



# Objectives and Evaluation Criteria

## Structure/Speaking Practice

### Beginning—Cather

To pass this course, you must earn a minimum grade of 1.0. To pass this level, you must also earn a minimum grade of 1.0 in Reading and Writing, a grade point average (GPA) of 2.0, and you must pass the beginning-level final exam.

#### Description

Using this beginning text, you will learn to ask and answer questions, have short conversations, and say what you want and need. You will become better at understanding what you hear, and learn the most important words for everyday situations.

#### Materials

- *Structure and Speaking Practice: Cather*, by ELS Language Centers and Pearson/Longman, second edition
- Teacher-made materials

#### Speaking: By the end of the session, you should be able to

- initiate and maintain simple face-to-face conversations about topics such as banking, transportation, or shopping
- ask for and give directions, opinions and advice
- compare people, places, and things
- give opinions, express likes and dislikes
- make, agree to, and decline requests; offer affirmative and negative responses as appropriate
- use language functions to express obligations, warnings, sympathy, requests for repetition
- talk about past, present, and future abilities
- draw conclusions or inferences from a conversation
- describe quantities

#### Listening: By the end of the session, you should be able to

- understand a native speaker in simple conversations about daily routines
- understand general information questions
- understand a native speaker in simple conversations about personal information

#### Evaluation Criteria

#### Points

|   |    |
|---|----|
| participation (active individual, group, and class work, homework)* | 25 |
| speaking evaluations  |    |
| evaluation 1  | 10 |
| evaluation 2  | 15 |
| mid-term/quizzes  | 25 |
| final exam**  | 25 |

\*If you miss 6 or more hours of class you will receive a zero (0) for Participation.

\*\*103: If you receive a 0.0 on the final exam, your total grade for SSP will be 0.5.

#### Grading Conversion

|                   |                  |                 |
|-------------------|------------------|-----------------|
| 95-100% = 4.0 = A | 83-86 = 2.5 = C+ | 70-74 = 1.0 = D |
| 90-94 = 3.5 = B+  | 79-82 = 2.0 = C  | 60-69 = 0.5 = F |
| 87-89 = 3.0 = B   | 75-78 = 1.5 = D+ | 0-59 = 0.0 = F  |

#### Passing Profiles: Final Evaluations

##### GPA 2.0 or higher

|   |   |
|---|---|
| <b>Profile 1</b><br>Exam: Pass<br>Speaking: Pass<br>Writing: Pass               | <b>Profile 2</b><br>Exam: Pass<br>Speaking: Strong Pass*<br>Writing: Borderline         |
| <b>Profile 3</b><br>Exam: Pass<br>Speaking: Borderline<br>Writing: Strong Pass* | <b>Profile 4</b><br>Exam: Borderline<br>Speaking: Strong Pass*<br>Writing: Strong Pass* |

\*Strong Pass = 2.0 or higher

## SSP: Cather Grammatical Forms

You will study these grammar points. Use this form to check your own progress.

|   | I know the form.         | I know the meaning.      | I can use it in speaking and writing. |
|---|--------------------------|--------------------------|---------------------------------------|
| <b>Present perfect, simple past, present perfect continuous tense</b><br>They <i>have lived</i> in Oklahoma City since they left Pocatello.<br>Dan <i>has been playing</i> the guitar for 25 years.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>              |
| <b>Modals: should, could, may, might, had better, able to, have to</b><br><i>Should</i> she <i>date</i> Don?<br>Jeff <i>can play</i> the piano. When he was a teenager, he <i>could</i> play the tuba as well.<br><i>Could</i> we go to the movies tonight? I would really like to go.<br>You <i>had better</i> study harder. I am worried about your grades.<br>We <i>won't be</i> able to go. My daughter is sick and can't travel.<br>Olga <i>will have to</i> borrow the money. She needs a car right away. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>              |
| <b>Modals: may and might versus will</b><br>The plane <i>might</i> not <i>arrive</i> on time.<br>Elizabeth <i>may be</i> at school. I know that she is not at home.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>              |
| <b>Count/non-count nouns</b><br>Molly is reading some <i>mail</i> .<br>Mark got three <i>letters</i> .  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>              |
| <b>Gerunds and infinitives; go + V-ing</b><br>Carol <i>enjoys listening</i> to jazz.<br>I <i>went swimming</i> last week.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>              |
| <b>Quantifiers: some, any, one, much/many</b><br>Imelda has <i>many</i> shoes.<br>Do you have <i>much</i> money with you? I don't have <i>any</i> and need to borrow <i>some</i> .  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>              |
| <b>Tag questions</b><br>I can park my car here, <i>can't I</i> ?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>              |
| <b>Active/passive voice with questions and answers</b><br>A truck <i>hit</i> Pat.<br>Pat <i>was hit</i> by a truck.<br><i>Will she be taken</i> to a hospital? Yes, she will.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>              |
| <b>Expressions with so, neither</b><br>Nicole can name all the U.S. Presidents, <i>and so can</i> Vince.<br>Rebecca can't walk on her hands, <i>and neither can</i> Bruno.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>              |