negative forms</li> <li>7. Phrasal verbs, separable and inseparable</li> </ol>	<p><i>Students begin to use, with some control, the following grammar forms:</i></p> <ol style="list-style-type: none"> <li>1. Past habitual (e.g., used to)</li> <li>2. Sentences with past continuous and simple past</li> <li>3. Passive vs. active voice in present tense</li> <li>4. Preferences with "would rather"</li> <li>5. Real conditional if clauses in present and future forms (e.g., If it rains, I'll stay home tomorrow.)</li> <li>6. Polite requests (e.g., Could you please.....?)</li> </ol>

Skill Area: Grammar

Advanced Low	Advanced High
<p><i>Demonstrate control of:</i></p> <ol style="list-style-type: none"> <li>1. Verb tenses: simple versus perfect</li> <li>2. Gerunds and infinitives as subjects and objects</li> <li>3. Passive voice, present and past</li> <li>4. Modals of possibility and probability used for logical conclusions in present, past, and future (e.g., She must be sick.)</li> <li>5. Use of articles (e.g., a, an, some, the)</li> <li>6. Use past and present participles as adjectives (e.g., interested, interesting)</li> <li>7. Conditionals real and unreal (e.g., If I had a million dollars, I would be....)</li> <li>8. Direct and indirect speech/reported speech (e.g., She said, "Get me a drink.")</li> <li>9. Tag questions (e.g., She's a smart shopper, isn't she?)</li> <li>10. More complex phrasal verb forms, literal and figurative</li> </ol>	<p><i>Demonstrate control of:</i></p> <ol style="list-style-type: none"> <li>1. Verb tenses including simple, perfect, continuous forms</li> <li>2. Using gerunds in adverb phrases and adverbial phrases</li> <li>3. Use connectors (e.g., coordinating, subordinating, and transitional words).</li> <li>4. Passive voice, all forms (e.g., causative, stative, reported).</li> <li>5. Modals of necessity (e.g., obligation, warning, advice, expectation, suggestion, no obligation).</li> <li>6. Adjective clauses and phrases</li> <li>7. Subjunctive</li> <li>8. All forms of reported speech including questions and statements</li> <li>9. Noun clauses</li> <li>10. Idiomatic expressions</li> </ol>