



COMMUNICATION SKILLS

course curriculum

Learning goals are described according to the following categories:

Linguistic Performance Indicators: Students will practice natural conversation in situations that reflect daily life in the US, including family and social relationships, professional, and academic interactions, including discussion of cultural and current events. Students will demonstrate linguistic and communicative competence commensurate with the course benchmarks.

Structural Performance Indicators: Students will acquire and practice the grammar structures necessary for listening, speaking and reading, at a level commensurate with the course benchmarks.

course overview and timing

Courses 1-3: Basic – CEFR A1/A2	126 hours
Courses 4-10: Intermediate – CEFR A2-B2	294 hours
Courses 11-13: Advanced – CEFR B2/C1	126 hours

overall course timing

Total number of instructional weeks per course:	8 weeks
Total number of instructional weeks for all 13 courses:	104 weeks

LEARNING GOALS

<p>Linguistic Performance Indicators</p> <p>CEFR correlation: A1/A2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Give simple descriptions of people, places, living and working conditions and daily routines. ▪ Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. ▪ Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and leisure. Can handle very brief and simple social exchanges ▪ Follow speech which is very clear and slowly articulated on topics in their field of interest (e.g. very basic personal and family information, shopping, local geography, employment) ▪ Understand short, simple texts containing the highest frequency vocabulary.
<p>Structural Performance Indicators</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Produce sentences using affirmative, negative, and interrogative forms. ▪ Understand when and how to use present, present continuous, simple past, and future tenses. ▪ Know the difference between indefinite and definite articles. ▪ Produce sentences using modal verbs. ▪ Formulate questions using interrogative pronouns.

LEARNING GOALS

<p>Linguistic Performance Indicators</p> <p>CEFR correlation: A2-B2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Interact with a degree of fluency and spontaneity that allows for regular interaction with native speakers without strain on either party. ▪ Sustain views clearly by providing relevant explanations and arguments. ▪ Give clear, detailed descriptions of events and experiences. ▪ Understand the main ideas of complex speech on both concrete and abstract topics. ▪ Follow extended speech and complex lines of argument provided the topic is reasonably familiar. ▪ Express thoughts on more abstract, cultural topics such as films, books, music.
<p>Structural Performance Indicators</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ Understand the concept of count vs. non-count nouns and know when to use <i>many</i> vs. <i>a few</i> and <i>much</i> vs. <i>a little</i>. ▪ Compare things/people using comparative adjectives and three or more things using superlative adjectives. ▪ Understand when and how to use past continuous and present perfect tenses. ▪ Express hypothetical/unreal situations the future and present ▪ Use modal verbs appropriately. ▪ Know how and when to use the past perfect tense ▪ Know when and how to use present and past perfect continuous tenses. ▪ Understand how to use infinitives of purpose. ▪ Communicate future ideas and predictions as well as past unreal situations with if-clauses. ▪ Use modal verbs to express ability, possibility, and advice. ▪ Communicate actions they had others do (causative form). ▪ Use common phrasal verbs and idiomatic expressions

CSK advanced level – 11-13

LEARNING GOALS

<p>Linguistic Performance Indicators</p> <p>CEFR correlation: B2/C1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">▪ Communicate effectively and with good grammatical control on a wide range of general, academic or leisure topics.▪ Give clear, detailed descriptions and presentations on concrete and abstract subjects with an appropriate conclusion.▪ Understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.▪ Recognize a wide range of idiomatic expressions and colloquialisms.▪ Appreciate register shifts
<p>Structural Performance Indicators</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">▪ Produce sentences using both the passive and active voice.▪ Recognize when to use gerunds vs. when to use infinitives.▪ Differentiate direct and reported speech.▪ Express actions that will be completed at a certain time in the future▪ Produce coordinate and subordinate clauses by means of connectors▪ Use the same pattern of words/phrases in a sentence by means of parallel sentence structures