



**Intermediate English for Academia 1** (8 Weeks; CASAS Scaled Score: 201–210)

The goal of this course is to support the growth of English language learners' listening, speaking, reading, and writing skills for post-secondary academic work.

**Objectives**

- Practice using, giving, and following multi-step directions, including clear and appropriate pronunciation.
- Increase listening comprehension to include the use of analyzing context clues and tonal cues.
- Increase development and depth of verbal responses within academic conversation contexts.
- Increase use of use of context clues to decode when reading documents for post secondary classes.
- Practice recognition of vocabulary specific to learners' academic needs.
- Practice reading comprehension and fluency skills in short academic texts and materials.
- Practice writing and dictation for a variety of common academic contexts with increased grammatical fluency..
- Incorporate basic parts of speech and grammar into instruction.

**Student Learning Outcomes/Standards**

Listening	Speaking	Pronunciation
<p>1. Use context clues to identify main ideas and key details in conversations.</p> <p>2. Distinguish meaning based on tone and inflection (questions, exclamations, negatives).</p> <p>3. Respond to multi-step directions.</p>	<p>1. Express likes, dislikes, wants, and feelings with explanations.</p> <p>2. Produce statements, questions, and commands using familiar and new vocabulary.</p> <p>3. Use expressions of satisfaction and dissatisfaction and agreement and disagreement.</p> <p>4. Retell stories or events about routine activities.</p> <p>5. Request information and express needs.</p>	<p>1. Use schwa sound used in unstressed syllables.</p> <p>2. Apply correct stress in multi-syllabic words.</p> <p>3. Modify stress as appropriate when adding prefixes and suffixes (e.g., happy vs. unhappy).</p> <p>4. Use appropriate intonation for negative statements.</p> <p>5. Link words together in common phrases (e.g., name is: /naymiz/, what time: /waitime/).</p>
Reading	Writing	Supporting Language Structures
<p>1. Use context clues, cognates, and word families to determine the meaning of new words.</p> <p>2. Recognize most words on a personal information form (e.g., employment history, education, references).</p> <p>3. Read and comprehend simple and compound sentences in authentic materials (e.g., short articles, job announcements, brochures).</p> <p>4. Find a specific piece of information in a simple source (paper or electronic).</p> <p>5. Read a brief passage (5-10 sentences) aloud with accuracy, expression, and appropriate phrasing.</p> <p>6. Use dictionary to find meanings of words.</p> <p>7. Identify and read materials for enjoyment or personal enrichment.</p>	<p>1. Free write on a familiar topic with some control of spelling, punctuation, and grammar.</p> <p>2. Write simple and compound sentences from dictation.</p> <p>3. Write down key information from meetings and conversations on familiar topics (e.g., doctor, teacher, work).</p> <p>4. Complete an authentic form (e.g., change of address, employment application, check cashing/shopping/membership cards, driver's license).</p> <p>5. Apply spelling rules for plurals, past tense, -ing, orm, and -er/-est endings.</p> <p>6. Use correct end punctuation consistently; use commas in lists and compound sentences.</p> <p>7. Plan, organize, write, edit, revise, and proofread a paragraph.</p> <p>8. Use basic functions of word-processing software.</p>	<p>1. Past continuous tense (e.g., We were having lunch when the phone rang.)*</p> <p>2. Modals (can, could, may, might, should, would, must)*</p> <p>3. Future tense will + verb (e.g., I'll carry that suitcase for you.)*</p> <p>4. Commonly confused verbs (e.g., do/make, say/tell, bring/take, come/go)</p> <p>5. Basic conjunctions (and, or, but, because)</p> <p>6. Articles (the, a, an)</p> <p>7. Possessive pronouns (mine, yours, his, hers, its, ours, theirs)</p> <p>8. Comparative and superlative adjectives (e.g., bigger, biggest)</p> <p>* Each verb tense includes the affirmative, negative, question form, and contractions.</p>