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| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | Proficiency |
|  |  |  |  | Advanced |  |
|  |  |  | Upper Intermediate |  |  |
|  |  | Intermediate |  |  |  |
|  | Pre-Intermediate |  |  |  |  |
|  | Elementary |  |  |  |  |  |
| Beginners |  |  |  |  |  |
| A1 | A2 | B1 | B2 | C1 | C2 |

**Overview CEFR**

Students entering at this level will have no or a very basic knowledge of simple situations, and will need to develop all language areas and skills.

Upon finishing this course we aim for students to have reached Level A1 Threshold, which is classified as follows;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A1 Listening** | **A1 Reading** | **A1 Spoken Interaction** | **A1 Spoken Production** | **A1 Writing** |
| Can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. | Can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I’m trying to say. Can ask and answer simple questions in areas of immediate need or on very familiar topics. | Can use simple phrases and sentences to describe where I live and people I know | Can write a short, simple postcard, for example sending holiday greetings.Can fill in forms with personal details, for example entering my name, nationality and address on a hotel check in form. |

In lessons, students will practise a percentage of grammar, reading, writing, listening and speaking skills. The lessons will encourage speaking and practise fluency.

**COURSE DETAILS**

**Course Goals**

* To develop the communication skills of students
* To provide a learning environment where students feel comfortable to use language effectively and experimentally
* To encourage individual students to own their learning experience
* To encourage individual students to take

**Language Covered**

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| **POSSIBLE TOPICS** | **RESOURCES SOURCE** |
| **Please refer to the current course book but also to the references below.** |
| Meeting people | Life Beginner Unit 1, Beginner Communication Games |
| Numbers | Life Beginner Unit 1, NEF Beginner Unit 1, Primary Grammar Box, Beginner Communication Games |
| Sport | Life Beginner Unit 6 |
| Shopping | Beginner Communication Games, Beginner Communication Games |
| Houses and furniture |  |
| Places – cities/countries | Life Beginner Unit 3, 11 |
| Common Objects | NEF Beginner Unit 2, NEF Beginner Unit 2, Beginner Communication Games |
| School and education |  |
| Food and Drink | Life Beginner Unit 6, NEF Beginner Unit 3, Primary Grammar Box |
| Habits/lifestyle | Life Beginner Unit 8, 12, NEF Beginner Unit 4, 5, Beginner Communication Games |
| Things in the classroom | Beginner Communication Games |
| Transport |  |
| Travel and holidays | Life Beginner Unit 2, 11, NEF Beginner Unit 6, Beginner Communication Games |
| Weather/ Seasons | Life Beginner Unit 7, Primary Grammar Box |
| Countries and Nationalities | Life Beginner Unit 3, 11, NEF Beginner Unit 1, Beginner Communication Games |
| Family | Life Beginner Unit 3, 11, NEF Beginner Unit 2, Beginner Communication Games |
| Jobs | NEF Beginner Unit 3, Beginner Communication Games |
| Giving personal information | Life Beginner Unit 1, Beginner Communication Games |
| Days of the week/ Months | Life Beginner Unit 3 |

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| **GRAMMAR (British Council/ EQUALS)** | **RESOURCES SOURCE** |
| **Please refer to the current course book but also to the references below.** |
| Adjectives: common and demonstrative |  |
| [Adverbs of frequency](http://www.examenglish.com/grammar/A2_adverbs_of_frequency_place_time.htm) | Practical Grammar Level 1 |
| [Comparatives](http://www.examenglish.com/grammar/a2_comparative_adjectives.htm) and [superlatives](http://www.examenglish.com/grammar/A2_superlative.htm) | Practical Grammar Level 1, Primary Grammar Box |
| [Going to](http://www.examenglish.com/grammar/A2_going_to.htm) | Practical Grammar Level 1 |
| How much/how many and very [common uncountable nouns](http://www.examenglish.com/grammar/A2_Uncountable_nouns.htm) | Practical Grammar Level 1 |
| [I’d like](http://www.examenglish.com/grammar/A2_would_like.htm) |  |
| [Imperatives (+/-)](http://www.examenglish.com/grammar/A2_imperative.htm) | Practical Grammar Level 1 |
| [Intensifiers](http://www.examenglish.com/grammar/b1_intensifiers.htm) - very basic |  |
| [Modals: can/can’t/could/couldn’t](http://www.examenglish.com/grammar/A2_can_could.htm) | Practical Grammar Level 1 |
| [Past simple of “to be”](http://www.examenglish.com/grammar/be.htm) | Practical Grammar Level 1 |
| [Past Simple](http://www.examenglish.com/grammar/A2_past_simple.htm) | Practical Grammar Level 1, Primary Grammar Box |
| Possessive adjectives  | Practical Grammar Level 1 |
| [Possessive s](http://www.examenglish.com/grammar/possessive_%27s.htm) |  |
| Prepositions, common |  |
| [Prepositions of place](http://www.examenglish.com/grammar/b1_prepositions_of_place.htm) | Primary Grammar Box |
| [Prepositions of time, including in/on/at](http://www.examenglish.com/grammar/b1_prepositions_of_time.htm) | Practical Grammar Level 1, Primary Grammar Box |
| [Present continuous](http://www.examenglish.com/grammar/A2_present_continuous.htm) | Practical Grammar Level 1, Primary Grammar Box |
| [Present simple](http://www.examenglish.com/grammar/present_simple.htm) | Practical Grammar Level 1, Primary Grammar Box |
| Pronouns: simple, personal | Practical Grammar Level 1 |
| [Questions](http://www.examenglish.com/grammar/b1_questions.htm) | Practical Grammar Level 1 |
| There is/are |  |
| To be, including questions + negatives |  |
| [Verb + ing: like/hate/love](http://www.examenglish.com/grammar/like_ing.htm) |  |

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| **FUNCTIONS** | **RESOURCES SOURCE** |
| **Please refer to the current course book but also to the references below.** |
| Directions | Beginners Communication Games, Reward Starter, NEF Beginner, Life Beginner |
| Describing habits and routines | Beginners Communication Games, NEF Beginner,  |
| Giving personal information | Beginners Communication Games, Reward Starter, NEF Beginner, Life Beginner |
| Greetings | Beginners Communication Games |
| Telling the time | Beginners Communication Games |
| Understanding and using numbers | Beginners Communication Games, Reward Starter, NEF Beginner, Life Beginner, Activity Box |
| Understanding and using prices | Reward Starter |

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| **ASSESSMENT** |
| 1. Placement Test. Students will be placed at CEFR levels in grammar, speaking and writing
 |
| 1. Bi-monthly Progress Test. Students will be tested every two weeks on the content on the previous two weeks’ lessons. The test will be created by teachers and may cover all key language areas depending of work covered.
 |
| 1. On-going Classroom Assessment. Teachers will constantly assess students during classroom interactions using a variety of interactions (role plays, presentations, discussions, quizzes)
 |
| 1. Tutorials. Individual students and teachers will meet once per month to discuss individual progress.
 |
| 1. Exit Report/ Interview. Students will receive a written course exit report outlining their progress and current strengths and weaknesses.
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| **METHODOLOGY****Communicative approach**The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.Students will take part in the following interactions and activities:* **Role-plays, debates and class discussions, pair work, problem solving, creative designs**

**Example** Practising question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication.**In the classroom** Classroom activities guided by the communicative approach are characterised by trying to produce meaningful and real communication, at all levels. As a result there may be more emphasis on skills than systems, lessons are more learner-centred, and there may be use of authentic materials. |