



Cultural Center For Language Studies
The Best in Language Training

CCLS ENGLISH COURSE CURRICULUM

Course Goal: English for General Purposes

Course Objectives: 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. 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

Levels 1-3: Basic – CEFR A1/A2	Approx. 210 h
Levels 4-6: Intermediate – CEFR A2/B1	Approx. 210 h
Levels 7-9: Advanced – CEFR B1/B2	Approx. 210 h
Levels 10-11: High Advanced – CEFR B2/C1	Approx. 140 h

Overall Course Timing

Total number of instructional weeks per level:	Approx. 12 weeks
Total number of instructional weeks for all levels:	Approx. 132 weeks

Process for Teaching and Learning

Lessons are taught through the CCLS Methodology with an interactive classroom program and material especially designed for our method and program.

Academic Progress and Grading Policy

In order to maintain good academic standing, students must: **(a)** achieve a minimum weighted grade of **65** (See grading policy below); **(b)** meet **80%** attendance requirement

Grading Policy:

Attendance: **5%** Homework: **10%** Written Exam: **35%** Oral Test: **50%**

**Adapted from a curriculum created by CCLS Headquarters*



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CCLS ENGLISH COURSE - Levels 1-3

length: 210 hours

LEARNING GOALS

<p>Linguistic</p> <p>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>Structural</p> <p>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 possessive adjectives and pronouns correctly▪ Distinguish adverbs of place, manner and time and use them correctly in sentences



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CCLS ENGLISH COURSE - Levels 4-6		length: 210 hours
LEARNING GOALS		
<p align="center">Linguistic</p> <p align="center">Performance Indicators</p> <p align="center">CEFR correlation: A2/B1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand, with certain limitations, several social and work-related situations. Follow simple group conversation, socially and at work, but will need help with some complications or difficulties. ▪ Give clear, detailed descriptions of events and experiences. ▪ Discuss main ideas and most details of connected discourse in a variety of formal and informal conversations, on social and business-related topics. Can initiate, sustain, and close a general conversation. ▪ Read consistently understanding simple, connected texts dealing with a variety of basic social topics. Structural complexity may interfere with comprehension. ▪ Write routine social and business correspondence and join sentences in simple discourse on familiar topics. ▪ Narrate past and future events more or less accurately with satisfactory spelling. 	
<p align="center">Structural</p> <p align="center">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. ▪ Formulate questions using question tags. 	



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CCLS ENGLISH COURSE - Levels 7-9		length: 210 hours
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">▪ Interact with a degree of fluency and spontaneity that allows for regular interaction with native speakers without strain on either party.▪ Express views clearly by providing relevant explanations and arguments.▪ 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, and music. Read with a large degree of independence.▪ Have a broad active reading vocabulary and understand 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>Structural Performance Indicators</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">▪ Use both the passive and active voice.▪ Know when and how to use present and past perfect progressive tenses.▪ State unrealized events in the past using the past conditional structure.▪ Construct relative clauses using <i>who</i> and <i>that</i>.▪ Make sentences using phrasal verbs▪ Express an action that someone makes happen▪ Know how and when to use modal verbs to communicate past situations and events	



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CCLS ENGLISH COURSE - Levels 10-11

length: 140 hours

LEARNING GOALS

<p>Linguistic</p> <p>Performance Indicators</p> <p>CEFR correlation: B2/C1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">▪ 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 appreciate 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.
<p>Structural</p> <p>Performance Indicators</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">▪ 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