



Cultural Center for Language Studies

Fluency in Languages

CCLS INTENSIVE ENGLISH PROGRAM (IEP) SYLLABUS

Course Length: 111 hours

6 weeks

LEVEL 1

Course description: The CCLS English Course targets speaking and listening skills through interactive student involvement in class activities. Because of this focus on oral communication, students primarily develop reading and writing skills through homework and/or lab assignments, such as vocabulary and grammar exercises, and reading comprehension activities. Students may be required to prepare short presentations and dialogues based on the lesson topics.

Course materials: *To the Top 1* Textbook and Workbook

Suggested supplementary materials: Grammar Practice by Martin Jacobi (photocopiable exercises); <http://www.usingenglish.com/handouts/>; Handouts Online: Party introductions (Verb To Be, From, Questions forms); Using articles; Going to the supermarket (Countable/Uncountable Nouns; Some/Any); Town & countryside (There is/are); Picture level check (There is/are); A relaxing vacation (Present continuous tense); Your free time (simple present tense); Christmas spot the differences (There is/are); Home spot the differences (There is/are)

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

CCLS Academic Progress and Grading Policy: 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.

Students who fail to meet these standards may not be eligible for a certificate of completion or to enroll for the subsequent level.

Class schedule: mornings or evenings

Themes	Main Language Functions	Main Grammar Structures
New in Town; At the Mall; At the Park; An Embarrassing Situation; Football Practice; A Photo; Morning or Evening; At Home; A Mountain of Stuff; Beware of the Dog; In a Parking Lot; At Mom's Workplace; At a Clothing Store; A Short Visit; Saturday Afternoon; A Compliment; At the Zoo; In the Hallway; A Backyard Barbecue; A Conceited Girl; Study Habits; Pricing at a Department Store; Paying; Families; In the Kitchen; A University Professor; At the Airport, before the Flight; Penpals; The Correct Time; Waiting for a Husband; In the Car; At Heathrow Airport, London; Exact Change	Asking for and giving personal information; Greeting people; Apologizing; Thanking and responding to thanks; Attracting a person's attention; Offering assistance; Introducing people; Giving personal information; Giving information; Greeting and welcoming people; Describing relationships; Talking about what people do for a living; Asking and telling time; Asking for and giving information about location; Saying telephone numbers; Expressing possession/satisfaction/ surprise / admiration / approval / disappointment; Going shopping; Describing things; Complimenting and accepting compliments; Asking for and offering food; Talking about activities in progress; Understanding prices; Paying and talking about money; Asking and giving information about family	Verb to BE - Present Simple (affirmative, negative, and interrogative forms); Present Continuous (Affirmative, Negative, and Interrogative forms); Possessive Adjectives; Possessive Case 's; Pronouns: Personal, Demonstrative, Indefinite; Question word <i>whose</i> ; Articles (definite/indefinite); Preposition <i>at</i> ; Plural of words ending in <i>y</i> ; There is/are; How much/How many; The English Alphabet; Cardinal Numbers; Verb to HAVE – Present Simple (Affirmative, negative, and interrogative forms)



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LEVEL 2

Course description: The CCLS English Course targets speaking and listening skills through interactive student involvement in class activities. Because of this focus on oral communication, students primarily develop reading and writing skills through homework and/or lab assignments, such as vocabulary and grammar exercises, and reading comprehension activities. Students may be required to prepare short presentations and dialogues based on the lesson topics.

Course materials: *To the Top 2* Textbook and Workbook

Suggested supplementary materials: Grammar Practice by Martin Jacobi (photocopiable exercises); <http://www.usingenglish.com/handouts/>; Handouts Online: What can your partner do? (Modal verb); Making a doctor’s appointment (Simple present tense); Your favorite food (Simple present tense); How often do you watch movies? (Adverbs, How often); Next week’s plans (Going to); Monica’s Day off (Prepositions); Mr. Sanders’ vacation (simple past tense); Leaving the city (Many/Much/Not enough)

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

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Class schedule: mornings or evenings

Themes	Main Language Functions	Main Grammar Structures
A Special Meal; Having Lunch; Giving Directions; At the Hotel Front Desk; Old Buddies; Thanksgiving Day; At a Club; Doctors’ Hours; It Pays To Be Nice; A Talented Athlete; Leaving a Message; Sisters; A Favor; A Cab Ride; A Part-Time Job; Snacks; Leaving School; Complaining; Shopping for Clothes; Spring; Summertime; Autumn Leaves; Winter; At a Coffee Shop; A Science Quiz; Book Lovers; Open until 2 p.m.; In an Elevator Lobby; Housecleaning Day; Almost Halloween	Asking about and expressing preferences; Giving opinions; Giving directions; Talking about habitual actions; Talking about frequency; Talking about habitual events; Asking about and expressing frequency and times; Talking about routine events; Asking for and giving explanations; Talking about habitual or repeated actions; Describing abilities; Using the telephone: asking for someone; Taking and leaving messages; Talking about borrowing things; Talking about room numbers; Expressing agreement; Talking about food or drink; Expressing disapproval; Talking about the future; Teasing; Saying good-bye; Going shopping : talking about shopping, talking about clothing sizes, talking about trying on clothes; Making and accepting requests; Offering and accepting something; Expressing an opinion; Asking for help; Talking about the weather; Offering food or drink; Ordering in a restaurant; Talking about temperature; Expressing approval; Talking about quantities; Using ordinal numbers; Saying dates	The Simple Present Tense –affirmative, negative, interrogative and contracted forms; WHAT or WHICH?; Adverbs of Frequency ALWAYS, USUALLY, GENERALLY, NEVER, OFTEN, and SOMETIMES; the Imperative; the Simple Present Tense; CAN — affirmative, negative, interrogative and contracted forms; TOO, ALSO and EITHER; the Present Continuous Tense X the Simple Present Tense; Verbs ending in -Y, -O, -CH, -SH, -SS, and -X; Indefinite Pronouns – SOMETHING and ANYTHING; the Future With GOING TO – affirmative, negative, interrogative and contracted forms; Indefinite Pronouns – ANYTHING and NOTHING; SOME and SOMETHING in questions; ANY and ANYTHING in affirmative sentences



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LEVEL 3

Course description: The CCLS English Course targets speaking and listening skills through interactive student involvement in class activities. Because of this focus on oral communication, students primarily develop reading and writing skills through homework and/or lab assignments, such as vocabulary and grammar exercises, and reading comprehension activities. Students may be required to prepare short presentations and dialogues based on the lesson topics.

Course materials: *To the Top 3* Textbook and Workbook

Suggested supplementary materials: Grammar Practice by Martin Jacobi (photocopiable exercises); <http://www.usingenglish.com/handouts/>; Handouts Online: Do you enjoy studying English (Simple present tense); Ordering at a restaurant (Vocabulary); Action Flashcards (Verb tenses); Last weekend (Simple past tense); Your last business trip (Simple Past tense); Where did you go? (Prepositions); New Year's resolutions (Simple past/future tenses); Quick advice (Should); Shopping for souvenirs (Singular/plural/demonstratives); The new job (Have to); Where on earth is John? (Must/can't/might); Tom's Broken Computer (Object case pronouns); An email form NY (What is...like?); May/can/would/could

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

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Class schedule: mornings or evenings

Themes	Main Language Functions	Main Grammar Structures
The Ideal Dress; Help from Grandma; In the Checkout Line; Daydreaming; Snacks; In the Kitchen; Dad's Decision; Helpful Classmates; A Ride Home; Spring Break; Different Times; Memories; Dad's Home Office; The Metropolitan Museum of Art; Last-Minute Invitation; Bad Weather; At Accident at a Fast Food Restaurant; At the Vet's Office; Sweet-Sixteen Gifts; At a Bookstore; Organizing a Garage Sale; Winter Sky; At a Gas Station; Amusement Park; Brothers; No Hanging Out; Bedtime; Borrowing a Book; Checking the Newspaper	Making predictions; Talking about cost; Emphasizing something to be considered; Asking for and giving an opinion; Talking about sizes; Making requests; Asking for and refusing permission; Talking about the past; Talking about addresses; Talking about accommodations; Referring to decades; Saying dates; Talking about past events; Giving commands politely; Expressing encouragement; Talking about the weather; Understanding signs; Asking for and giving explanations; Talking about weight; Expressing satisfaction; Giving information about location; Asking for additional information; Asking for and giving reasons; Suggesting possibilities; Offering to do something; Asking for and giving explanations; Talking about height; Talking about health; Reporting what someone said; Expressing agreement; Talking about obligations; Using a library; Talking about schedules	Number Expressions; Future with <i>will</i> (affirmative, negative, and interrogative); Subject and object pronouns; Using <i>Should</i> (affirmative, negative, and interrogative); Numbers (1001-5000); Simple past verb <i>to be</i> ; <i>There was</i> and <i>there were</i> ; Simple past tense regular verbs; Measuring weight in ounces and pounds; order of adjectives (color + material + noun); The simple past tense irregular verbs; Plural words that end in <i>-ch</i> , <i>-s</i> , <i>-sh</i> , <i>-ss</i> , <i>-x</i> , and <i>-z</i> ; Measuring height in inches and feet; <i>to say</i> versus <i>to tell</i> ; Using <i>must</i> ; Using <i>from ... to</i> and <i>from ... to/through</i> for periods of time



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LEVEL 4

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Course materials: *To the Top 4* Textbook and Workbook

Suggested supplementary materials: Grammar Practice by Martin Jacobi (photocopiable exercises); <http://www.usingenglish.com/handouts/>; Handouts Online: What's the weather like? (Vocabulary); The accident (Simple past/past continuous tenses); Giving advice (Should/can/If I were you...); Choosing a vacation (Comparatives); It's one of the best! (Superlatives); The accident (simple past/past continuous tenses); The bank robbery (Past continuous tense); The business trip (Could/would); Business plans (Would like (to)); What's the weather really like? (Vocabulary); Going for a picnic (1st conditional); Which would you choose? (2nd conditional); A question of honesty. (2nd conditional); Some people have all the luck! (2nd conditional); Who runs the Frankfurt office? (Who questions); In your dreams (Wish)

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

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Class schedule: mornings or evenings

Themes	Main Language Functions	Main Grammar Structures
Student Council Election; A Second Helping?; School Subjects; Ready to Get a Driver's License; The Expert Diver; Playing on the Beach; An Accident at the Beach; In the Cafeteria; Backstage; Severe Critic; An Accident; A Tough Job; Occupied; A Day at the Lake; Vacation Memories; Dad's Girlfriend; Tongue-Tied; In Trouble; A Jealous Brother; Complaining; After-School Activities; Siblings; Upset; Switching Sides; Options	Talking about elections; Giving Reasons; Offering, Accepting, and Refusing Food; Complimenting; Making Comparisons; Agreeing; Explaining Things; Praising Someone; Giving a Warning; Making Suggestions; Stating Intentions; Providing Personal Information; Expressing Support; Saying Thanks; Describing Things; Talking about Past Events; Asking for Volunteers; Offering to Help; Giving Excuses; Expressing Praise; Clarifying A Misunderstanding; Expressing Dislike; Expressing a Wish; Introducing People; Saying Good-bye; Describing What Happened; Expressing Concern; Expressing Consequences; Expressing Disgust; Confirming Facts; Expressing Delight; Making Suppositions; Giving Advice; Expressing Surprise; Asking for Explanations; Offering something to Drink; Offering Options	Asking <i>Who</i> -questions; The comparative and superlative forms, 1-2 syllables and 3 or more syllables; order of adjectives (size + color + material + noun); Irregular comparative and superlative forms, better than, worse than, the best, the worst; Past Continuous; Possessive Pronouns; Could; Using <i>off</i> , <i>onto</i> , and <i>out of</i> ; Irregular plural forms; Would; If + present ... will; If + past ... would; If I were; If he/she/it were; Have got and has got; Contractions



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LEVEL 5

Course description: The CCLS English Course targets speaking and listening skills through interactive student involvement in class activities. Because of this focus on oral communication, students primarily develop reading and writing skills through homework and/or lab assignments, such as vocabulary and grammar exercises, and reading comprehension activities. Students may be required to prepare short presentations and dialogues based on the lesson topics.

Course materials: *To the Top 5* Textbook and Workbook

Suggested supplementary materials: Grammar Practice by Martin Jacobi (photocopiable exercises); <http://www.usingenglish.com/handouts/>; Handouts Online: How long have you? (Present perfect tense); I haven't moved yet (yet/already); Have you ever? (Present perfect tense); Doing some DIY. (Present perfect tense); I haven't seen you for ages! (Present perfect tense); A two-minute walk (Compound adjective); What's my character? (Adjectives); Modals worksheet; Present Perfect X Simple Past worksheets; How long have they been able to...? (Be able to); Learning something new (Be able to); School reports (Adverbs); How long have you worked here? (for & since); Regrets & Dreams (Wish)

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

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Class schedule: mornings or evenings

Themes	Main Language Functions	Main Grammar Structures
A Painful Injury; At the Diner; In a Departure Lounge; At a Supermarket; Ordering Food; Picture Day; Curious about the Exchange Student; At a Party; At the Diner; Caught; Outdoor Adventure; Panic; Disgusting; On a Trip; Travel Plans; A Foolish Question; At Summer Camp; Before a Presentation; A New Pet; A Plan; A Little Privacy; A Pain in the Neck	Talking about Personal Health; Expressing Satisfaction and Disappointment; Asking for and Giving Information/Direction/Explanations; Making Sure Information Is Correct; Making Suggestions; Making a Request; Ordering Food; Talking about Emotions; Asking for Assistance; Describing a Person; Asking and Telling about Interests and Plans; Making Deductions; Giving Orders; Giving/Asking for Permission; Denying Permission; Expression Annoyance or Disappointment; Expressing Distance Using Time; Using Ordinal Numbers; Discussing Behavior; Talking About Travel; Asking about and Describing Things That Happened; Asking about and Describing Past Experiences; Giving Advice; Asking for Further Information; Expressing Fear/Disgust/Disbelief/Surprise; Talking about Situations that Started in the Past and Continue up to Present	<i>Another</i> or <i>Other</i> ; <i>Be able to</i> ; Irregular Plural Forms; Negative Questions; Using the Word <i>hand</i> ; Reflexive Pronouns; Indefinite Pronouns; <i>Somebody</i> and <i>Someone</i> ; <i>Anybody</i> and <i>Anyone</i> ; <i>Nobody</i> and <i>No one</i> ; Ordinal numbers (32 nd -100 th); Using the word <i>like</i> ; <i>May</i> ; Past Participle; Present Perfect; <i>Ever</i> and <i>Never</i> with Present Perfect; Using <i>into</i> and <i>in</i> ; <i>Already</i> and <i>Yet</i> with Present Perfect; <i>Somewhere</i> , <i>Anywhere</i> , <i>Nowhere</i> ; <i>For</i> and <i>Since</i> with the Present Perfect



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LEVEL 6

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Course materials: *To the Top 6* Textbook and Workbook

Suggested supplementary materials: Grammar Practice by Martin Jacobi (photocopiable exercises); <http://www.usingenglish.com/handouts/>; Handouts Online: Monica’s day off (Prepositions); The driving test (Indirect questions); Conversation Cards (Used to); What did Tom use to do (Used to); If (Conversation cards); Living abroad (Used to); Leaving the city (Many/much/a few); How many bottles (Many, much a few)

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

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Class schedule: mornings or evenings

Themes	Main Language Functions	Main Grammar Structures
<p>Too Late; Gossip; Nomads; At a Railway Station; John’s Trick; A Foreign Publication; A Study Group; First Things First; A Surfing Lesson; Special Delivery; The New Coworker; A Conflict of Interest; A Frightening Program; Snoozing; The Piano Player; Be Prepared; Paying a Compliment; Beating a Hasty Retreat; At a Ballpark; A Conversation at Breakfast; Environmentally Correct; Distracted; At the Dance; At a Party; Plans for the Weekend; Sally and Her Big Mouth</p>	<p>Talking about Emotions; Expressing Sympathy; Commenting on a Person’s Health; Apologizing; Talking About Periods of Time; Talking about Locations; Asking for and Receiving Information about Travel; Talking about Forms of Transportation; Inquiring about the Importance of Something; Stating that Something is not Surprising; Expressing Duration of Time; Making a Suggestion; Talking about Possibility; Offering Help; Giving an Opinion Asking for Permission; Expressing Disappointment; Saying Good-Bye; Emphasizing a Statement; Asking for Advice; Expressing Skepticism or Doubt; Talking about Entertainment; Talking about Habitual Actions; Talking about Possibility; Talking about the Weather; Offering, Accepting and Refusing Food; Complimenting and Accepting Compliments; Talking about Food and Eating Habits; Making an Assumption; Offering Advice; Expressing Satisfaction, Apologizing</p>	<p>Past Perfect Tense; It Takes (affirmative, negative, and interrogative forms); <i>For</i> with the present and simple past; It Took (affirmative, negative, and interrogative forms); It Will Take (affirmative, negative, and interrogative forms); <i>May</i>; Special Verbs; <i>Do</i>, <i>Does</i>, and <i>Did</i> for emphasis; <i>Many</i> in affirmative sentences; <i>A Few</i>; <i>By</i> + reflexive pronoun; <i>Much</i>, <i>A Little</i>; <i>Might</i> (affirmative and negative forms); <i>Used To</i>; <i>Preposition + Verb + ing</i>; <i>Must</i> (affirmative and negative forms); <i>Tag Questions</i></p>



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LEVEL 7

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Course materials: *To the Top 7* Textbook and Workbook

Suggested supplementary materials: Grammar Practice by Martin Jacobi (photocopiable exercises); <http://www.usingenglish.com/handouts/>; Handouts Online: My cup of tea (present perfect continuous tense); Giving advice (Modal verbs); Big win (Relative clause); Disappointing vacation (Relative Clause); A two-minute walk (Compound adjectives); It's a 15-minute walk (Compound adjectives)

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

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Class schedule: mornings or evenings

Themes	Main Language Functions	Main Grammar Structures
A Rude Reply; Choices; Three Generations; Mom's New Rule; An Annual Tradition; Bad Timing; New Year's Resolutions; Stubborn; Hiding; Confused; At the Drive-Thru; At a Seafood Restaurant; At Home; Traveling the U.S.; An Awkward Situation; Extreme Sports; AAA (American Automobile Association); Buckle-Up, It's the Law; An Alternative Schedule; A Careless Kid; Summer Vacation; In Case of Emergency, Call 911; In a Hurry; An Embarrassing Situation	Talking about feelings and attitudes; Discussing restaurant menu options; Asking for a favor; Making polite requests; Discussing habits; Talking about preferences and desires; Inquiring about a situation; Expressing frustration/doubt; Emphasizing a statement; Asking someone to be more decisive; Ordering food at a restaurant/drive-thru; Expressing likes and dislikes; Comparing prices; Talking about location/ placement of things; Narrating events; Talking about past events; Expressing a desire to know something; Talking about sports; Warning a person about something; Expressing admiration for a person's intelligence; Expressing agreement; Talking about lifestyles; Talking about communication; Talking about feelings; Making a strong recommendation; Expressing what one should or should not do; Expressing a hope	<i>It takes, It took, It will take</i> (+ person); <i>May, might, must</i> ; Preposition+verb+ <i>-ing</i> ; Tag questions; Verbs followed by the <i>-ing</i> form/infinitive; Present perfect continuous; Present perfect continuous for future time; <i>Would have</i> + past participle; <i>Either...or; Neither...nor; Before</i> and <i>after</i> with the past perfect tense or the simple past; Using <i>who</i> and <i>that</i> ; <i>Remember vs. remind</i> ; Using <i>so</i> + special verbs; Using <i>-ing</i> form like a noun; <i>Had better</i> and <i>had better not</i>



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6 weeks

LEVEL 8

Course description: The CCLS English Course targets speaking and listening skills through interactive student involvement in class activities. Because of this focus on oral communication, students primarily develop reading and writing skills through homework and/or lab assignments, such as vocabulary and grammar exercises, and reading comprehension activities. Students may be required to prepare short presentations and dialogues based on the lesson topics.

Course materials: *To the Top 8* Textbook and Workbook

Suggested supplementary materials: Grammar Practice by Martin Jacobi (photocopiable exercises); <http://www.usingenglish.com/handouts/>; Handouts Online: Looking into the future (Future perfect tense); What might have happened (modals/past); It's really rewarding (gerund); Changes in fortune (3rd conditional); The exam (should/would have); Reported speech; Did anyone call? (Reported speech); Grammar goofs; General knowledge quiz (Passive voice); The Mona Lisa (Passive voice)

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

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Class schedule: mornings or evenings

Themes	Main Language Functions	Main Grammar Structures
Help Wanted; A Bad Habit; Spacing Out; Gardening; At a Sidewalk Café; Nothing's Private Anymore; American Culture; In Need of a Favor; A Weekend to Remember; At International Arrivals; At the Check-in Counter; Signs; Winter Sports and Activities; New England; The Art of Being a Teen; The House; An Ocean Voyage; Making Arrangements; Back Home	Expressing disbelief to a person; Explaining the reason for taking an action; Selecting an option; Expressing opinions about habits; Talking about habitual actions; Talking about future plans; Reading and understanding a magazine article; Talking about and preparing for a camping trip; Talking about possibility and impossibility in the past; Expressing advice and criticism in the past; Asking for a favor; Talking about a request; Explaining what something is about; Expressing a desire; Stating a warning; Giving advice; Expressing a wish; Talking about winter sports and leisure activities; Talking about life from the point-of-view of a teenager; Talking about travel; Talking about hotel arrangements and currency; Talking about a trip	Present perfect continuous; <i>Had better</i> and <i>had better not</i> ; <i>Who</i> and <i>that</i> ; <i>Either...or</i> and <i>neither..nor</i> ; <i>So/neither/ either</i> and special verbs; Idioms; Verbs followed by the <i>-ing</i> form/infinitive; Suffix <i>-ly</i> , <i>-al</i> , <i>-er</i> ; Relative pronouns <i>whose</i> and <i>which</i> ; <i>Must have</i> + past participle; Future continuous; Prefix <i>un-</i> , <i>in-</i> , <i>dis-</i> ; <i>Could/should/might have</i> + past participle; <i>Do</i> and <i>Make</i> ; Present Subjunctive; Wish; Suffix <i>-less</i> , <i>-ful</i> ; Prepositional phrases; Participial adjectives; Adverbs of place, manner, and time



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LEVEL 9

Course description: The CCLS English Course targets speaking and listening skills through interactive student involvement in class activities. Because of this focus on oral communication, students primarily develop reading and writing skills through homework and/or lab assignments, such as vocabulary and grammar exercises, and reading comprehension activities. Students may be required to prepare short presentations and dialogues based on the lesson topics.

Course materials: *To the Top 9* Textbook and Workbook

Suggested supplementary materials: Grammar Practice by Martin Jacobi (photocopiable exercises); <http://www.usingenglish.com/handouts/>; Handouts Online: Getting things done (Causative form); What I need is another vacation (Cleft sentences); Have something done (causative form); Prefixes; Prefixes practice; Under & Over prefixes; Relationships (Phrasal verbs); Gerund/Infinitive question pack

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

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Class schedule: mornings or evenings

Themes	Main Language Functions	Main Grammar Structures
At the Juice Bar, Mystery Solved, West Virginia; A New Hairdo; Just Kidding; A Stomachache; Body Art; Bribery; Texting Makes U Stupid; Aboard an Aircraft; On Their Own; The Box ; Domestic Crisis; Out of Gas; Let's Take a Look at That; Disapproval; Agitated; Protesting; Sometimes an Ending Is Just a Beginning	Talking about possibility and impossibility in the past; Expressing a desire; Expressing concern/sympathy for others; Talking about past events; Talking about vacations; Focusing on accommodations and leisure activities; Talking about American's cultural heritage and tourism industry; Expressing urgency; Greeting someone; Expressing disgust/negation; Talking about having things done; Persuading someone to do something for you; Talking about reading habits; Making a polite request; Offering/requesting assistance; Talking about airport pre-boarding procedures; Talking about rules, safety procedures and meal service during a flight; Apologizing informally; Talking about habitual refusal to do something; Talking about art; Talking about romantic relationships; Introducing an opinion; Talking about language acquisition; Offering congratulations/encouragement; Talking about the English language	<i>Could/must/should/would have</i> + past participle; <i>Wish</i> ; Collocations; Suffix <i>-able, -y, -ize</i> ; Causative form; Using <i>would</i> to talk about repeated past actions; Causative Forms; <i>Wish</i> ; The suffix <i>-y</i> ; The prefix <i>il-</i> ; Verbs of Perception Followed by the Infinitive and <i>-ing</i> Forms; Without <i>to</i> or the <i>-ing</i> Form; The suffix <i>-ize</i> ; Prefixes <i>im-, -ir, and -over</i> ; <i>Won't</i> and <i>Wouldn't</i> for refusals; <i>Help, Let, Make</i> Someone Do Something; Using <i>neither</i> and <i>either</i> ; Using <i>none</i>



Cultural Center for Language Studies

Fluency in Languages

CCLS INTENSIVE ENGLISH PROGRAM (IEP) SYLLABUS

Course Length: 111 hours
6 weeks

LEVEL 10

Course description: This stage of the CCLS English Course presents four different types of lessons. Although all four types of lessons use a variety of materials for integrated work, each type focuses on a central material to develop most of its content. The central material of a lesson may be a video, two different genres of texts, a case, or a newspaper or magazine article. The diversity of textual genres presented in this part of the course exposes the students to a variety of language styles and helps them improve their vocabulary and writing skills. This contact with linguistic and cultural aspects of the English language further develops students' skills of understanding and using the language naturally. Both the formal and everyday American speech introduced in each lesson serve as the basis for all subsequent classroom work.

Course materials: *Mastering English for Success 1*, including a textbook, a CALL workbook and a Listening Comprehension Practice book

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

CCLS Academic Progress and Grading Policy: 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.

Students who fail to meet these standards may not be eligible for a certificate of completion or to enroll for the subsequent level.

Class schedule: mornings or evenings

Themes	Main Language Functions and Grammar Structures
<p>A place called <i>JAWS</i>; Globish / Different "Englishes"; Some differences between American and British English; What does the English language mean to you?; High School Debate; The Hippie Movement in the U.S.A.; Applying to college in the U.S.: The Essay / Online Applications; Suburban America; Informal English</p>	<p>Passive Voice; Double Comparatives; Using prefixes to make new adjectives (e.g., nonnative, nonfiction); Using prefixes to make new nouns and verbs (e.g., misinterpret, misinterpretation, misspell, misspelling, outclass, rethink, reappear, revisit); Expressing advisability and strong probability using <i>OUGHT TO</i>; Review: Expressing advisability using <i>SHOULD</i> and <i>HAD BETTER</i>; Expressing strong probability using <i>SHOULD</i>; Using suffixes to make adjectives: <i>-IC</i> (e.g., nomadic), <i>-ANT</i> (e.g., tolerant, resistant); Using suffixes to make nouns: <i>-ANT</i> (e.g., participant, attendant, consultant, inhabitant), <i>-NESS</i> (e.g., kindness); Present Subjunctive: In <i>THAT-CLAUSES</i> with verbs like <i>SUGGEST, INSIST, REQUEST, REQUIRE, ASK, ORDER, DEMAND</i>, etc. and in constructions like <i>IT IS IMPORTANT/VITAL/ESSENTIAL/ NECESSARY . . . THAT</i>; Past Subjunctive and Past Perfect Subjunctive; Using <i>SHALL</i> to make suggestions; Review: Other ways to make suggestions: Let's . . . , What about/How about . . . ?; Polite Requests: <i>CAN, WILL</i> (informal); <i>COULD, WOULD</i> (equally polite, <i>COULD</i> is more common); I wonder if you could . . . , I wonder if it would be . . . (very polite); Relative Clauses and Relative Pronouns (<i>WHO, WHOM, THAT, WHICH</i> AND <i>WHOSE</i>); Using Reduced Relative Clauses; Contractions in informal English ('cause, kinda, etc.); Using <i>SHE</i> and <i>HER</i> to refer to things; Using <i>QUITE</i>; Using Connectives; Gender-neutral language (e.g., humankind, firefighter, police officer); Using Archaic English; Using an expression with <i>BASIS</i>; Using prefix <i>IN-</i></p>



Cultural Center for Language Studies

Fluency in Languages

CCLS INTENSIVE ENGLISH PROGRAM (IEP) SYLLABUS

Course Length: 111 hours
6 weeks

LEVEL 11

Course description: This stage of the CCLS English Course presents four different types of lessons. Although all four types of lessons use a variety of materials for integrated work, each type focuses on a central material to develop most of its content. The central material of a lesson may be a video, two different genres of texts, a case, or a newspaper or magazine article. The diversity of textual genres presented in this part of the course exposes the students to a variety of language styles and helps them improve their vocabulary and writing skills. This contact with linguistic and cultural aspects of the English language further develops students' skills of understanding and using the language naturally. Both the formal and everyday American speech introduced in each lesson serve as the basis for all subsequent classroom work.

Course materials: *Mastering English for Success 2*, including a textbook, a CALL workbook and a Listening Comprehension Practice book

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

CCLS Academic Progress and Grading Policy: 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 cclsnj.edu.

Students who fail to meet these standards may not be eligible for a certificate of completion.

Class schedule: mornings or evenings

Themes	Main Language Functions and Grammar Structures
Popular American Brand Names; The controversy of <i>THE ADVENTURES OF HUCKLEBERRY FINN</i> ; Prep Schools; School Mottos; Sightseeing around Washington, D.C.; Crime; The War of the Worlds; America and Americans; Constitution Amendments; Wall Street and the Bull – Symbols of the Stock Market	-ING Forms used like nouns; The Suffixes -SHIP (e.g., championship, companionship, friendship, relationship); -IST (e.g., plagiarist, linguist), and -ISM (e.g., multiculturalism, plagiarism); -MENT (e.g., equipment, management), -ATION (e.g., improvisation, examination), AND -ION (e.g., medication); -IED (e.g., zombified, classified, mummified, certified); Different ways of expressing future ideas (GOING TO, WILL, PRESENT CONTINUOUS, SIMPLE PRESENT); Using SO... THAT and SUCH A (AN) ... THAT; WHEN or WHILE; Using SO THAT; Using ADDRESS; Using SUPPORT and STAND; Using Latin Words; Using UNDER; Using VET; Reduplication; Zero Conditional; Impersonal Pronouns (The use of ONE, YOU, and WE); Reversal of Word Order: after adverbs and adverbial expressions of negation / after adverbs that have a negative effect (LITTLE, SELDOM, RARELY) / after adverbial expressions with ONLY / after negative conjunctions such as NOT ONLY, NO SOONER . . . THAN; Indefinite and Definite Articles; Zero Article; Parallel Constructions; The use of THEY/THEIR/THEM with a singular antecedent (e.g., Everyone brought their partner to the party. / Everyone brought his or her partner to the party.); Informal forms of polite requests