



ENGLISH FOR EFFECTIVE COMMUNICATION

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 1-3: Basic – CEFR A1/A2	264 h
Courses 4-10: Intermediate – CEFR A2-B2	616 h
Courses 11-13: Advanced – CEFR B-2/C1	264 h

overall course timing

Total number of instructional weeks per course:	8 weeks
Total number of instructional weeks for all courses:	104 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. ▪ Understand short, simple texts containing the highest frequency vocabulary. ▪ Write simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.
<p style="text-align: center;">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. ▪ Understand when and how to use the indefinite and definite articles. ▪ Produce sentences using modal verbs. ▪ Use the possessive adjective and pronouns correctly ▪ Distinguish adverbs of place, manner and time and use them correctly in sentences

LEARNING GOALS

<p style="text-align: center;">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; read with a large degree of independence. ▪ Have a broad active reading vocabulary and high frequency idioms. ▪ Write clear, detailed texts on a variety of subjects related to their field of interest, synthesizing and evaluating information and arguments from a number of sources.
<p style="text-align: center;">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. ▪ Use <i>many</i> vs. <i>a few</i> and <i>much</i> vs. <i>a little</i> correctly. ▪ Use indefinite pronouns correctly ▪ 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. ▪ Use modal verbs ▪ Express hypothetical/unreal situations in the future and present ▪ Know when and how to use the past perfect tense. ▪ Know when and how to use present and past perfect progressive tenses. ▪ State unrealized events in the past using the past conditional structure. ▪ Formulate questions using question tags. ▪ Construct relative clauses using <i>who</i> and <i>that</i>. ▪ Make sentences using phrasal verbs ▪ Expressing an action that someone makes happen ▪ Know how and when to use modal verbs to communicate past situations and events

advanced level – courses 11-13

length: 264 hours

LEARNING GOALS

Linguistic Performance Indicators

CEFR correlation: B-2/C1

Students will be able to:

- Communicate fluently, effectively and with good grammatical control on a wide range of general, academic, professional or leisure topics.
- Give clear, detailed descriptions and presentations on concrete and abstract subjects, including development of particular points and an appropriate conclusion and adopting a level of formality or informality appropriate to the circumstances.
- 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 and appreciating register shifts.
- Understand in detail lengthy, complex texts, whether or not they relate to their own area of expertise, provided they can reread difficult sections.
- Write clear, well-structured texts on a variety of subjects, expanding and supporting points of view at some length with reasons and relevant examples, and rounding off with an appropriate conclusion.

Structural Performance Indicators

Students will be able to:

- Express sentences using both the passive and active voice.
- Recognize when to use gerunds vs. when to use infinitives.
- Identify and properly punctuate sentences.
- Differentiate direct and reported speech.
- Construct sentences using identifying and non-identifying adjective clauses.
- 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
- Use participle phrases/clauses and adjective clauses to modify a noun in a sentence