

Level One Writing and Grammar — Term A

Students will focus on modeling and constructing simple, grammatically-accurate sentences.

GOALS

1. Learn essential elements of the sentence (i.e., parts of speech)
2. Recognize and use simple tenses in affirmative, negative, and interrogative forms
3. Introduce simple and compound sentences in affirmative, negative, and interrogative forms
4. Write descriptive sentences
5. Learn how to use a bilingual dictionary

OBJECTIVES

Grammar:

1. Develop proficiency with parts of speech (e.g., nouns and pronouns, verbs, adjectives, adverbs [including adverbs of frequency and Wh-questions], articles, and prepositions)
2. Make accurate subject-verb agreement
3. Understand how to form imperatives
4. Use be verb + adjective combinations
5. Identify forms of irregular verbs (e.g., be, have) and introduce simple modals (e.g., can, have to)
6. Distinguish between affirmative, negative, and interrogative forms of the simple tense

Composition:

1. Use correct spelling, end punctuation (period, question mark, comma, exclamation point) and capitalization
2. Construct simple sentences using correct sentence order (SVO)
3. Construct compound sentences using simple conjunctions (e.g., and, so, but, or)
4. Use correct question formation using BE-verbs and WH questions.
5. Write notes/messages in imperative form (recipes, directions, phone messages: "call..," etc.)
6. Write descriptive sentences about the weather and people using adjectives for each of the 5 senses
7. Practice journal writing using time expressions; explain what you did, are doing, and will do

Level One Writing and Grammar – Term B

Students will focus on modeling and constructing simple, grammatically-accurate sentences.

GOALS

1. Learn essential elements of the sentence (i.e., parts of speech)
2. Recognize and use simple tenses in affirmative, negative, and interrogative forms
3. Introduce simple and compound sentences in affirmative, negative, and interrogative forms
4. Write descriptive and narrative sentences
5. Learn how to use a dictionary

OBJECTIVES

Grammar:

1. Identify forms of irregular verbs (e.g., be, have) and introduce simple modals (e.g., can, have to)
2. Review distinctions between affirmative, negative, and interrogative forms of the simple tense
3. Focus on simple and compound sentences in affirmative, negative, and interrogative form
4. Use present progressive; contrast with present simple
5. Use basic simple tenses (e.g., present, past, future [will/going to])

Composition:

1. Use end punctuation correctly (period, question mark, comma, exclamation point) and capitalization
2. Construct simple sentences using correct sentence order (SVO)
3. Construct compound sentences using simple conjunctions (e.g., and, so, but, or)
4. Use correct question formation using BE-verbs and WH questions.
5. Correct sentence fragments and run-ons
6. Write descriptive and narrative sentences
7. Write likes and dislikes regarding food and clothing
8. Use simple modals to give recommendations/ suggestions about restaurants, grocery shopping, and health

Level Two Writing and Grammar — Term A

Students will learn to group and develop their ideas into well-configured paragraphs.

GOALS

1. Understand more complex sentences and clauses
2. Understand the features of a paragraph: topic sentence, supporting sentences, etc.
3. Give special emphasis to idea formation within paragraphs
4. Demonstrate logical connections and transitions between ideas
5. Develop the writing process through review and editing
6. Focus on the following rhetorical structures: definitions, processes, and comparison/contrast
7. Use dictionary and thesaurus in the writing process

OBJECTIVES

Grammar:

1. Extend use of adjectives and adverbs (e.g., comparatives, superlatives, and equatives)
2. Employ more compound and complex sentences
3. Begin to use reported speech forms
4. Use definite and indefinite articles in simple contexts
5. Employ personal pronouns in subject, object, and possessive forms
6. Use imperatives (e.g., mood), used to, count and non-count nouns, and phrasal verbs
1. Use past progressive and present perfect with time clauses
2. Distinguish modals of ability, necessity, advice, obligation, probability, possibility, prohibition, etc.
7. Identify and select between passive and active voice

Composition:

1. Practice brainstorming techniques, including free-writing
2. Correct illogical or disordered paragraphs; inject cohesive devices
3. Use advanced punctuation correctly (e.g., colons, semicolons, hyphens, and dashes)
4. Identify and use basic elements of the paragraph: topic sentence, supporting elements, transitions, etc.
5. Write paragraphs defining concrete and abstract nouns (transportation system in NYC, love, freedom, etc.)
6. Write cards/notes: expressing thanks, good wishes, Birthday, condolences, regrets, congratulations, etc.
7. Write short informal letters (giving advice, RSVP to invites, etc.) using standard format: greeting, body, closing.
8. Write about a process using the imperative: how to ride a bike, etc.

Level Two Writing and Grammar — Term B

Students will learn to group and develop their ideas into well-configured paragraphs.

GOALS

1. Build on understanding more complex sentences and clauses
2. Understand the features of a paragraph: topic sentence, supporting sentences, etc.
3. Give special emphasis to idea formation within paragraphs
4. Demonstrate logical connections and transitions between ideas
5. Develop the writing process through review and editing
6. Focus on the following rhetorical structures: definitions, processes, and comparison/contrast
7. Use dictionary and thesaurus in the writing process

OBJECTIVES

Grammar:

1. Extend use of adjectives and adverbs (e.g., comparatives, superlatives, and equatives)
2. Employ more compound and complex sentences
3. Use past progressive and present perfect with time clauses
4. Distinguish modals of ability, necessity, advice, obligation, probability, possibility, prohibition, etc.
5. Identify and select between passive and active voice
6. Use simple gerund and infinitive forms
7. Form conditional wish and hope statements (e.g., if, will)

Composition:

1. Use advanced punctuation correctly (e.g., colons and semicolons)
2. Identify and use basic elements of the paragraph: topic sentence, supporting elements, transitions, etc.
3. Revise and edit sentences—identify fragments, subject-verb agreement, word order, etc.
4. Summarize the analysis of 3-4 other writers on a contemporary topic
5. Compare and contrast different writers' views on a topic, or an object, or a life experience, etc.
6. Write about wishes and hopes: "If I had a million dollars, I would....; If I had three wishes, I would wish...etc."
7. Write a short dialogue

Level Three Writing and Grammar — Term A

Students will learn the essential elements of extended written pieces.

GOALS

1. Add additional syntactical focus--clauses (e.g., noun, adjective, adverb)
2. Expand on idea formation between paragraphs
3. Develop confidence in all verb tenses
4. Develop paraphrasing and summarizing skills
5. Familiarize students with writing different kinds of developmental paragraphs

OBJECTIVES

Grammar:

1. Begin to use perfect progressive tenses
2. Continue use of infinitives and gerunds
3. Give full coverage to all of the tenses, with emphasis on past and present, continuous and perfect
4. Identify (in this order) simple adjective, adverb, and noun clauses
5. Use coordinating and subordinating conjunctions
6. Develop use of quantity expressions (e.g., [a] few, [a] little, much, many, a lot, some)
7. Learn additional phrasal verbs

Composition:

1. Identify the elements of introductory paragraphs
2. Identify topics for developmental paragraphs and write appropriate topic sentences
3. Understand the purpose for and characteristics of various types of conclusions
4. Practice writing outlines to plan and organize longer pieces of writing (focus on contemporary topics)

Level Three Writing and Grammar — Term B

Students will learn the essential elements of extended written pieces.

GOALS

1. Add additional syntactical focus--clauses (e.g., noun, adjective, adverb)
2. Expand on idea formation between paragraphs
3. Develop confidence in all verb tenses
4. Develop paraphrasing and summarizing skills
5. Familiarize students with writing different kinds of developmental paragraphs

OBJECTIVES

Grammar:

1. Give full coverage to all of the tenses, with emphasis on past and present, continuous and perfect
2. Use additional modals (e.g., could, ought to, had better, would, would rather, be supposed to)
3. Use transitional words (e.g., however, on the other hand, moreover, etc.)
4. Passive voice
5. Present unreal conditionals
6. Direct and indirect speech

Composition:

1. Understand use of numerous examples to effectively support main and supporting ideas
2. Use transitions between paragraphs
3. Distinguish between comparison and contrast
4. Understand and explain analogies in writing
5. Develop awareness of how to write for various audiences (tone, register, etc.)
6. Write short stories, letters, and articles using an outline; argue both sides of an issue, support and explain arguments, refute opposing arguments, etc.

Level Four Writing and Grammar — Term A

Students will learn to write critically (critical analysis). Writing will take the form of periodical pieces. Student will also learn to write periodical pieces: Op Ed, newsletter articles, advice columns, etc.

GOALS

1. Develop critical writing skills
2. Evaluate the substance and credibility of arguments
3. Express own views, opinions, thoughts on current events, contemporary issues
4. Present newsletter writing techniques
5. Develop newsletter "Student Voice" (monthly publication)
6. Understand the difference between revision and editing

OBJECTIVES

Grammar:

1. Future tenses
2. Strengthen article usage with generic and proper nouns
3. Correlative conjunctions

Composition:

1. Distinguish between summary and critique
2. Learn to revise, edit, and reorganize arguments
3. Write a compare and contrast newspaper article on a contemporary topic (with full outlines submitted first)
4. Write an advice column, a letter to the editor, and an Op Ed piece

Level Four Writing and Grammar — Term B

Students will learn to write critically (critical analysis). Writing will take the form of periodical pieces. Student will also learn to write periodical pieces: Op Ed, newsletter articles, advice columns, etc.

GOALS

1. Develop critical writing skills
2. Evaluate the substance and credibility of arguments
3. Express own views, opinions, thoughts on current events, contemporary issues
4. Present newsletter writing techniques
5. Develop newsletter "Student Voice" (monthly publication)
6. Understand the difference between revision and editing

OBJECTIVES

Grammar:

1. Use subjunctive mood (e.g., subjunctive verbs in noun clauses)
2. Use modals in all tenses and forms, including perfect modals
3. Extend knowledge of phrasal verbs
4. Work competently with all types of clauses (e.g., wish and hope clauses, noun clauses, reduced clauses, etc.)

Composition:

1. Write a review (short book, movie, article, advice column, etc.)
2. Write persuasive articles and Op Ed pieces on contemporary topics (with full outlines submitted first)
3. Write reflective response pieces (journal writing, response writing)
4. Draft testimonials, headlines, events, responses, fun facts, etc. for newsletter
5. Edit newsletter for publication

Writing and Grammar — All Levels

Suggested Composition and Syntax Tasks for the Classroom

Level One: Suggested Tasks for the Classroom

- Dictate simple and compound sentences of meaningful materials (e.g., recipes, directions, stories) and transcribe high-frequency expressions—from common speech and idioms
 - Compare and contrast obvious cultural customs (e.g., food and dining) in groups—use CultureGrams or other such cue cards
 - Construct a personal biography
 - Write letter of complaint (e.g., apartment manager)
 - Practice oral recitation of sentences—where individual writers dictate their work to the class—and group editing
 - Do controlled writing exercises—i.e., a specific, narrow topic (such as a car accident) requiring a specific organized response
 - Write in response to in-class readings, class activities and discussions, and field trips
 - Provide experience with essential forms (e.g., bank account application) and basic communications (e.g., thank you note)
 - Write a personal letter and send it e-mail or “snail mail” (e.g., apology, invitation, thank you)
 - Conduct e-mail exchanges and explain norms of e-communication
 - Complete a simple personal information form (e.g., grocery/video store, financial institutions, government/driver’s license)
 - Ask for help in writing (e.g., letter to the landlord)
 - Make a police accident report
 - Take down a simple telephone message
 - Give written instructions (e.g., driving directions)
- Simple writing tasks: making lists; taking a phone message; writing a thank you note; completion of simple forms coupon redemption

Level Two: Suggested Tasks for the Classroom

- Compare two possible majors of interest; clarify one’s vocational prospects
- Send a letter of advice to your best friend
- Write a letter of complaint concerning some product or service to consumer services
- Write a business letter to your landlord, asking for repairs in your apartment
- Journal writing
- Writing an advice column
- Comparing qualities of personal heroes

Level Three: Suggested Tasks for the Classroom

- Compare opinion-editorial pieces from *Time* and *Newsweek*
- Send a response letter to the editor after having covered the topic for a month
- Write a business cover letter in application for a position opening
- Paraphrase and summarize texts; in groups
- Compare and contrast obvious cultural customs (e.g., food and dining) in groups—use CultureGrams or other such cue card
- Brainstorm in groups without instructor assistance
- Compare effective business letters with poor communications

Level Four: Suggested Tasks for the Classroom

- Individual classroom presentations
- Instructor-student conferencing
- Worktable environment, for peer reviewing; a sequence of such reviews
- Interact with the larger world through the written venue (e.g., letters to the editor; job applications; business letters, etc.)
- Write a business letter
- Publish student essays in a newsletter or bound volume