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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 a basic knowledge of simple situations, and will need to develop all language areas and skills.

According to the Common European Framework, students entering this level will be Level A1. This is classified as follows;

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| --- | --- | --- | --- | --- |
| **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. |

Upon finishing this course we aim for students to have reached Level A2 Threshold, which is classified as follows;

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| **A2 Listening** | **A2 Reading** | **A2 Spoken Interaction** | **A2 Spoken Production** | **A Writing** |
| Can understand phrases and the highest frequency  vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family  information, shopping, local  area, employment).  Can catch the main point in  short, clear, simple messages  and announcements. | Can read very short, simple texts.  Can find specific, predictable  information in simple everyday material such as advertisements, prospectuses,  menus and timetables and I  can understand short simple  personal letters. | Can communicate in simple  and routine tasks requiring a  simple and direct exchange of  information on familiar topics  and activities.  Can handle very short social  exchanges, even though I can’t  usually understand enough to  keep the c | Can use a series of phrases and  sentences to describe in simple  terms my family and other  people, living conditions, my  educational background and my  present or most recent job. | Can write short, simple notes  and messages relating to  matters in areas of immediate  needs.  Can write a very simple  personal letter, for example  thanking someone for something |

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 responsibility for their own learning progress

**Language Covered**

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| **POSSIBLE TOPICS** | **RESOURCES SOURCE** |
| **Please refer to the current course book but also the references below.** |
| Meeting people | Cutting Edge Elementary Unit 1, NEF Elementary Unit 1, 2, Life Elementary Unit 1, Handouts Online Elementary |
| Numbers | Cutting Edge Elementary Unit 0, NEF Elementary Unit 2, Life Elementary Unit 3, Handouts Online Elementary |
| Days of the week/ Months | Cutting Edge Elementary Unit 0 |
| Giving personal information | Cutting Edge Elementary Unit 1, 7, NEF Elementary Unit 1, Life Elementary Unit 4 |
| Jobs | NEF Elementary Unit 2, Handouts Online Elementary |
| Family | Cutting Edge Elementary Unit 2, Handouts Online Elementary |
| Weather/ Seasons | Cutting Edge Elementary Unit 12 |
| Shopping | Cutting Edge Elementary Unit 9, NEF Elementary Unit 4, Handouts Online Elementary |
| Hobbies and free time activities | Cutting Edge Elementary Unit 8, NEF Elementary Unit 4, Handouts Online Elementary |
| Sport |  |
| Rules and regulations |  |
| Travel and holidays | Cutting Edge Elementary Unit 5, 12, 15, NEF Elementary Unit 5, Life Elementary Unit 7, 11, Handouts Online Elementary |
| Personal Characteristics and appearances | Cutting Edge Elementary Unit 10, Life Elementary Unit 8 |
| Music | NEF Elementary Unit 4 |
| Food and Drink | Cutting Edge Elementary Unit 6, NEF Elementary Unit 6 Life Elementary Unit 5, Handouts Online Elementary |
| Houses and furniture | NEF Elementary Unit 6, Life Elementary Unit 2 |
| School and education |  |
| Places – cities/countries | Cutting Edge Elementary Unit 11, Life Elementary Unit 2, 3 Handouts Online Elementary |

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| **GRAMMAR** | **RESOURCES SOURCE** |
| **Please refer to the current course book but also the references below.** |
| Adjectives – comparative, – use of than and definite article | Essential Grammar in Use, Reward Elementary, Practical Grammar Level 1, Handouts Online Elementary |
| Adjectives – superlative – use of definite article | Essential Grammar in Use, Reward Elementary, Practical Grammar Level 1 |
| Adverbial phrases of time, place and frequency – including word order | Reward Elementary, Handouts Online Elementary |
| Adverbs of frequency | Handouts Online Elementary |
| Articles – with countable and uncountable nouns | Essential Grammar in Use, Reward Elementary, Practical Grammar Level 1, Primary Grammar Box, Handouts Online Elementary |
| Countables and Uncountables: much/many | Essential Grammar in Use, Practical Grammar Level 1, Handouts Online Elementary |
| Future Time (will and going to) | Essential Grammar in Use, Reward Elementary |
| Gerunds |  |
| Going to | Reward Elementary |
| Imperatives | Primary Grammar Box |
| Prepositions of time: on/in/at | Essential Grammar in Use |
| Modals – can/could/ have to/ should | Essential Grammar in Use, Practical Grammar Level 1 |
| Past continuous | Essential Grammar in Use |
| Past simple | Essential Grammar in Use, Reward Elementary |
| Phrasal verbs – common |  |
| Possessives – use of ‘s, s’ | Essential Grammar in Use, Handouts Online Elementary |
| Prepositional phrases (place, time and movement) | Essential Grammar in Use, Reward Elementary, Practical Grammar Level 1, Handouts Online Elementary, Handouts Online Elementary |
| Present continuous | Essential Grammar in Use, Reward Elementary, Practical Grammar Level 1, Primary Grammar Box, Handouts Online Elementary |
| Present continuous for future | Essential Grammar in Use, Handouts Online Elementary |
| Questions | Practical Grammar Level 1, Essential Grammar in Use, Handouts Online Elementary |
| Verb + ing/infinitive: like/want-would like | Reward Elementary, Practical Grammar Level 1 |
| Wh-questions in past | Reward Elementary, Practical Grammar Level 1 |
| Zero and 1st conditional |  |

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| **SKILLS** | **RESOURCES SOURCE** |
| **Please refer to the current course book but also the references below.** |
| Reading Skills: reading a short text for basic information  Listening Skills: listening for basic information  Writing Skills: short informal letters, postcards and emails  Speaking skills: exchanging information; Giving basic information and opinions. Talking about likes and dislikes  Pronunciation: introduction to individual phonemes | Outcomes Elem, NEF Elem, Life Elem  Outcomes Elem, NEF Elem, Life Elem  Outcomes Elem, NEF Elem, Life Elem  Outcomes Elem, NEF Elem, Life Elem, Reward Elem, Pair Work 1  Get Rid of Your Accent Part One, Outcomes Elem, NEF Elem, Life Elem |

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| **FUNCTIONS** | **RESOURCES SOURCE** |
| **Please refer to the current course book but also the references below.** |
| Describing habits and routines | Reward Elem, NEF Elem |
| Describing past experiences | Reward Elem, Outcomes Elem |
| Describing people | NEF Elem |
| Describing places | Outcomes Elem |
| Describing things | Reward Elem |
| Obligation and necessity | NEF Elem, Outcomes Elem |
| Requests | Life Elem, Outcomes Elem |
| Suggestions | Life Elem, Outcomes Elem |

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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. |