



# Cultural Center for Language Studies

*Fluency in Languages*

## CCLS INTENSIVE ENGLISH PROGRAM (IEP)

**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. In the EPG classes, students will learn vocabulary commonly used in the workplace and business-related situations and practice conversation in that context. 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

Level 1 (CEFR A1)	Total number of instructional hours per week:
Level 2 (CEFR A1/A2)	18.5 hours
Level 3 (CEFR A2)	
Level 4 (CEFR A2/B1)	Total number of instructional hours per level:
Level 5 (CEFR B1)	Approximately 111 hours
Level 6 (CEFR B1)	
Level 7 (CEFR B1/B2)	Total number of instructional weeks per level:
Level 8 (CEFR B2)	Approximately 6 weeks
Level 9 (CEFR B2)	
Level 10 (CEFR C1)	Total number of instructional weeks for all levels:
Level 11 (CEFR C1)	Approximately 66 weeks (school breaks not included)

### 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. In the Grammar and Conversation classes, students do supervised grammar and writing exercises (workbook) based on the contents studied in class and practice conversation in group or in pairs on the topics and themes featured in the textbook lessons. In the EPG classes, students learn vocabulary generally used in the workplace and business-related situations using the grammar structures already studied.

### Academic Progress and Grading Policy

**Evaluation tools:** Written exams (midterm and final) and an oral exam

**Final score:** Simple average of exam grades rounded up or down to the nearest full number

To maintain good academic standing and to progress to the next level, students must score sixty-five (65) points or higher in each exam. A limited number of exam retakes is allowed. For details, please see Grading Policy available at [ccls.nj.edu](http://ccls.nj.edu).



# Cultural Center for Language Studies

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**CCLS INTENSIVE ENGLISH COURSE – Level 1**

**(CEFR correlation A1)**

**length: 111 hours**

## **LEARNING GOALS**

<p><b>Linguistic Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Give simple descriptions of people, places, living and working conditions and daily routines.</li><li>▪ Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</li><li>▪ Follow speech which is very clear and slowly articulated on familiar topics.</li><li>▪ Understand short, simple texts containing the highest frequency vocabulary.</li><li>▪ Write simple phrases and sentences linked with simple connectors like ‘and’, ‘but’ and ‘because’.</li></ul>
<p><b>Structural Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Produce sentences using affirmative, negative, and interrogative forms.</li><li>▪ Understand when and how to use present of the verb to be and present continuous.</li><li>▪ Use the present tense of the verb to have.</li><li>▪ Understand when and how to use indefinite and definite articles.</li><li>▪ Understand when and how to use possessive adjectives and subject pronouns.</li><li>▪ Understand when and how to use there is and there are.</li> <li>▪ Distinguish adverbs of place, manner and time and use them correctly in sentences.</li></ul>



# Cultural Center for Language Studies

Fluency in Languages

CCLS INTENSIVE ENGLISH COURSE – Level 2

(CEFR correlation A1/A2)

length: 111 hours

## LEARNING GOALS

<p><b>Linguistic Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Give simple descriptions of people, places, living and working conditions and daily routines.</li><li>▪ Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</li><li>▪ Follow speech which is very clear and slowly articulated on familiar topics.</li><li>▪ Understand short, simple texts containing the highest frequency vocabulary.</li><li>▪ Write simple phrases and sentences linked with simple connectors like ‘and’, ‘but’ and ‘because’.</li></ul>
<p><b>Structural Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Produce sentences using affirmative, negative, and interrogative forms.</li><li>▪ Understand and distinguish when and how to use present, present continuous, and future with <i>going to</i> + verb.</li><li>▪ Understand when and how to use indefinite and definite articles.</li><li>▪ Understand and distinguish between <i>What</i> and <i>Which</i> as well as how and when to use them.</li><li>▪ Produce sentences using the modal verb <i>can</i>.</li><li>▪ Understand how to use <i>too</i>, <i>also</i>, and <i>either</i>.</li><li>▪ Use possessive adjectives correctly.</li></ul> <p>Distinguish adverbs of place, manner, time, and frequency and use them correctly in sentences.</p>



# Cultural Center for Language Studies

*Fluency in Languages*

CCLS INTENSIVE ENGLISH COURSE – Level 3

(CEFR correlation A2)

length: 111 hours

## LEARNING GOALS

<p><b>Linguistic Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Give simple descriptions of people, places, living and working conditions and daily routines.</li><li>▪ Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</li><li>▪ Follow speech which is very clear and slowly articulated on familiar topics.</li><li>▪ Understand short, simple texts containing the highest frequency vocabulary.</li><li>▪ Write simple phrases and sentences linked with simple connectors like ‘and’, ‘but’ and ‘because’.</li></ul>
<p><b>Structural Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Produce sentences using affirmative, negative, and interrogative forms.</li><li>▪ Understand when and how to use present, present continuous, simple past, and future tenses (<i>going to + verb and will</i>).</li><li>▪ Distinguish and know how to conjugate regular and irregular verbs in the simple past.</li><li>▪ Understand how and when to use object pronouns as opposed to subject pronouns.</li><li>▪ Understand how to use the modal verb <i>should</i>.</li><li>▪ Understand when and how to use indefinite and definite articles.</li><li>▪ Use possessive adjectives correctly.</li><li>▪ Distinguish adverbs of place, manner and time and use them correctly in sentences.</li></ul>



# Cultural Center for Language Studies

Fluency in Languages

CCLS INTENSIVE ENGLISH COURSE - Level 4

(CEFR correlation A2/B1)

length: 111 hours

## LEARNING GOALS

<p><b>Linguistic Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Understand, with certain limitations, several social and work-related situations.</li><li>▪ Follow simple group conversation, socially and at work, but will need help with some complications or difficulties.</li><li>▪ Give clear, detailed descriptions of events and experiences.</li><li>▪ 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.</li><li>▪ Read consistently understanding simple, connected texts dealing with a variety of basic social topics. Structural complexity may interfere with comprehension.</li><li>▪ Write routine social and business correspondence and join sentences in simple discourse on familiar topics.</li><li>▪ Narrate past and future events more or less accurately with satisfactory spelling.</li></ul>
<p><b>Structural Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Understand the concept of count vs. non-count nouns.</li><li>▪ Use indefinite pronouns correctly.</li><li>▪ Compare things/people using comparative adjectives and three or more things using superlative adjectives.</li><li>▪ Understand when and how to use past continuous.</li><li>▪ Use the modal verbs <i>could</i> and <i>would</i>.</li><li>▪ Express hypothetical/unreal situations in the future and present.</li><li>▪ Know how to formulate who-questions for subjects (authors) and objects (receivers).</li><li>▪ Understand when and how to use <i>Has got</i> and <i>Have got</i>.</li></ul>



**Cultural Center for Language Studies**  
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**CCLS INTENSIVE ENGLISH COURSE - Levels 5**  
**(CEFR correlation B1)**

**length: 111 hours**

**LEARNING GOALS**

<p><b>Linguistic</b> <b>Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Understand, with certain limitations, several social and work-related situations.</li><li>▪ Follow simple group conversation, socially and at work, but will need help with some complications or difficulties.</li><li>▪ Give clear, detailed descriptions of events and experiences.</li><li>▪ 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.</li><li>▪ Read consistently understanding simple, connected texts dealing with a variety of basic social topics. Structural complexity may interfere with comprehension.</li><li>▪ Write routine social and business correspondence and join sentences in simple discourse on familiar topics.</li><li>▪ Narrate past and future events more or less accurately with satisfactory spelling.</li></ul>
<p><b>Structural</b> <b>Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Understand the concept of count vs. non-count nouns.</li><li>▪ Use indefinite pronouns correctly.</li><li>▪ Use reflective pronouns correctly.</li><li>▪ Understand how to use <i>to be able to</i>.</li><li>▪ Understand when and how to use present perfect tenses.</li><li>▪ Understand when and how to use <i>as well as</i> and distinguish between: <i>For</i> and <i>Since</i>, <i>Ever</i> and <i>Never</i>, and <i>Yet</i> and <i>Already</i> in the present perfect.</li><li>▪ Use the modal verb <i>May</i>.</li><li>▪ Understand and know how to use formulate negative questions.</li></ul>



# Cultural Center for Language Studies

Fluency in Languages

CCLS INTENSIVE ENGLISH COURSE - Level 6

(CEFR correlation B1)

length: 111 hours

## LEARNING GOALS

<p><b>Linguistic Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Understand, with certain limitations, several social and work-related situations.</li><li>▪ Follow simple group conversation, socially and at work, but will need help with some complications or difficulties.</li><li>▪ Give clear, detailed descriptions of events and experiences.</li><li>▪ 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.</li><li>▪ Read consistently understanding simple, connected texts dealing with a variety of basic social topics. Structural complexity may interfere with comprehension.</li><li>▪ Write routine social and business correspondence and join sentences in simple discourse on familiar topics.</li><li>▪ Narrate past and future events more or less accurately with satisfactory spelling.</li></ul>
<p><b>Structural Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Understand when to use the present perfect tense and the simple past tense.</li><li>▪ Understand when and how to use past perfect tense.</li><li>▪ Talk about past habits using <i>used to</i>.</li><li>▪ Formulate questions using question tags.</li><li>▪ Use <i>many vs. a few</i> and <i>much vs. a little</i> correctly.</li><li>▪ Talk about amount of time necessary to do things using <i>It takes, it took, and it will take</i></li><li>▪ Use the modal verbs <i>may, might, and must</i>.</li><li>▪ Use special verbs such as <i>do, does, and did</i> for emphasis.</li></ul>



# Cultural Center for Language Studies

Fluency in Languages

CCLS INTENSIVE ENGLISH COURSE - Level 7

(CEFR correlation B1/B2)

length: 111 hours

## LEARNING GOALS

<p><b>Linguistic Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Engage in conversation and debate centered on familiar subjects.</li><li>▪ Express views clearly by providing relevant explanations and arguments.</li><li>▪ Understand the main ideas of complex speech on both concrete and abstract topics.</li><li>▪ Follow extended speech and complex lines of argument, provided the topic is reasonably familiar.</li><li>▪ Express thoughts on more abstract cultural topics such as films, books, and music.</li><li>▪ Read with a large degree of independence.</li><li>▪ Have a broad active reading vocabulary and understand high frequency idioms.</li><li>▪ Write short texts on a variety of subjects related to their field of interest.</li></ul>
<p><b>Structural Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Know when and how to use present and past perfect progressive tenses.</li><li>▪ State unrealized events in the past using the past conditional structure.</li><li>▪ Express agreement and similarity using <i>so + special verb</i> and <i>neither + special verb</i>.</li><li>▪ State options using <i>either ... or, neither ... nor</i></li><li>▪ Construct relative clauses using <i>who</i> and <i>that</i>.</li><li>▪ Make sentences using phrasal verbs.</li></ul>





# Cultural Center for Language Studies

Fluency in Languages

CCLS INTENSIVE ENGLISH COURSE – Level 8

(CEFR correlation B2)

length: 111 hours

## LEARNING GOALS

<p><b>Linguistic</b> <b>Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Interact with a degree of fluency and spontaneity that allows for regular interaction with native speakers without strain on either party.</li><li>▪ Express views clearly by providing relevant explanations and arguments.</li><li>▪ Understand the main ideas of complex speech on both concrete and abstract topics.</li><li>▪ Follow extended speech and complex lines of argument, provided the topic is reasonably familiar.</li><li>▪ Express thoughts on more abstract cultural topics such as films, books, and music.</li><li>▪ Read with a large degree of independence.</li><li>▪ Have a broad active reading vocabulary and understand high frequency idioms.</li><li>▪ 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.</li></ul>
<p><b>Structural</b> <b>Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Know when and how to use the present and past perfect tenses and perfect progressive tenses.</li><li>▪ Talk about hypothetical situations in the present and the past using <i>wish</i>.</li><li>▪ Know how and when to use modal verbs to communicate past situations and events.</li><li>▪ Understand and use suffixes and prefixes.</li><li>▪ Understand and use prepositional phrases and participial adjectives.</li><li>▪ Understand and use the present subjunctive.</li><li>▪ Construct relative clauses using <i>whose</i> and <i>which</i>.</li><li>▪ Make sentences using phrasal verbs.</li></ul>



# Cultural Center for Language Studies

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**CCLS INTENSIVE ENGLISH COURSE – Level 9**

**(CEFR correlation B2)**

**length: 111 hours**

## LEARNING GOALS

<p><b>Linguistic Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Interact with a degree of fluency and spontaneity that allows for regular interaction with native speakers without strain on either party.</li><li>▪ Express views clearly by providing relevant explanations and arguments.</li><li>▪ Understand the main ideas of complex speech on both concrete and abstract topics.</li><li>▪ Follow extended speech and complex lines of argument, provided the topic is reasonably familiar.</li><li>▪ Express thoughts on more abstract cultural topics such as films, books, and music. Read with a large degree of independence.</li><li>▪ Have a broad active reading vocabulary and understand high frequency idioms.</li><li>▪ 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.</li></ul>
<p><b>Structural Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Use both the passive and active voice.</li><li>▪ Use the passive causative.</li><li>▪ Express an action that someone makes happen.</li><li>▪ Know how and when to use modal verbs to communicate past situations and events.</li><li>▪ Expand the use of prefixes and suffixes.</li><li>▪ Understand and use collocations.</li></ul>



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<p><b>CCLS INTENSIVE ENGLISH COURSE - Level 10</b></p> <p><b>(CEFR correlation C1)</b></p> <p align="right"><b>length: 111 hours</b></p> <p align="center"><b>LEARNING GOALS</b></p>	
<p><b>Linguistic</b></p> <p><b>Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Communicate fluently, effectively and with good grammatical control on a wide range of general, academic, professional or leisure topics.</li> <li>▪ 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.</li> <li>▪ Understand standard spoken language (live or broadcast) on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.</li> <li>▪ Recognize a wide range of idiomatic expressions and colloquialisms and appreciate register shifts.</li> <li>▪ Understand in detail lengthy, complex texts, whether or not they relate to their own area of expertise, provided they can reread difficult sections.</li> <li>▪ Infer the meaning of words through their context.</li> <li>▪ 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.</li> </ul>
<p><b>Structural</b></p> <p><b>Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Express sentences using both the passive and active voice.</li> <li>▪ Recognize when to use gerunds vs. when to use infinitives.</li> <li>▪ Identify and properly punctuate sentences.</li> <li>▪ Differentiate direct and reported speech.</li> <li>▪ Construct sentences using identifying and non-identifying adjective clauses.</li> <li>▪ Produce coordinate and subordinate clauses by means of connectors.</li> </ul>



# Cultural Center for Language Studies

*Fluency in Languages*

**CCLS INTENSIVE ENGLISH COURSE – Level 11**

**length: 111 hours**

**(CEFR correlation C1)**

## LEARNING GOALS

<p><b>Linguistic Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Communicate fluently, effectively and with good grammatical control on a wide range of general, academic, professional or leisure topics.</li><li>▪ 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.</li><li>▪ Understand standard spoken language (live or broadcast) on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.</li><li>▪ Recognize a wide range of idiomatic expressions and colloquialisms and appreciate register shifts.</li><li>▪ Understand in detail lengthy, complex texts, whether or not they relate to their own area of expertise, provided they can reread difficult sections.</li><li>▪ Infer the meaning of words through their context.</li><li>▪ 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.</li></ul>
<p><b>Structural Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Identify and properly punctuate sentences.</li><li>▪ Differentiate direct and reported speech.</li><li>▪ Construct sentences using identifying and non-identifying adjective clauses.</li><li>▪ Express actions that will be completed at a certain time in the future.</li><li>▪ Produce coordinate and subordinate clauses by means of connectors.</li><li>▪ Use the same pattern of words/phrases in a sentence by means of parallel sentence structures.</li><li>▪ Use participle phrases/clauses and adjective clauses to modify a noun in a sentence.</li></ul>