

The logo for 'align' is written in a lowercase, sans-serif font. The 'a' is red, and the remaining letters 'lign' are black. It is positioned in the top left corner of the page.

align

CE  
FR

A photograph of four diverse young adults (two men and two women) standing on stone steps in a lush, green jungle setting. They are all smiling and holding large, colorful, abstract shapes that resemble speech bubbles or signs. The image is overlaid with a semi-transparent teal filter. The background of the entire page is a gradient of teal and orange, with a white vertical bar on the right side and a pattern of small, colorful dots in the bottom right corner.

# COURSE CURRICULUM

A Guide For All Language Levels

WRITTEN BY

Victoria Harris, MAT



# Course Curriculum

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Prepared for  
Align Media GmbH  
Ehrenfeldgürtel 161  
50823 Köln, Germany  
info@align-media.com

Written by  
Victoria Harris, MAT  
victoriasdesign@outlook.com

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# Course Curriculum Summary

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## Curriculum Design

The design of this curriculum follows the Central European Framework Reference (CEFR). The CEFR is a language competence reference that broadly describes language abilities in goal-oriented ways. This curriculum highlights the overall competencies of those goals and the suggested tasks to comprise a course plan for the Basic, Intermediate, and Proficient language levels. Although it closely follows the CEFR, instructors are not bound to adhere to every point. The course curriculum allows flexibility for various approaches to instruction. Teachers are free to implement the content as they see fit.

## Implementing Curriculum

The curriculum is arranged by three language levels: A1/A2 (Basic), B1/B2 (Independent), C1/C2 (Proficient).

Within each language level are content suggestions for the three areas of communication as referenced by the CEFR. These communication areas are Understanding (Listening and Reading), Speaking (Spoken Interaction and Spoken Production), and Writing. Content suggestions follow the language level and the competencies as described in the CEFR. Teachers should use the content suggestions and tasks as a guide and implement them accordingly within their instruction.



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# A1/A2 Basic User

## Listening and Reading

### Listening Competencies

CEFR overall competencies for listening:

**A1:** Can follow speech that is very slow and carefully articulated.

**A2:** Understand phrases and expressions related to areas of immediate priority.

### Listening Content

- Audio Media and recordings (radio news bulletins)
- Announcements and instructions (public announcements, flight announcements)
- News broadcast
- Songs
- Pre-recorded conversations
- Readings
- Presentations
- Commentaries

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### Reading Competencies

CEFR overall competencies for reading:

**A1:** Can understand short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases.

**A2:** Can understand short, simple texts on familiar matters of a concrete type which consists of high-frequency everyday or job-related language.

### Reading Content

- Correspondences: postcards, letters, faxes, e-mails, orders, inquiries
- Advertisements
- Menus
- Reference lists and timetables
- Signs and notices
- Brochures
- Short news articles describing events

# A1/A2 Basic User

## Speaking

### Speaking Competencies

CEFR overall competencies for speaking:

**A1:** Can produce simple, mainly isolated phrases about people and places.

**A2:** Can give simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc.

### Speaking Tasks

Student practices initiating and maintaining conversations. They should understand enough to manage simple, routine exchanges while also being understood by the listener.

Student practices expressing how they feel in simple terms and giving extended descriptions of their everyday situations (job, study, places, people, their environment, routines, etc).

Student practices using simple language to describe past events, future plans, compare objects, and possessions.

### Speaking Content

- Alphabet, pronunciation, and stress patterns
- Numbers, counting, telling time
- Days, dates, seasons, weather
- Greetings, introductions, and small talk
- Talking about self, family, and relationships
- Daily life, routines, and habits
- Asking questions, shopping
- Give and follow basic directions and instructions
- Describing leisure activities and work tasks
- Travel, dining out, and entertainment
- Housing and living arrangements
- Going to the doctor, health, and body
- Contacting someone via telephone or e-mail
- Appointments and invitations (offer, accept, decline)

# A1/A2 Basic User

## Writing and Grammar Suggestions

### Writing Competencies

CEFR overall competencies for writing:

**A1:** Can write simple isolated phrases and sentences.

**A2:** Can write a series of simple phrases and sentences linked with simple connectors (and, but, because, etc.).

### Writing Content

- Write short, simple postcards and letters (personal and business)
- Fill out simple forms with personal details (name, address, nationality, marital status, etc.)
- Written requests for basic information about travel, public transportation, sales offers
- Write an e-mail providing basic information regarding directions, everyday goods, and services
- Creative writing practice with short, simple stories about people and what they do, and where they live
- Write a short, simple biography about their family, living conditions, educational background, work, etc.

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### A1/A2 Grammar Suggestions

- Simple tenses
- Progressive/Continuous tenses
- Perfect tenses
- Imperatives
- Yes/No Questions
- Wh- question words
- Modal verbs
- Infinitives
- Gerunds
- Articles
- Nouns and pronouns
- Adjectives and adverbs
- Prepositions
- Sentence Structure (Subject, Verb, Object)
- Connectors (and, but, so)

# B1/B2 Independent User

## Listening and Reading

### Listening Competencies

CEFR overall competencies for listening:

**B1:** Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.

**B2:** Can understand main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect.

Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.

### Listening Content

- Talks
- Documentaries
- TV news and current affairs programs
- Live interviews
- Plays and films (in standard dialect)
- Short lectures

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### Reading Competencies

CEFR overall competencies for reading:

**B1:** Can read straightforward factual texts.

**B2:** Can read with a large degree of independence, adapting style and speed of reading different texts and purposes. Has a broad active reading vocabulary but may experience some difficulty with low-frequency idioms.

### Reading Content

- Reports and Letters (personal and business)
- Brochures
- Short, official documents
- Newspaper articles
- Warning Notices
- Instructions such as operational guides



# B1/B2 Independent User

## Speaking

### Speaking Competencies

CEFR overall competencies for speaking:

**B1:** Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.

**B2:** Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.

### Speaking Tasks

Student practices communicating inquiries (e.g., taking messages), explaining problems, and providing concrete information as required in an interview/consultation.

Student also practices summarizing and giving their opinions, answering questions of detail, checking and confirming information, and describing how to do something with detailed instructions.

Student practices explaining viewpoints and discussing advantages/disadvantages, giving supporting reasons, negotiating, making concessions, and speculating about causes, consequences, and hypothetical situations.

### Speaking Content

- Making appropriate introductions and greetings
- Communicating in professional settings (exchanging information)
- Small talk, socializing, and networking
- Asking questions and finding specific information
- Team Building
- Planning and organizing a trip (business or personal)
- Setting goals and making plans (work, career, personal)
- Problem-solving and complaints
- How to disagree
- Negotiating
- Telephoning-making arrangements, plans, getting information
- Presentations
- Meetings

# B1/B2 Independent User

## Writing and Grammar Suggestions

### Writing Competencies

CEFR overall competencies for writing:

**B1:** Can write straightforward connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.

**B2:** Can 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.

### Writing Tasks

Student practices writing summaries of their opinions, developing arguments and supporting reasons, explaining advantages/disadvantages, and providing details.

### Writing Content

- Reports, memoranda, etc.
- Writing an agenda
- Structuring a presentation
- Making notes for future reference
- Taking down messages from dictation, etc.
- Writing personal or business letters, etc.
- Write descriptive reviews of a film, play, or book
- Written descriptions of an event or recent trip (business or personal)
- Essays on their field of interests

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## B1/B2 Grammar Suggestions

- The ability to use and know the difference between:
  - all forms of simple and progressive/continuous tenses
  - all forms of the perfect and perfect progressive tenses
- Passive
- "If" sentences and conditionals
- Comparative forms
- Relative clauses
- Narrative tenses
- Noun combinations
- Idioms

# C1/C2 Proficient User

## Listening and Reading

### Listening Competencies

CEFR overall competencies for listening:

**C1:** Can understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar.

**C2:** Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.

### Listening Content

- Debates and group discussions
- Lectures and presentations
- Interviews
- Pre-recorded programs
- Documentaries
- TV news and current affairs programs
- Plays and films (in various dialects)

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### Reading Competencies

**C1:** Can understand in detail lengthy, complex texts, whether or not they relate to their own area of specialty provided they can reread difficult sections.

**C2:** Can understand and interpret critically virtually all forms of the written language, including abstract, structurally complex, or highly colloquial literary and non-literary writings.

### Reading Content

- Reports
- Letters (personal and business)
- Brochures and marketing materials
- Official documents
- Operating instructions and specifications for familiar products and services
- Newspaper articles (including editorials and advice columns)
- Literary and non-literary writings with implicit and explicit meanings

# C1/C2 Proficient User

## Speaking

### Speaking Competencies

CEFR overall competencies for speaking:

**C1:** Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

**C2:** Can produce clear, smoothly flowing, well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.

### Speaking Tasks

Student practices negotiating a solution and using persuasive language.

Student practices explaining problems and situations where concessions can be made, such as a bad customer service experience.

Student practices articulating ideas and opinions while contributing to discussions on abstract or unfamiliar topics.

### Speaking Content

- Debates (convince, question, explain, object)
- Interviews
- Negotiations
- Presentations
- Task/goal-oriented role plays (discussing a document, planning an event, etc.)
- Talks/Speeches (planned and impromptu)
- Demonstrations

# C1/C2 Proficient User

## Writing and Grammar Suggestions

### Writing Competencies

CEFR overall competencies for writing:

**C1:** Can write clear, well-structured texts on complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.

**C2:** Can write clear, smooth-flowing, complex texts in an appropriate and effective style and a logical structure that helps the reader find significant points.

### Writing Tasks

Student practices writing formal and informal register.

Student practices writing clear, detailed, well-structured, and descriptive texts.

### Writing Content

- Reports
- Summaries (terms and conditions)
- Writing agendas and presentations
- Taking down messages from dictation, etc.
- Personal or business letters, etc.
- Descriptive reviews of a film, play, or book
- Written descriptions of an event or recent trip (business or personal)
- Essays on their field of interests

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### C1/C2 Grammar Suggestions

- Review of all tenses
- Passives and causatives
- Modals
- Conditionals
- Adjectives and Adverbs Positions
- Unreal time (imagine, what if, suppose, as if, as though)
- Clauses
- Complex sentence structure (inversions)
- Noun Phrases
- Verbal Compliments
- Reported speech
- Patterns, Phrases, Collocations
- Idioms

