|  |  |  |  |
| --- | --- | --- | --- |
| **Levels** | **CEFR** | **At each level the Grading Scale is consistent to that level:** Grade Scale: 4.0=excellent, 3.0= Good, 2.0= Satisfactory, 1.0= Poor, 0= Unacceptable**By the end of each course, students will be able to:** | **Average Duration** |
| Basic I  | A1 | * Introduce yourself and others, check information, use Wh-questions with “be.”
* Describe work, school and daily schedules using the simple present and time expressions.
* Use level appropriate vocabulary to talk about prices, discuss preferences and make comparisons using demonstratives and comparatives with adjectives.
* Generate the basic sentence structure to make invitations and excuses using “would like to~”
* Use appropriate level language to talk about families, describing routines, sports, abilities, and exercise using present continuous, quantifiers and adverbs of frequency
* Generate the simple past tense to talk about past events and vacations.
* Use question structure to ask about and describe locations, neighborhoods and quantities using prepositions of place, count and non-count nouns.
 | 8 weeks |
| Basic 2 | A1+ | * Generate question structure to ask about and describe people’s appearance using modifiers with participles.
* Describe past experiences using the present perfect.
* Use the simple past and the present perfect by writing a short story.
* Use the appropriate structure to ask about and describe cities, give suggestions and talk about travel using adverbs before adjectives, conjunctions and modal verbs.
* Generate appropriate vocabulary to talk about health problems, advice and requests using infinitive complements and modal verbs.
* Express likes, dislikes, agreeing, disagreeing and ordering a meal using “so, too, neither and either.”
* Use modals “would and will” for requests.
* Describe countries, make comparisons, talk about distances using comparatives, superlatives and “how” questions.
* Use level appropriate expressions to talk about plans, invitations, reasons, and taking and leaving messages using the future with present continuous, “be going to” and “tell” and “ask.”
* Describe changes and plans for the future using the present, past, and the present perfect tense with comparatives; verb + infinitives.
 | 8 weeks |
| Low Intermediate3  | A2 | * Generate level appropriate sentence structure to talk about yourself, your childhood using the past tense and “used to” for habitual actions.
* Generate level appropriate sentence structure to write about transportation, transportation problems and evaluate city services using adverbs of quantity with count and non-count nouns and indirect questions.
* Listen to a recording for the purpose of following directions.
* Write and describe positive and negative features, make comparisons, lifestyle changes and express wishes using evaluations and comparisons with adjectives: not…enough, too, as… as, with nouns: not enough…, too many/much…. and wish.
* Listen and talk about food and give instructions using simple past, present perfect, and sequence adverbs.
* Describe vacation plans, give travel advice and plan a vacation using the future tense with be going to~ and will, modals of necessity/ suggestion
* Generate requests, accept/refuse requests, complain, apologize and give excuses using phrasal verbs and requests with modals “Would you mind…”
* Describe technology, give instructions and give suggestions using infinitives and gerunds of purpose, imperatives and infinitives for suggestions.
* Write about holidays, festivals, customs, special events using relative clauses and adverbial clauses.
* Listen to a recording of conversations for the purpose of explaining the main idea
 | 8 weeks |
| Low Intermediate4 | A2+ | * Generate level appropriate vocabulary and grammar to talk about change, compare time periods and describe possibilities using time contrasts and conditionals with *if* clauses.
* Describe abilities and skills, talk about job preferences and personality traits using gerunds, short responses and clauses with *because*.
* Listen to conversations for the purpose of identifying the tenses.
* Read about landmarks, monuments, & describe countries & discuss facts using the passive voice with/ without “by.”
* Use level appropriate question structure to ask about someone’s past.
* Listen to classmates describe recent experiences using past continuous, simple past and present perfect continuous.
* Describe movies, books, actors and ask/ give reactions or opinions using participial adjectives and relative clauses.
* Interpret body language, gestures, emotions, and signs using modals and adverbs of permission, obligation and prohibition.
* Use level appropriate language to speculate about past or future events.
* Listen and describe a predicament, give advice and suggestions using unreal conditional sentences with *if* clauses and past modals.
* Report what people say, make requests, invitations and excuses using reported speech: requests and statements.
 | 8 weeks |
| Intermediate  5  | B1 | * Use the level appropriate sentence structure and vocabulary to describe personalities, express likes/ dislikes, agree/ disagree and complain using relative pronouns as subjects/ objects, clauses with “*it*+ adverbial clauses with *when*”.
* Generate the appropriate vocabulary to talk about unusual careers; describe jobs, pros and cons using gerund phrases, comparisons with adjectives, verbs, nouns, and past participles.
* Demonstrate understanding of specific vocabulary after reading an article by discussing the main point.
* Generate appropriate level structure to make unusual requests, indirect requests and accept/decline requests using modals, *if* clauses, gerunds and indirect requests
* Narrate a story and describe events in the past using past continuous, simple past and past perfect.
* Use specific idiomatic expressions to talk about moving abroad, express emotions, cultural expectations using noun phrases containing relative clauses, expectations with *supposed to*, etc.
* Describe problems, make complaints, and explain something that needs to be done using past participial adjectives with nouns, gerunds & passive infinitives.
* Identify, describe problems, and come up with solutions using passive in the present continuous, present perfect, prepositions of cause and infinitive clauses/phrases.
* Ask about preferences, pros/cons of college majors, learning methods, and personal qualities using *would rather*, *by* + gerund.
 | 8 weeks |
| Intermediate 6 | B1+ | * Generate the appropriate sentence structure to talk about having something done, ask for/ give advice or suggestions using “have/get” something done (active and passive), make suggestions with gerunds, infinitives, modal verbs and negative questions.
* Write about the future using future simple, continuous, and future perfect.
* Demonstrate understanding of vocabulary after reading the article by using the vocabulary accurately.
* Write about and describe rites of passage, turning points, regrets and hypothetical situations using time clauses, *should have* + past participles and *if* clauses with past perfect.
* Describe qualities for success, features, interviews, ads and slogans using infinitives and *because, since, due to*, etc.
* Use level appropriate sentence structure and vocabulary to make conclusions, offer explanations, describe hypothetical events and give advice using past modals in spoken and written language.
* Listen and describe how something is done or made and careers in the media using the passive, modals and defining/ non-defining relative clauses.
* Use the level appropriate sentence structure and vocabulary to give opinions about controversial issues, agreeing, and disagreeing using passive modals and tag questions.
* Describe challenges, frustrations, rewards and write about the past and future using present perfect, and future perfect.
 | 8 weeks |
| Upper Intermediate7 | B2 | * Use verbs followed by gerunds & noun clauses after *be* to talk about themselves & their families
* Describe personal changes by listening to a recording and then writing a summary using target vocabulary focusing on topic sentence usage
* Express likes and dislikes by using colloquial and common phrasal verbs and idiomatic expressions
* Use past modals & phrasal modals of obligation to talk about life lessons
* Read and discuss strange occurrences & unsolved mysteries using verbs of belief
* Recognize and paraphrase problems in an article
* Use defining & non-defining relative clauses in both written and spoken form
* Describe different cities using the correct order of modifiers
* Connect contrasting ideas using appropriate vocabulary
* Use reduced time clauses to describe daily routines and habits
* Use clauses stating reasons and conditions
* Interpret meaning of new vocabulary from context after reading the article by explaining the meaning
* Listen to the recording and analyze the ideas presented in context
* Use infinitive & gerund phrases to talk about interpersonal communication in social situations
* Use reported speech to tell what someone else said
* Role-play a conversation for the purpose of making small talk by using the appropriate vocabulary
* Use adverbs & different forms of the past tense to listen and talk about news events & tell personal stories
* Write a narrative using the proper paragraph organization
* Use the passive of the present continuous, present perfect, & future to listen and talk about trends in modern technology
* Generate the appropriate sentence structure to give opinions using negative & tag questions
* Write a blog for the purpose of using the appropriate level sentence structure in the correct register
* Use reduced relative clauses & non-defining relative clauses as sentence modifiers to talk about different kinds of creativity
* Generate appropriate paragraph transition in writing an essay
* Listen for the purpose of analyzing the language
* Use clauses & phrases showing contrast & exception to listen and talk about customs & typical behavior
* Describe past habits using *used to* & *would*
* Generate appropriate sentence structure to write a supporting statement in an essay
* Use relative clauses & noun clauses to talk about annoying situations
* Generate level appropriate structure to ask simple & complex indirect questions
* Use the language of complaining to write a letter of complaint
* Use the present unreal conditional with *unless, only if* & *even if* to talk about personal values & moral dilemmas
* Express wishes & regrets by using the proper sentence structure
* Generate a thesis statement for an essay
* Demonstrate understanding after listening to a conversation by discussing the main ideas
 | 12 weeks  |
| Low Advanced8 | B2+ | * Use appropriate tense and vocabulary to talk about how to deal with change
* Discuss issues and use the language for strongly agreeing
* Listen for main stress and for the purpose of recognizing opinions
* Read an article for the purpose of identifying the main idea
* Write for the purpose of organizing information in an opinion essay
* Discuss exploration & research using appropriate vocabulary in comparative structures & superlatives
* Use and explain the vocabulary after reading an article
* Identify the problems mentioned in the listening by explaining and describing them
* Exchange important information by recognizing and using weak forms and rhythm
* Use appropriate structure & vocabulary to write a description of an area
* Use relative pronouns & reduced clauses to describe personality types
* Describe feelings using present participles and appropriate vocabulary
* Use the language to make & respond to requests by role-playing
* Talk about professional relationships by adding emphasis using *so…that, such…that, even, only*
* Use level appropriate language to discuss advantages and disadvantages
* Listen for consonant –vowel linking between words & using stress in compounds
* Write a summary of an article using the appropriate strategies
* Listen for the purpose of understanding the speakers’ attitudes
* Discuss new technology using real conditionals
* Write an online comment with examples to give an opinion
* Talk about unexpected situations using the appropriate vocabulary
* Use reported speech with modal verbs to talk about current events
* Write a story using narrative tenses
* Use the appropriate vocabulary to talk about positive experiences
* Generate gerunds and infinitives by talking about a job or situation
* Listen for persuasive language and tips for using it
* Use modal-like expressions with be to make a list of complaints
* Listen and then use future forms to talk about side projects
* Use the language of suggestion to show interest in ideas
* Write a complaint letter in the appropriate register
* Use unreal conditionals to talk about how life might be different
* Express regrets and wishes using the appropriate grammar and vocabulary
* Listen for different word groups
* Read an article to identify implications
* Use the appropriate vocabulary to describe characteristics
* Generate language and communication using causative verbs
* Talk about impressions using appropriate expressions
* Create a professional profile using professional language
* Use the passive voice to talk about fake goods
* Listen to recognize false information
* Express belief or disbelief using the appropriate expressions
* Write an essay using persuasive language
* Use adverbs with adjective and adverbs to talk about talent
* Describe emotional impact and ambitions using the appropriate vocabulary
* Write a review of a performance using expressions for showing reasons and results
* Prepare and give a short two-minute presentation
 | 12 weeks |
| Advanced9 | C1 | * Summarize information about a topic.
* Use adverbs to add details.
* Listen to a podcast for the purpose of discussing pros & cons using level appropriate vocabulary.
* Discuss assumptions about behavior using appropriate vocabulary
* Write a report based on graphs
* Listen for the purpose of distinguishing intonation on interactional phrases
* Discuss past actions and their results using variations on past unreal conditionals
* Write a short story based on a set of facts
* Read some short stories to evaluate content
* Discuss the value of changing perspective by using quantifiers and prepositions in relative clauses
* Listen to expressions about eye idioms and metaphors
* Write a personal profile statement for a résumé
* Discuss traveling to remote places using appropriate vocabulary
* Use reduced relative clauses to discuss solitude and being alone
* Present a mini presentation about the pros and cons of a variety of common topics using cause & effect
* Read an article about surprises and discuss the topic using adverbs to add attitude
* Use question words with ~ever to make general statements about upsets
* Listen to a news feature for the main points
* Discuss ancestry using the appropriate vocabulary and negative & limiting adverbials
* Summarize information about a topic
* Present a plan to promote a cultural celebration
* Discuss distractions and attention by using phrases with *get*
* Explain the process for making decisions using the appropriate vocabulary
* Pronounce the primary and secondary word stress
* Discuss health issues using the appropriate vocabulary
* Listen to a podcast to find the context of the phrasal verbs used
* Ask and deflect probing questions by using appropriate expressions
* Discuss global food issues using simple past for unreal situations
* Listen to distinguish main ideas from details
* Predict the content by looking at key words and the title of an article
* Describe color associations using the appropriate vocabulary
* Use subject-verb agreement with collective nouns, singular nouns etc.
* Listen to speakers expressing certainty or uncertainty to distinguish the difference
* Answer questions in a mock job interview using vocabulary about change
* Use the present subjunctive in *that* clauses after verbs that express a need to act, a request, or a proposal
* Describe change using the perfect infinitive, such as ~ to have taken
 | 12 weeks |
| Proficiency10 | C2 | * Listen for the purpose of distinguishing rhythm and stress
* Recognize the speaker’s aims by listing them
* Give a presentation for the purpose of using humor
* Listen to lyrics for the purpose of summarizing the main idea
* Generate the grammar for giving and justifying advice
* Use the future in the past in writing
* Listen for the purpose of understanding fast speech
* Describe beliefs and facts using the target vocabulary
* Write a response to a proposal by using the target structure
* Use appropriate intonation to convey meaning
* Structure a talk to demonstrate vocabulary usage
* Use appropriate intonation to void misinterpretation
* Discuss facts and beliefs, and express beliefs and disbeliefs using the target vocabulary.
* Write a newspaper report using passive reporting verbs
* Use prediction skills while listening
* Use persuasive techniques while giving a short presentation
* Describe objects using the target common collocations
* Write an online post sharing experiences about a job interview
* Express preferences using the target language
* Demonstrate understanding by using comparative forms
* Read an article about the paradox of choice in order to make a list of criteria
* Use a variety of speaking paces during a short presentation to demonstrate control
* Listen to a newscast to discuss the news topics
* Brainstorm ideas for sustainable practices in business
* Be clear and to the point during a short presentation without omitting essential information
* Use collocations with intensifying adverbs
* Discuss internet usage and its effects on society by using complex grammar structures
* Write a formal report using the level appropriate language
* Explain ideas of success in difficult situations using the target vocabulary
* Use conditional conjunctions in both written and spoken form
* Discuss tips for improving memory using target vocabulary
* Write a formal letter using proper formatting
* Summarize an argument using level appropriate language
* Write a review of a product using appropriate vocabulary
* Listen to a podcast for the purpose of paraphrasing the main ideas
 | 12 weeks |