



CURRICULUM TEMPLATE

Level	Basic (Level 4)	
International Benchmarks	CEFR A1 – A2 Levels	
General Proficiency Descriptors	<p>A1: Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p> <p>A2: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>	
Length	20 months regular; 10 months intensive	
Frequencies	Daily frequency (Regular, 90-minute sessions daily – 18 days per month) (Intensive, 120-minute sessions daily – 18 days per month)	
Approach / Methodology / Techniques	Communicative, cross-cultural, integrated-skills, strategy-based and 21st century skills.	
Core Materials / Sub Levels	Lower Basic: Fundamentals and Top Notch 1 + MyEnglishLab Upper Basic: Top Notch 2 and 3 + MyEnglishLab	
Learning goals & Objectives	Communication goals and objectives are in the scope and sequence of Fundamentals, Top Notch 1 and 2 and the curriculum document.	
Evaluation	Learning Outcomes (ongoing assessment)	Speaking and Writing based on level learning objectives
	Standardized Examination	Mid-term exam and Final Exam
	Monthly progress report	Quizzes, classroom interaction and MyEnglishLab all based on level learning objectives and GSE tool kit.

Student Learning Outcome

General learning outcome:	<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</p> <p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</p> <p>Can deal with most situations likely to arise while travelling in an area where the language is spoken.</p> <p>Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>
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	<p>Can produce simple connected text on topics which are familiar or of personal interest.</p> <p>Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p>
<p>Specific learning outcome:</p>	<p>State simple descriptions of himself, his classmates, his family, clothes, leisure activities, his neighborhood, the weather, and appearance, use and respond appropriately to questions regarding location of objects, recreational activities, birthdays, and frequency of certain activities, recognize and identify key ideas in short passages relating to business cards, famous people, relationships, families, time zones, housekeeping, infant-toddler development, write simple sentences on familiar topics.</p> <p>State simple descriptions of people around him, extended families, features of products, someone's routines, good and bad travel experiences, transportation problems and places to get good deals when shopping. use and respond appropriately to questions regarding personal information, locations and directions, family traditions, food and health, habitual actions, vacation preferences, clothes' size and color, travel schedules, and where to get good shopping deals, respond appropriately using present and past on familiar topics, infer information in passages related to personal profiles, family traditions, food and health and people's routines, scan for facts in short passages related to personal profiles, interpret maps and diagrams to find and give directions and to talk about calories burn in one hour, interpret family trees, identify supporting details in passages related to musical tastes and degrees of formality, understand words and phrases from context in passages related to food and health and musical appliances, identify supporting details and draw conclusions in passages related to travel and tipping, write short descriptions of himself, a classmate, his country, a product, gadget or appliance, his vacations, write a comparative paragraph of different members in his family, write a short informal letter.</p> <p>State descriptions of interesting experiences, movies, car accidents, local dishes, the way people use computers, use and respond appropriately to communication related to greeting, apologizing, requesting hotel services, renting a car, requesting salon services, declining food and recommending a museum, respond appropriately using present, past, future, gerunds, passive and hypothetical structures on familiar topics, identify supporting details in texts related to gestures and customs, hotel choice and artistic talent, use reading strategies such as guessing meaning from context, predicting, relating to personal experience and inferring meaning to identify main ideas in texts related to car rentals, hotel ads and technology, summarize and paraphrase texts related to eating habits and artistic talent, write descriptions of personal experiences, the differences between good and bad drivers, healthy eating, and favorite objects in his house using linking words, write a two paragraph essay about topics such as violence in movies, descriptions of peoples' personality, benefits and problems of the internet, and advantages and disadvantages of hotels, using topic sentences and cohesive devices, write a short formal letter suggesting good and bad behavior in men and women, write a three paragraph essay on hypothetical situations using topic sentences and cohesive devices.</p> <p>State descriptions of busy schedules, reading habits, natural disasters, people's intentions and natural settings, Use and respond appropriately to</p>

	<p>communication related to making medical appointments, requesting service, recommending books, offering to lend something, regretting past actions and warning about risks, Respond appropriately using present, past, future, gerunds, passive and hypothetical structures in the present and past on familiar and academic topics, Use reading strategies such as guessing meaning from context, predicting, relating to personal experience and inferring meaning to identify main ideas in texts related to formal etiquette, types of medical treatments, success factors, holidays around the world, the impact of inventions, global problems and global warming, Identify supporting details and distinguish between cause and effect in texts related to quality of service, quality of reading materials and inventions and discoveries, Summarize and paraphrase texts related to changes in etiquette and global warming, Write formal and informal emails on cultural traditions, Write comparative paragraphs on medical treatments and on inventions, Write a review on a book or film, summarizing the plot and recommending them to other people, Write a paragraph suggesting ways to prepare for emergencies and describing holidays, Write a short autobiography using linking and cohesive devices, Write a two-paragraph essay on any of these: compulsory military service, capital punishment or censorship of books and movies, Write a description of his country supporting his opinion with examples.</p>
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