



Advanced English: Test Prep 1 (8 Weeks; CASAS Scaled Score: 221–235; TOEFL Score ≤ 60)

The goal of the courses in this series is to develop English language learners' reading, writing, and communication skills beyond their current level of proficiency in preparation for post-secondary academic pursuits. Students who score a 60 or below on the TOEFL will begin at this level and concentrate on the development of proficient listening and speaking skills, and the continued growth of reading and writing skills.

Objectives

- Practice integrating and interpreting information from a variety of oral and written sources.
- Develop understanding of idioms and subtleties of oral communication.
- Increase sophistication of spoken communication skills comprehension, including proper pronunciation.
- Increase sophistication of writing and dictation skills for a variety of academic contexts with increased grammatical fluency.
- Develop and utilize multiple reading strategies to engage in complex text analysis.
- Practice synthesizing information from multiple sources and developing a written response.
- Practice writing and editing a variety of documents, including for timed writing assessments in appropriate styles and formats.
- Incorporate grammar into instruction.
- Develop students' listening and writing skills sufficiently to score at least a 3 on each of the TOEFL Integrated Writing Rubrics.

Student Learning Outcomes/Standards

Listening	Speaking	Pronunciation
1. Obtain detailed information from a variety of contexts (e.g., conversation, broadcast).	1. Use a variety of sentence patterns, new vocabulary, and high-frequency idioms in spontaneous conversation.	1. Stress the key content word in a sentence (e.g., the focus on home in "He wants to go HOME.").
2. Recognize/respond to conversational openers/closures and polite expressions as used by native speakers (e.g., I have to be going. I'd rather not. How about...?).	2. Use the appropriate degree of formality in social interactions.	2. Use contrastive stress to modify focus (e.g., TOM called yesterday. vs. Tom called YESTERDAY.).
3. Recognize/respond to idioms, reductions (e.g., "Did you"/"didja"), slang, and taboo language.	3. Negotiate a solution or compromise.	3. Shift meaning by changing stress, intonation, and pausing patterns in sentences (e.g., sincere vs. sarcastic ways of saying, "I love anchovies.").
4. Use various listening strategies in multiple contexts (e.g., adapting for context, purpose).	4. Provide appropriate and complete answers to interview questions.	4. Speech reflects the stress-timed nature of English (e.g., "Birds eat worms" and "The birds will have eaten the worms" take about the same amount of time to say because they have an equal number of stressed syllables.).
5. Comprehend dialects and social expressions to understand a variety of purposes (e.g., "Let's get together.").	5. Speak extemporaneously on a familiar topic using complex sentence patterns.	
	6. Use appropriate social cues (e.g., body language, sarcasm, humor, inflection) in response to conversations in a variety of contexts.	
	7. Paraphrase others' speech and writing.	
Reading (Lexile Range: 755–1160)	Writing (TOEFL Integrated Writing Rubric Score ≥ 3)	Supporting Language Structures
1. Interpret complex charts/graphs and other visual presentations.	1. Use reference materials to edit and revise.	1. Present perfect continuous (e.g., I have been studying English for six months.)*
2. Compare and contrast information from two or three sources (paper or electronic).	2. Write a 5-paragraph essay with topic sentences, supporting details, and conclusion that addresses the topic and task using somewhat developed explanations.	2. Perfect modals (e.g., I should have studied for the test; I would have done better.)*
3. Research information from authentic sources on unfamiliar topics.	3. Describe a detailed procedure in writing.	3. Compound and complex sentences (e.g., I went to the store to get some milk, and while I was there, I saw my teacher so I said hello.)
4. Vary reading strategies according to purpose.	4. Prepare a resume and cover letter, following a model.	4. Gerunds (e.g., Swimming is fun.) and infinitives (e.g., I like to swim in the ocean.)
5. Vary reading strategies to understand text containing unfamiliar topics, technical information, and different genres.	5. Write a letter for a specific purpose with correct formatting.	5. Transitional adverbs (e.g., however, therefore)
6. Draw conclusions and predict outcomes in written materials.	6. Develop strategies for taking timed writing tests.	6. Adverbial clauses of reason, comparison, time (e.g., He put his shoes on after he put his socks on.)
7. Respond to written materials by making inferences and expressing opinions about ideas in the text.	7. Use a variety of complex sentences with appropriate transition and connection words and punctuation.	7. Relative clauses (e.g., I paid the man who helped me.)
8. Determine meaning of figurative language including similes and metaphors.	8. Use appropriate writing style for purpose and audience.	8. Subordinate clauses (e.g., When I finished the project, I went to bed.)
9. Develop strategies for taking timed reading tests.	9. Use word-processing software proficiently.	
	10. Take notes and convey information from a lecture.	
		*Each verb tense includes the affirmative, negative, question form, and contractions.