|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  | |  |  |  | **Proficiency** |
|  | |  | |  |  | **Advanced** |  |
|  | |  | |  | **Up Int** |  |  |
|  | |  | | **Intermediate** |  |  |  |
|  | | **Pre-Int** | |  |  |  |  |
|  | **Elementary** | |  |  |  |  |  |
| **Beginners** | |  | |  |  |  |  |
| **A1** | | **A2** | | **B1** | **B2** | **C1** | **C2** |

**Overview CEFR**

Students entering at this level find their use of the language is consistent and usually appropriate but lapses in fluency and accuracy still occur in complex situations.

According to the Common European Framework, students entering this level will be Level B2 or C1. This is classified as follows;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **B2 Listening** | **B2 Reading** | **B2 Spoken Interaction** | **B2 Spoken Production** | **B2 Writing** |
| Can understand extended  speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.  Can understand most TV news and current affairs programs.  Can understand the majority of ﬁlms in standard dialect. | Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or  viewpoints. Can understand contemporary literary prose | Can interact with a degree of ﬂuency and spontaneity that makes regular interaction with native speakers quite possible.  Can take an active part in  discussion in familiar contexts, accounting for and sustaining views. | Can present clear, detailed  descriptions on a wide range of subjects related to ﬁeld of interest.  Can explain a viewpoint  on a topical issue giving the advantages and disadvantages of various options. | Can write clear, detailed text on a wide range of subjects related to my interests.  Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.  Can write letters highlighting the personal signiﬁcance of events and experiences. |
|  |  |  |  |  |

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

**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**

|  |  |  |
| --- | --- | --- |
| **Grammar** | **Skills** | **Topics** |
| * Present Tenses * Past Tenses * Perfect Tenses * Future Tenses * Conditionals * Modal Verbs * Transitive/Intransitive verbs * Defining/Non-Defining relative clauses * Intensifying Adverbs * Adverbial Clauses * Reference * Concession * Substitution and Ellipsis * Cleft Sentences * Phrasal Verbs * Inversion * Collocations * Infinitives and Gerunds * Non-Finite Clauses * Word-Building * Prefixes and Suffixes | **Listening:** Understanding gist and listening for specific information; Note completion and sentence completion; labelling diagrams and charts from a description. Summarising.  **Reading:** Understanding gist and finding specific information in a text. Inferring the writer’s attitude and summarising a text. Sentence and note completion from a given text. Multiple matching/choice; Identifying information; Completing charts/graphs using information in a text.  **Writing:** Identifying and using correct style, register and layout. Looking at essays, reports, articles, summaries. Commenting on graphs and writing an analysis. Cohesion within writing tasks –paragraphing,linking devices, referencing. Academic writing.  **Speaking:** Communicative devices and discourse management. Practising fluency and accuracy. Expanding vocabulary in order to talk about a variety of topics. Short presentations and discussions on familiar and more abstract ideas. | * Describing People * Sports * Art * The family * Money and Business * Work * Global Problems * Travelling * Sociology and Psychology * Music * Inventions * Exploration * Humanity * Ambitions * Science and Nature * Geography * Literature * History |