

Syllabus
Elementary Indonesian
Critical Languages Institute: Summer 2019
IDN 101 (42635) and IDN 102 (42636)

Date & Time:	M–F 8:35AM–12:35PM in ED 212	Phone:	TBA
Instructor:	Nyoman Riasa	Office hours:	TBA
Office:	TBA		
E-mail:	TBA		

Textbook:

John U. Wolff, *Beginning Indonesian through Self-Instruction BOOK TWO*, Southeast Asia Program Publications, 3rd Edition, 1992, ISBN: 978-0877275305

Sneddon, James Neil. *Indonesian Reference Grammar*. Allen & Unwin, 2010, ISBN: 9781742371351

About the course:

This intensive course provides a comprehensive introduction to Bahasa Indonesia and to Indonesian culture, while ensuring a solid command of the fundamental grammatical structures.

By the completion of this course, all students are expected to acquire a proficiency level of “Novice High” in listening, speaking, reading, and writing. Some students may achieve “Intermediate Low” or better in one or more area.

Students at this level should be able to:

- Read and write the language and comprehend short conversations on everyday topics.
- Write and translate simple texts, write short essays, letters, and advertisements.
- Make polite requests, ask for information, respond to requests and descriptions, impart personal information, have simple discussions on familiar, everyday topics, and make apologies.

In addition, the course will help students recognize common knowledge, beliefs, attitudes, and behavioral patterns of the peoples of Indonesia, and to detect and conform to fundamental verbal and nonverbal cultural norms.

To solidify their language and cultural gains, students are highly encouraged to take advantage of one of the ASU summer program in Bali.

Program Structure:

This class is divided into two sessions. The first session covers the material normally included in the fall semester. The second covers the material normally included in the spring semester.

You will receive two grades; one for each session.

Session A: May 20—June 14 (final exams on June 14)

Session B: June 17—July 12 (final exams on July 11; July 12 will be a half day)

Grading system per session:

Class participation	10%
Homework	10%
Weekly tests, quizzes, presentations	50%
Final examination	30%

<i>Grade</i>	<i>Percent</i>
A+	98–100
A	93–97
A-	90–92
B+	87–89
B	83–86
B-	80–82
C+	77–79
C	73–76
C-	70–72
D	60–69
F	0–59

Auditing and Incompletes:

Since CLI courses are tuition free, they **cannot be taken for audit**. There is no not-for-credit option. All students will receive a grade for their class. CLI does not issue grades of **Incomplete**. Students who do not complete coursework by the end of CLI will be graded normally, with a grade of zero for any assignment not completed.

Class Time versus Homework:

This intensive course relies heavily on work performed outside the class.

Class time concentrates on activities that you cannot perform effectively without the immediate feedback of an instructor, for example: conversation, structured oral drills, active listening comprehension, etc.

Activities for which no instructor is necessary will typically be performed as homework, for example: reading, writing, and composition; grammar, etc.

In particular, you will be expected to **read ahead** and to **work with material that has not yet been covered in class**. It is your responsibility to learn assigned material before class, then come to class prepared to apply what they have learned. Instructors will not necessarily go over every homework topic in class. Instead, they will concentrate on topics that are particularly difficult or particularly important. Nonetheless, you are responsible for mastering every topic assigned, **including topics not emphasized in class**.

With a course moving at 5 times the usual speed, preparation is critical. Students who come to class unprepared will find it difficult to succeed.

Participation:

Since the course relies so heavily on listening and speaking practice, attendance and participation are mandatory and count toward your final grade.

Class participation will reflect your daily preparation and active participation in class discussions. A student who is chronically late to class, leaves early, or is not prepared to participate will not receive full attendance and participation credit.

Students who miss more than **two classes** over the course of the 7-week session **without prior consent** of the instructor or CLI administration will **receive a zero** for class participation and will be asked to **withdraw** from the course.

Homework Grading:

Homework is your opportunity to practice new structures. It is expected that you will make mistakes; you will not be marked down for doing so. As long as you complete your homework and turn it in on time, you will receive full credit.

Academic Dishonesty:

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Students with Disabilities:

Establishing Eligibility for Disability Accommodation. Students who need disability accommodation must register with the Disability Resource Center (DRC) **before** requesting accommodation. DRC is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

Accommodation. Students with disabilities requiring accommodation who have registered with DRC will receive a form to present to their instructor. Disability information is confidential. Accommodation must be requested in advance. Retroactive requests for accommodation may not be granted.

Note: Instructors are prohibited from making accommodation for disability without approval from the disabilities resource center. Be sure to register with DRC before requested accommodation.

Course Outline (subject to change):

	Monday	Tuesday	Wednesday	Thursday	Friday
IDN 101 WEEK 1	<p>Ayo Berbahasa Introduction to syllabus</p> <p>1.1 Berkenalan Greetings; terms of address; ask someone's name; ask where someone is from</p> <p>Berkenalan 'Nya' dan 'Dia' 'Ini siapa', 'Itu siapa' Make an offer; ask what something is.</p>	<p>1.2 Bercakap-cakap Politely ask question; ask where someone lives; ask if something is located nearby.</p>	<p>1.2 Bercakap-cakap Ask where something is; ask for a description of something.</p>	<p>1.3 Pamit Ask permission to leave; politely excuse oneself.</p>	<p>Review Pelajaran 1.1 Keluarga Describe family relations; negate a nominal; ask where someone is.</p>
IDN 101 WEEK 2	<p>2.2 Teman & Tetangga Describe an action in progress; ask someone if he or she knows someone else; describe physical appearance.</p>	<p>2.3 Kuliah Ask what classes someone is taking; ask how a class is; ask what language someone speaks; ask about language ability.</p>	<p>Quiz 1 Review Pelajaran 1 & 2 Warung Sinema-Bertamu</p>	<p>3.1 Teman dari luar negeri Ask whether someone is married; like and dislike; ask what Indonesian word is for an item.</p>	<p>Asyik Daily Activities of Fifi 3.1 The preposition <i>di</i>, <i>ke</i>, and <i>dari</i>. 3.2. The question word <i>apa</i>.</p>
IDN 101 WEEK 3	<p>3.1 Teman dari luar negeri Ask whether someone is married; like and dislike; ask what Indonesian word is for an item.</p>	<p>3.2 Pergi ke Restoran Ask about food; ask about taste; order food at a restaurant; ask for the bill.</p>	<p>3.3 Berkunjung ke rumah teman Ask about housing; ask permission to use the restroom; ask where the restroom is.</p>	<p>Asyik 1.5 Ada dan Tidak Ada Ratih on Campus 2.1 Noun phrases</p>	<p>2.3 Pronouns Saya, Anda, Dia, dan Mereka. 2.4 The Inclusive and exclusive first-person plural pronouns Kami dan Kita.</p>

				2.2 Negation with bukan	
IDN 101/102 WEEK 4	2.5 Numbers (continued) Review Pelajaran 2 & 3	FINAL EXAM SESSION A	Ayo 4.1 Ke Bioskop Invite someone to come along; ask what time an event will occur; accept an invitation.	Politely ask a stranger for directions; give directions, inquire about distance; ask about plans.	4.2 Tidak Tahu Jalannya 4.3 Belajar Menawar Identify an item; Ask what the price is; Read Prices in Rupiah; State simple measure. 3.3 Verbal Predicates with Adjectives and Prepositional Phrases. 3.5 The modal <i>sudah</i> and its negation <i>belum</i>
IDN 102 WEEK5	Quiz 3	5.1 Teman Baru Introduce someone to others; Ask if someone has lived somewhere for a long time.	5.1Continued Ask how much longer an event or a state will continue; Clarify one's attention; State a conclusion.	5.2 Keluarga Teman Baru Ask about family members; Express regrets.	5.3 Warna Favorit Describe clothes and ask about size; Talk about color; Give an explanation.
IDN 102 WEEK 6	July 4, No Class	Asyik Ratih visits Imogiri Graveyard 4.1 The verbal prefix men- 4.2 The temporal marker <i>baru</i> 4.3 The temporal marker <i>sudah</i> and <i>baru</i>	4.4 The temporal marker <i>masih</i> and its negation, <i>tidak ... lagi</i> . 4.5 The negative temporal marker <i>masih belum</i> .	6.1 A Meeting Apologize and provide an excuse; Make a suggestion based on opinion; Agree and disagree; State a conclusion.	Quiz 4

IDN 102 WEEK 7	6.2 Modes of Transportation Ask about fares, ask about the location to get on and off; Ask about the length of a trip.	6.2 Modes of Transportation Kinds of transportation (vocabulary); Inquire about modes of transportation; Offer an alternatives.	6.3 Schedule of activities Talk about an itinerary; Make a suggestion and to agree with it; Offer an alternative suggestion; Ask about store or office hours.	FINAL EXAM SESSION B	HALF DAY GRADUATION CEREMONY
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IDN 101/102 SKILL ACQUISITION SCHEDULE

NOVICE LOW INTERPERSONAL COMMUNICATION SKILLS	WEEK
I can greet people	1
I can say hello to a person I do not know	1
I can say hello to an adult	1
I can say hello to my teacher	1
I can say hello to someone my age or younger	1
I can introduce myself	1
I can answer questions	1
I can respond to a yes/no question	1
I can answer an either/or question	1
I can answer questions about my preferences	2
I can respond to a question about my preferences	2
I can answer an either/or question about my preferences	2
I can react to a statement	1
I can express appropriate reactions, e.g. "Great," "That's too bad," "That's horrible," "OK."	1

NOVICE MID INTERPERSONAL COMMUNICATION SKILLS	WEEK
I can introduce myself and others with appropriate greetings	4
I can introduce myself and someone else	1
I can respond appropriately to an introduction using gestures when needed.	1
I can ask and answer questions about what I am doing.	2
I can answer questions about where I am going.	4
I can say when I am going to do something.	4
I can ask who someone is.	1
I can identify what day it is.	2
I can ask and answer questions about the weather.	5
I can exchange information about myself, my family, and familiar things using words, phrases, and memorized expressions.	5
I can say my name and ask someone what his/her name is.	1
I can identify the members of my family and ask someone about his/her family with a simple question.	1

I can exchange simple descriptions of what people look like.	5
I can exchange simple descriptions about personality.	5
I can understand and say numbers in simple situations.	5
I can exchange information that requires counting, such as playing a board game, saying the score of a game, or counting the number of people or items	2
I can ask and understand how much something costs.	3
I can ask and give the time, date, birth date, age, and phone number.	4–5
I can exchange information about something I have learned using memorized words and phrases.	3
I can talk with someone about something I learned in school.	3
I can talk with someone about community events.	

NOVICE HIGH INTERPERSONAL COMMUNICATION SKILLS	WEEK
I can exchange personal information using phrases and simple sentences.	3
I can ask and give a home address and an email address	3
I can ask and give nationality.	2
I can ask and tell about friends, classmates, and teachers.	3
I can exchange information about what I have learned using texts, graphs, or pictures.	5
I can ask about and identify familiar things in a picture from a story.	2
I can ask about and identify important information about the weather using a map.	5
I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.	2
I can ask for and give simple directions to go somewhere or do something with the help of visuals.	7
I can ask for directions to a place.	7
I can tell someone how to get from one place to another, such as go straight, turn left, or turn right.	7
I can tell someone where something is located, such as next to, across from, or in the middle of.	3
I can exchange information with other people about what to do, where to go, and when to meet.	4
I can accept or reject an invitation to do something or go somewhere.	4
I can exchange information about where to go, such as to the store, the movie theater, a concert, a restaurant, the lab, or when to meet.	4
I can invite and make plans with someone to do something or go somewhere.	4
I can interact with others using simple language in everyday situations.	4
I can order a meal.	4

I can make a purchase.	3
I can buy a ticket.	4
I can solve math problems with my friends in class using graphs.	3

INTERMEDIATE LOW INTERPERSONAL COMMUNICATION SKILLS	WEEK
I can have a simple conversation on a limited number of familiar topics.	
I can talk with someone about family or household tasks.	6
I can talk with someone about hobbies and interests.	
I can talk with someone about school or work.	6
I can express my reactions and emotions to others.	
I can express emotions, such as happiness or sadness.	6
I can express reactions in highly familiar situations, such as at a sporting event or concert.	6
I can react to the feelings of others.	
I can exchange information about academic topics familiar to me.	
I can ask and respond to questions about geography, history, art, music, math, science, or literature.	
I can ask and answer questions on familiar topics to keep a conversation going.	
I can ask additional questions to get more information.	7
I can give more information to explain something I did.	7
I can ask for and give examples to explain something further.	7
I can meet my basic needs in everyday situations.	
I can ask for help at school, work, or in the community.	7
I can order a meal at a restaurant.	7
I can make an appointment or reservation by phone.	7
I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.	7

INTERMEDIATE MID INTERPERSONAL COMMUNICATION SKILLS	WEEK
I can ask and answer a variety of questions about routine personal information in uncomplicated situations.	
I can share preferences on a variety of topics, giving reasons for my preferences.	
I can exchange information about activities I did or am planning to do.	
I can exchange information about daily routines.	
I can discuss and solve problems in uncomplicated situations.	

I can request services, such as phone, plumbing, or car repair.	
I can reschedule an appointment or a date if something comes up.	
I can give and seek personal views and opinions on a variety of familiar topics.	
I can exchange views and opinions about my favorite celebrity.	
I can start, maintain, and end a conversation on a variety of familiar topics.	
I can initiate a conversation about my work or school.	
I can ask for information, details, and explanations during a conversation.	
I can bring a conversation to a close in an appropriate way.	
I can discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, or literature.	
I can exchange views and opinions about my favorite sports team and how they are doing this year.	
I can exchange views and opinions about the importance of recycling in my community.	
I can discuss artists from other countries.	
I can discuss historical events.	
I can discuss the procedures of a science project.	

NOVICE LOW INTERPRETIVE LISTENING SKILLS	WEEK
I can understand some commonly used words and expressions, such as please and thank you.	1
I can understand basic information, such as days of the week, months of the year, numbers, times, and dates.	2-5
I can understand names of objects in my immediate environment, such as words for familiar objects found in classrooms, offices, or homes.	2
I can follow a one-step instruction, especially when people use gestures.	2
I can understand the difference between a question and a statement.	1

NOVICE MID INTERPRETIVE LISTENING SKILLS	WEEK
I can understand simple words and phrases about daily activities.	2
I can understand when someone describes his/her school or daily schedule.	2
I can understand when someone describes his/her daily routine.	2
I can understand some words and phrases in simple messages and announcements in a familiar setting.	4

I can understand a short audio announcement relating the time and place of a movie or sporting event.	4
I can understand a short audio announcement relating a change in my school or work schedule.	2
I can understand some simple questions on familiar topics.	5
I can understand when asked how old I am, what my name is, and where I live.	3–5
I can understand when someone asks me which sports I play, which hobbies I have, and what I like to do in my free time.	5
I can follow some multi-step directions or instructions, especially when people use gestures or repetition.	7
I can follow simple directions to a location, when people speak slowly and clearly.	7
I can follow instructions, such as those for baking a cake, drawing a picture, or playing a game, when I am doing this step-by-step with opportunity to ask for repetition.	7
I can understand some of what people say in a conversation when they are talking about familiar things.	2
I can understand classroom instructions when people use gestures or repetition.	2

NOVICE HIGH INTERPRETIVE LISTENING SKILLS	WEEK
I can understand some short conversations or descriptions.	7
I can understand short conversations about hobbies and sports.	7
I can understand conversations related to daily life and routine.	6
I can understand some short, simple messages and announcements on familiar topics.	6
I can understand an announcement on the school intercom related to school activities.	6
I can understand a phone message, such as when and where to meet a friend.	6
I can understand when and where an event will take place, such as a concert or sporting event.	6
I can understand most directions or instructions in a familiar setting, when expressed in short conversations.	7
I can follow directions when a map is provided.	7
I can follow classroom instructions without repetition.	5
I can understand simple stories.	7
I can understand familiar stories that follow a logical order.	6

I can understand a simple story acted out with props and gestures.	6
I can understand short descriptions of people I know.	5
I can understand a radio advertisement for products I know.	7

INTERMEDIATE LOW INTERPRETIVE LISTENING SKILLS	WEEK
I can understand the main idea and some details of what I hear in short conversations and oral presentations.	7
I can understand conversations about my family, school, or community.	7
I can identify the main idea and some details when listening to an oral presentation about a topic I am learning.	7
I can understand more complicated directions and instructions in familiar settings.	7
I can follow complicated directions to a location.	7
I can follow multi-step instructions on how to complete a task, such as cooking, how to complete a homework assignment, or how to play a sport.	7
I can understand the main idea and some details from oral stories on familiar topics.	7
I can understand the main idea and some details from oral stories on familiar topics.	7
I can understand children's stories or simple short stories on familiar topics.	7
I can understand the main idea and some details in messages and announcements on familiar topics.	6
I can understand the main idea and some details announced during a sports event.	6
I can understand announcements at the theater.	6
I can understand most instructions especially when supported with visuals and gestures, such as preparing for a flight before takeoff.	6
I can understand announcements about upcoming events, such as a concert.	6
I can identify the main idea and some details on familiar topics presented via media.	7
I can understand specific information, such as sports scores and song titles from radio and TV stations.	5
I can understand the basic information in a weather report, such as temperature and precipitation.	6
I can identify main ideas on familiar topics in a newscast.	7
I can identify the type of film and some details from a movie preview.	5

INTERMEDIATE MID INTERPRETIVE LISTENING SKILLS	WEEK
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I can understand the main idea and many details of presentations on familiar topics.	
I can understand an introduction, such as at a concert.	
I can understand the main idea and many details of a short lecture on a topic with which I am familiar.	
I can understand a short speech on a familiar topic.	
I can understand the main idea and many details on familiar topics of personal interest presented through media.	
I can watch short cartoons or video clips and identify the main idea and many details.	
I can listen to a sports commentator and understand the highlights of a game.	
I can understand the main idea and many details of a short discussion or interview on a familiar topic.	
I can understand a classroom or work discussion, such as discussions on dress codes or attendance policies.	
I can understand an interview with a famous person, such as a rock star, politician, or actor.	
I can follow the main idea and many details of a conversation, even when the topic changes.	
I can follow a conversation when individuals talk about past, present, and future events.	
I can follow a conversation about places for the evening when several speakers are talking.	
I can understand a Web-based presentation, such as a virtual tour of a city or university.	

NOVICE LOW INTERPRETIVE READING SKILLS	WEEK
I can connect some characters or letters to their sounds.	1
I can connect some words, phrases, or characters to their meanings.	1
I can recognize words, phrases, and characters with help from visuals.	1
I can follow along on the page when something familiar is read out loud.	4
I can identify months on calendars.	3
I can identify objects in a labeled classroom.	2
I can identify holidays placed on a calendar.	3
I can point to the letter when I hear the sound.	1
I can recognize a character when someone says the word or shows a picture.	1
I can recognize some place names.	1
I can recognize some product names.	1

I can recognize a menu or birthday card from its context.	3
I can identify family member words from a family tree.	1
I can identify words or phrases from actions I see people do.	1
I can recognize enter and exit signs.	2

NOVICE MID INTERPRETIVE READING SKILLS	WEEK
I can read simple information on familiar topics.	3
I can read about a family.	3
I can read about food.	3
I can understand simple written messages in the classroom or workplace.	3
I can understand short, simple descriptions, especially if there are pictures or graphs.	5
I can understand written descriptions about people, places, or things.	3
I can understand written descriptions about things I have learned.	5
I can recognize words on a list on familiar topics.	3
I can identify tasks on a to-do list.	3
I can identify items on a shopping list.	3
I can recognize familiar names, words, characters, and some phrases in everyday situations.	5
I can identify words related to school.	2
I can identify words related to home.	2
I can identify words related to people.	2
I can identify words related to culture.	5
I can understand the purpose of simple reading materials.	4
I can recognize advertisements, brochures, menu lists, schedules, greeting cards, or business cards.	4
I can distinguish a birthday card from a thank-you card.	4
I can identify destinations and major attractions in travel brochures.	2
I can locate places on city maps.	2
I can follow simple written directions.	4
I can identify movies or TV programs on a list.	4
I can understand lists related to academic subjects, such as planets, countries, or musical instruments.	2
I can identify words related to work.	4

NOVICE HIGH INTERPRETIVE READING SKILLS	WEEK
I can understand information I need on familiar topics.	6
I can understand information from advertisements, brochures, lists, menus, or schedules.	4
I can understand personal notes, emails, or postcards.	6
I can understand everyday notices in public places.	7
I can follow directions and instructions, such as those for using public transportation, making telephone calls, or locating parking.	7
I can identify some detailed information needed on forms.	5
I can understand school registration forms.	5
I can follow short, written instructions and directions supported by visuals.	6
I can use an ATM machine.	4
I can purchase stamps from a machine.	4
I can make an online purchase.	6
I can understand some ideas and some details on familiar topics in texts that I have read, especially when supported by visuals.	6
I can read comics and follow the story line.	5
I can understand short descriptions or reviews in TV or entertainment guides.	6
I can interpret a history timeline.	6
I can read parts of the newspaper related to my interest and identify some ideas.	6
I can locate and understand Internet sites related to my interest and identify some ideas.	6
I can understand words and phrases that are on common public information signs.	5
I can understand information asked for on an international student identification card.	6
I can understand what is needed on a hotel registration form.	6
I can interpret a train schedule.	5
I can interpret a population graph.	5

INTERMEDIATE LOW INTERPRETIVE READING SKILLS	WEEK
I can understand messages in which the writer tells or asks me about familiar topics of interest.	4
I can find and use familiar information for practical purposes.	4

I can read a movie review and understand the plot in order to decide whether or not to see it.	4
I can read a restaurant review to guide my choice.	4
I can follow directions in more complicated situations.	6
I can follow written directions to do an experiment.	5
I can follow instructions to assemble something.	6
I can use information from a variety of sources in my studies and work.	7
I can understand information about after-school and job opportunities.	7
I can understand online information to support my coursework and research.	7
I can understand short literary texts that contain familiar vocabulary.	7
I can identify the main idea and many details in a sequenced story.	7
I can understand what an e-pal is asking about my personal interests or routines.	6
I can understand a note from my friend about our plans.	5
I can understand a letter of acceptance or rejection regarding a job application.	6
I can understand an online course syllabus.	6
I can identify important facts and supporting information in a poem or play.	7

INTERMEDIATE MID INTERPRETIVE READING SKILLS	WEEK
I can understand the main idea and many details when reading for personal enjoyment.	
I can understand information accessed from an Internet site.	
I can understand the main idea and many details when reading familiar articles and texts for information.	
I can identify the major ideas in texts related to issues of global importance, such as health and nutrition, environment, and scientific discoveries.	
I can understand human interest stories and texts related to improving quality of life.	
I can understand information about major world events with visual and graphic support.	
I can understand the main idea and some details when reading narratives, literary selections, and other fictional writings that contain unfamiliar vocabulary.	
I can predict what may happen.	
I can follow the chronological actions of a story.	
I can use details about the historical setting to understand the text.	
I can understand a description of a television program.	

I can understand the messages posted on social networks.	
I can follow directions to play an online game.	
I can understand articles in popular magazines.	
I can follow the results of an election supported by graphs and charts.	
I can follow the results of sports events.	
I can read short stories, short plays, and poems.	

NOVICE LOW PRESENTATIONAL SPEAKING SKILLS	WEEK
I can imitate the sounds and words that I hear.	1
I can say the names of familiar people, places, and objects in pictures and posters using single words or memorized phrases.	1
I can introduce myself.	1
I can say short memorized phrases, parts of poems, and rhymes.	4
I can name a cultural symbol or person.	2
I can sing a short song.	3
I can recite a nursery rhyme.	3
I can recite a simple poem about myself.	4
I can use an appropriate introduction to begin a presentation.	6

NOVICE MID PRESENTATIONAL SPEAKING SKILLS	WEEK
I can present personal information about myself and others using words and phrases.	5
I can state my name, age, and where I am from.	4
I can give my phone number, home address, and email address.	3–5
I can describe my physical appearance.	5
I can describe my personality.	5
I can express my likes and dislikes using words, phrases, and memorized expressions.	3
I can express which sports I like and don't like.	3
I can express my favorite free-time activities and those I don't like.	3
I can state my favorite foods and drinks and those I don't like.	3
I can present simple information about something I learned using words, phrases, and memorized expressions.	2
I can identify my classes and when they occur.	2
I can state activities and times in my daily schedule.	2

I can present simple information about something I learned using words, phrases, and memorized expressions.	4
I can present cultural expressions connected with holiday celebrations based on pictures or photos.	4
I can identify the main cities of a specific country.	1
I can identify animals, foods, historical figures, or sports based on pictures or photos.	3

NOVICE HIGH PRESENTATIONAL SPEAKING SKILLS	WEEK
I can describe aspects of my daily life using phrases and simple sentences.	5
I can describe my family and friends.	5
I can describe my school.	5
I can talk about myself.	5
I can talk about my work.	5
I can present basic information about things I have learned using phrases and simple sentences.	6
I can present on cultural information based on pictures or photos.	5
I can present about something I learned at school or in the community.	6
I can describe a familiar experience or event in simple terms using phrases and simple sentences.	6
I can describe what I do during the weekend.	6
I can describe what happens at a sports event.	6
I can describe an experiment.	6
I can present information about others using phrases and simple sentences.	6
I can talk about others' likes and dislikes.	6
I can talk about others' free-time activities	6
I can give biographical information about others.	4
I can give basic instructions on how to make or do something using phrases and simple sentences.	7
I can tell how to prepare something simple to eat.	5
I can give simple directions to a location.	7

INTERMEDIATE LOW PRESENTATIONAL SPEAKING SKILLS	WEEK
I can describe something familiar using a series of sentences.	5
I can describe with some details the physical appearance of a friend or family member.	5

I can describe another person's personality.	5
I can describe another person's personality.	5
I can express my needs, wants, and plans using a series of sentences with some details.	5
I can describe what I need for school or work.	4
I can describe what my plans are for the weekend.	5
I can describe what my summer plans are.	5
I can describe what I plan to do next in life.	5
I can give a series of instructions.	5
I can present a short or dramatic presentation using a series of sentences.	5
I can express my opinion on familiar topics using a series of sentences.	7
I can give a presentation about a movie or song that I like.	5
I can express my opinion about a cultural topic.	6
I can express my opinion about something I have learned.	6
I can explain the rules of a game.	7
I can give multi-step instructions for preparing a recipe.	7
I can act out a children's story.	3
I can act out a proverb or nursery rhyme.	3
I can express my opinion about a current event.	5

INTERMEDIATE MID PRESENTATIONAL SPEAKING SKILLS	WEEK
I can describe plans and actions using connected sentences with many details.	
I can set a goal and tell how I will accomplish it.	
I can describe my plans for the future.	
I can make a presentation on something I have learned using connected sentences with many details.	
I can give a short presentation on a current event.	
I can give a short presentation on an academic topic.	
I can give a short presentation on a famous person or cultural landmark.	
I can state my opinion and give supporting reasons using connected sentences with many details.	
I can tell or summarize a storyline using connected sentences with some details.	
I can tell a story.	
I can tell a joke.	
I can summarize the plot of a movie or TV show.	

I can describe, tell about, and explain personal experiences and give my reaction to them using connected sentences with many details.	
I can describe a childhood or summer experience and how I felt about it.	
I can describe a social event that I attended and how I felt about it.	
I can describe how to plan and carry out an event, such as a family reunion.	
I can state whether I agree or disagree with using cell phones at school and give reasons why.	
I can state whether I agree or disagree with the dress code and give reasons why.	
I can state whether I agree or disagree with the current minimum wages and give reasons why.	
I can state my opinion about the environment and give reasons why.	
I can describe something new I learned and how I felt about learning it.	

NOVICE LOW PRESENTATIONAL WRITING SKILLS	WEEK
I can write my name.	1
I can label some familiar things.	1
I can label items in a poster or picture.	1
I can label items in a room.	1
I can copy some characters and words that I see on the wall, in a book, on the board, or on the computer.	1

NOVICE MID PRESENTATIONAL WRITING SKILLS	WEEK
I can fill out a simple form with some basic personal information.	5
I can fill out a form with my name, address, phone number, birth date, and nationality	4
I can complete an online order form.	5
I can write about myself using learned phrases and memorized expressions.	5
I can describe my personality.	5
I can express my likes and dislikes using words, phrases, and memorized expressions.	4
I can list my likes and dislikes.	2
I can list my family members.	2
I can list my free-time activities.	2
I can fill out a form for a library card.	4
I can register for something online.	4
I can write lists that help me in my day-to-day life.	3
I can write a to-do list.	3

I can write a shopping list.	3
I can fill out a simple schedule.	2
I can write about something I have learned using lists, phrases, and memorized expressions.	3
I can list the main cities of a specific country.	2
I can write the phrases and memorized expressions connected with holiday wishes and celebrations in a specific country.	3
I can create a list categorizing animals that live in the forest, sea, or desert.	3

NOVICE HIGH PRESENTATIONAL WRITING SKILLS	WEEK
I can describe aspects of my daily life using phrases and simple sentences.	5
I can write a description of my family and friends.	5
I can describe my school.	5
I can write about myself.	5
I can write about my work.	5
I can write short notes using phrases and simple sentences.	5
I can write a postcard.	4
I can write a short message.	5
I can write a short announcement.	5
I can request information to obtain things I need or want using phrases and simple sentences.	4
I can write a short electronic message asking for information.	4
I can handwrite a short note asking for information.	4
I can write about something I have learned using phrases and simple sentences.	6
I can write a thank-you note.	5
I can write about cultural information based on pictures or photos.	5
I can write simple sentences about a historical event I learned in school.	6
I can write a description of a familiar experience or event using phrases and simple sentences.	6
I can describe what I do during the weekend.	6
I can describe what happens at a sports event.	5
I can describe an experiment.	6

INTERMEDIATE LOW PRESENTATIONAL WRITING SKILLS	WEEK
I can describe something I know using a series of sentences with some details.	5
I can write a description of another person's appearance or personality.	3

I can describe a school or workplace routine.	3
I can describe a place where I like to spend my time.	3
I can write about something I have learned.	5
I can express my opinion on familiar topics using a series of sentences with some details.	5
I can write about school or work and what I like or dislike.	5
I can write an opinion about something I learned in school or at work.	4
I can compare things using a series of sentences.	7
I can write a letter comparing two places I visited.	7
I can write a journal entry comparing peoples' physical description and personalities	3
I can write a short comparison of two characters in a short story.	7
I can write questions to obtain and clarify information.	5
I can ask questions in a letter or email, such as where do you live, what do you like to do, what are you doing during the holiday, and can you recommend a good place to eat.	3
I can develop a simple questionnaire, such as inquiring about favorite foods or free-time activities.	5

INTERMEDIATE MID PRESENTATIONAL WRITING SKILLS	WEEK
I can write personal communications on familiar topics using connected sentences with many details.	
I can write a letter to a friend or family member.	
I can write a message or explanation.	
I can write a response for a blog or chat room.	
I can state my opinion and give supporting reasons using connected sentences.	
I can write a description or explanation of a familiar topic using connected sentences with many details.	
I can tell and retell simple stories in written form.	
I can describe a meaningful experience and how I feel about it.	
I can write about a job and how I feel about it.	
I can write about using cell phones at school.	
I can write about the dress code at school or at work.	
I can write about the current minimum wage.	
I can write about an environmental issue.	
I can write a short report on a familiar topic using connected sentences with many details.	

I can describe a current event and explain what happened.	
I can write about an academic topic.	
I can write about a famous person or cultural landmark.	
I can write about personal experiences and give my reaction to them using connected sentences with many details.	
I can narrate or describe a memorable event in a journal or diary.	
I can write about something I have learned and how I feel about it on a blog.	