



EXPRESSO BRASIL

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, reading, and writing at a level commensurate with the course benchmarks

course overview and timing

Courses 1 & 2: Basic – CEFR A1/A2	60 hours
Courses 3, 4, & 5: Intermediate – CEFR A2/B1	90 hours
Courses 6 & 7: High Intermediate – CEFR B1/B2	60 hours
Clock hour = 60 minutes	

overall course timing

Total number of instructional weeks per course:	8 weeks
Total number of instructional weeks for all courses:	56 weeks

LEARNING GOALS

<p style="text-align: center;">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. ▪ Follow speech which is very clear and slowly articulated on familiar topics of immediate priority. ▪ Understand short, simple texts containing the highest frequency vocabulary. ▪ Write simple phrases and sentences.
<p style="text-align: center;">Structural Performance Indicators</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand when and how to use present, present continuous, simple past, and future (<i>ir+ infinitive</i>) tenses ▪ Know the difference between indefinite and definite articles ▪ Make questions using interrogative pronouns ▪ Make sentences expressing possession (<i>Ter</i>) ▪ Identify and use the genders of nouns, along with their respective articles

LEARNING GOALS

<p>Linguistic Performance Indicators</p> <p>CEFR correlation: A2/B1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Interact with reasonable ease in structured situations and short conversations including asking and answering questions on subjects within their field of interest. ▪ Present their points of view as a linear sequence of points. ▪ Express personal opinions, feelings, preferences and exchange information and ideas on topics that are familiar, of personal interest or pertinent to everyday life. ▪ Understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. ▪ Understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language. ▪ Write short connected texts on a range of familiar subjects within their field of interest, by linking a series sentences into a linear sequence.
<p>Structural Performance Indicators</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand when and how to use present, simple past, past continuous, and imperfect tenses (indicative mood). ▪ Understand when and how to use the subjunctive ▪ Identify how to properly report direct speech ▪ Express ideas and actions using both the passive and active voice ▪ Understand when and how to use conditional forms (types 1 & 2) ▪ Use adverbial phrases ▪ Use relative and demonstrative pronouns

LEARNING GOALS

<p>Linguistic Performance Indicators</p> <p>CEFR correlation: B1/B2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Communicate with some confidence on familiar routine and non-routine matters related to their Interests and professional field. ▪ Exchange, check and confirm information, and explain why something is a problem. ▪ Give descriptions of events and experiences with a reasonable amount of details. ▪ Understand the main ideas of complex speech on both concrete and abstract topics. ▪ Follow somewhat extended speech and lines of argument provided the topic is familiar. ▪ Express thoughts and opinions. ▪ Read with some degree of independence on familiar topics. ▪ Write short texts with some details on a variety of subjects related to their field of interest.
<p>Grammar Performance Indicators</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand when and how to use the simple pluperfect tense as well as the other tenses reviewed ▪ Comfortably use the conditional mood in the future and past tense ▪ Express sentences using both the passive and active voice ▪ Understand when and how to use the imperative mood ▪ Make sentences using coordinate sentences ▪ Understand when and how to use the present and past perfect tenses