WAY AHEAD
course curriculum

Learning goals are described according to the following categories:

<u>Linguistic Performance Indicators</u>: 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.

<u>Structural Performance Indicators</u>: 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 1A/1B, 2A/2B &3A/3B: Basic – CEFR A1/A2	192 hours
Courses 4A/4B, 5A/5B &6A/6B: Intermediate – CEFR A2/B1	192 hours
Courses 7A/7/B, 8A/8B & 9A/9B: High Intermediate – CEFR B1/B2	192 hours

overall course timing

Total number of instructional weeks per course:	8 weeks
Total number of instructional weeks for all courses:	144 weeks

WAH basic level – courses 1A/1B, 2A/2B& 3A/3B	**length: 192 hours**
LEARNING GOALS	

Linguistic Performance Indicators **CEFR correlation: A1/A2**	Students will be able to: ▪ 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'.
Structural Performance Indicators	Students will be able to: ▪ 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

WAH intermediate level – courses 4A/4B, 5A/5B &6A/6B	length: 192 hours
LEARNING GOALS	

	Students will be able to:
Linguistic Performance Indicators **CEFR correlation: A2/B1**	▪ Interact with reasonable ease in structured situations and short conversations including asking and answering questions on subjects within their field of interest, presenting 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 the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives ▪ Read straightforward factual texts on subjects related to their field and interest with a satisfactory level of comprehension. ▪ Write short connected texts on a range of familiar subjects within their field of interest, by linking a series sentences into a linear sequence.
Structural Performance Indicators	Students will be able to: ▪ Understand the concept of count vs. non-count nouns. ▪ Use *many* vs. *a few* and *much* vs. *a little* 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

WAH high intermediate level – 7A/7B, 8A/8B& 9A/9B	**length: 192 hours**
LEARNING GOALS	

Linguistic Performance Indicators **CEFR correlation: B1/B2**	Students will be able to: ▪ 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.
Structural Performance Indicators	Students will be able to: ▪ 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 *who* and *that*. ▪ 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