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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 have a good command of the language. They are fluent, accurate and well-organized with only a few uncertainties in complex and difficult situations.

According to the Common European Framework, students entering this level will be Level C1. This is classified as follows;

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| --- | --- | --- | --- | --- |
| **C1 Listening** | **C1 Reading** | **C1 Spoken Interaction** | **C1 Spoken Production** | **C1 Writing** |
| Can understand extended  speech even when it is not  clearly structured and when relationships are only implied and not signaled explicitly.  Can understand television  programs and ﬁlms without too much effort. | Can understand long and  complex factual and literary texts, appreciating distinctions of style. Can understand specialized articles and longer technical instructions, even when they do not relate to their ﬁeld. | Can express myself ﬂuently  and spontaneously without  much obvious searching for expressions. Can use language ﬂexibly and effectively for social and professional purposes. Can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers. | Can present clear, detailed  descriptions of complex  subjects integrating sub-themes, developing particular points and rounding off with an  appropriate conclusion | Can express myself in clear, well-structured text, expressing points of view at some length.  Can write about complex  subjects in a letter, an essay or a report, underlining what is  considered to be the salient issues. Can select style appropriate to the reader in mind. |
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Upon finishing this course we aim for students to have an excellent command of the language and be able to tackle the most difficult tasks. They will have reached Level C2, which is classified as follows;

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| **C2 Listening** | **C2 Reading** | **C2 Spoken Interaction** | **C2 Spoken Production** | **C2 Writing** |
| Has no difficulty in  understanding any kind of  spoken language, whether live or broadcast, even when delivered at fast native speed, provided they have some time to get familiar with the accent. | Can read with ease virtually all forms of the written language,  including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works. | Can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms.  Can express themselves  ﬂuently and convey ﬁner shades of meaning precisely. If there is a problem, can backtrack and restructure around the difﬁculty so smoothly that other people are hardly aware of it. | Can present a clear, smoothly-ﬂowing description or argument  in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember signiﬁcant points. | Can write clear, smoothly-ﬂ owing text in an appropriate style.  Can write complex letters,  reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember signiﬁcant points.  Can write summaries and reviews of professional or literary works. |
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**Students will be encouraged to sit the Cambridge CAE if they wish.**

**Language Covered**

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| **POSSIBLE TOPICS** | **RESOURCES SOURCE** |
| **Please refer to the current course book but also to the references below.** |
| **Characteristics and Personality** | Life Unit 1, 11, NEF Adv Unit 1, CAE Result Unit 1, Discussions Advanced, Cutting Edge Advanced Unit 3, Ready for CAE Unit 6 |
| **Belief/superstition** | CAE Result Unit 2, CAE Expert Unit 2, |
| **Fame/Celebrity** | CAE Expert Unit 3, Objective CAE Unit 11, Cutting Edge Advanced Unit 2 |
| **Relationships** | NEF Adv Unit 2, CAE Expert Unit 4, Advanced Skills, Cutting Edge Advanced Unit 7, English Vocabulary in Use Advanced |
| **Jobs/Careers** | CAE Result Unit 8, CAE Expert Unit 1, Objective CAE Unit 3,5, Advanced Skills, Ready for CAE Unit 1, 4, English Vocabulary in Use Advanced |
| **Global issues** | Life Unit 2, Spotlight on CAE Unit 14, CAE Result Unit 12, CAE Expert Unit 5, Cutting Edge Advanced Unit 1, Handouts Online Advanced |
| **Lifestyle** | Spotlight on CAE Unit 3, 6, 10, NEF Adv Unit 7, CAE Result Unit 5, CAE Expert Unit 6, Cutting Edge Advanced Unit 5, 8, Handouts Online Advanced |
| **Habits and addiction** | Life Unit 6, CAE Expert Unit 7, English Vocabulary in Use Advanced |
| **Future predictions** | CAE Result Unit 3, Objective CAE Unit 10, 12, Advanced Skills |
| **Advertising/Media** | English Vocabulary in Use Advanced |
| **Modern Society** | Life Unit 8, 9, 11, 10, NEF Adv Unit 3, 4,5, CAE Result Unit 10, Discussions Advanced, Cutting Edge Advanced Unit 6, 9, Ready for CAE Unit 8, English Vocabulary in Use Advanced, Handouts Online Advanced |
| **Crime/Law** | Spotlight on CAE Unit 5, CAE Result Unit 9, CAE Expert Unit 8, Discussions Advanced |
| **Travel** | Life Unit 5, Spotlight on CAE Unit 7, NEF Adv Unit 6, Ready for CAE Unit 9 |
| **Entertainment** | Life Unit 9, NEF Adv Unit 4, CAE Result 11, Spotlight on CAE Unit 9, 12, CAE Expert Unit 9, Objective CAE Unit 16, English Vocabulary in Use Advanced |
| **Communication** | Life Unit 8, Spotlight on CAE Unit 13, NEF Adv Unit 4, CAE Expert Unit 9, Objective CAE Unit 2, Objective CAE Unit 6, Cutting Edge Advanced Unit 10 |
| **Safety** |  |
| **Inventions** | Life Unit 4, Spotlight on CAE Unit 4, CAE Result Unit 8, Objective CAE Unit 8, Handouts Online Advanced |

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| **GRAMMAR** | **RESOURCES SOURCE** |
| **Please refer to the current course book but also the references below.** |
| **Futures (revision)** | Grammar for CAE and Proficiency, Grammar and Vocabulary for CAE and Proficiency, Grammar for IELTS, Advanced Grammar in Use |
| **Inversion with negative adverbials** | Grammar and Vocabulary for CAE and Proficiency |
| [**Mixed conditionals in past, present and future**](http://www.examenglish.com/grammar/mixed_conditionals.htm) | Grammar for CAE and Proficiency, |
| **Modals in the past** | Grammar for CAE and Proficiency, Grammar and Vocabulary for CAE and Proficiency, Grammar for IELTS, Advanced Grammar in Use |
| **Narrative tenses for experience, incl. passive** | Grammar for CAE and Proficiency, Grammar and Vocabulary for CAE and Proficiency, Grammar for IELTS, Advanced Grammar in Use |
| **Passive forms, all** | Grammar for CAE and Proficiency, Grammar and Vocabulary for CAE and Proficiency, Grammar for IELTS |
| **Phrasal verbs, especially splitting** | Grammar and Vocabulary for CAE and Proficiency |
| [**Wish/if only regrets**](http://www.examenglish.com/grammar/wish_if_only.htm) | Grammar for CAE and Proficiency, Grammar for IELTS |

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| **FUNCTIONS** | **RESOURCES SOURCE** |
| **Please refer to the current course book but also the references below.** |
| **Conceding a point** | NEF Adv, |
| **Critiquing and reviewing constructively** | Life Adv, NEF Adv |
| **Defending a point of view persuasively** | Outcomes Adv |
| **Developing an argument systematically** | Life Adv, NEF Adv, Outcomes Adv, Cutting Edge Adv |
| **Emphasizing a point, feeling, issue** | Outcomes Adv, Cutting Edge Adv |
| **Expressing attitudes and feelings precisely** | Outcomes Adv, Cutting Edge Adv |
| **Expressing certainty, probability, doubt** |  |
| **Expressing opinions tentatively, hedging** | Life Adv |
| **Expressing reaction, e.g. indifference** |  |
| **Expressing shades of opinion and certainty** | Life Adv, Cutting Edge Adv |
| **Responding to counterarguments** | Life Adv, Outcomes Adv |
| **Speculating and hypothesising about causes, consequences etc.** | Life Adv |
| **Synthesising, evaluating and glossing ising, evaluating and glossing information** | Life Adv, NEF Adv, Cutting Edge Adv |

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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. |