|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **Proficiency** |
|  |  |  |  | **CAE** |  |
|  |  |  | **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;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 signalled 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 ﬂuentlyand 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 skilfully 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 isconsidered to be the salient issues. Can select style appropriate to the reader in mind. |
|  |  |  |  |  |

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;

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

**Language Covered**

|  |  |  |
| --- | --- | --- |
| **Grammar** | **Skills** | **Topics** |
| * Modal verbs: might, could, may, can, will, shall, would, must, need, should, ought to
* Future possibility
* Past tense review
* Hypothetical past situations
* Present and future conditionals
* Gerunds and infinitives
* Reference and ellipsis
* Relative clauses
* Passives
* Reporting verbs – have/get
* Reported speech
* Determiners and pronouns
* Participle clauses
* Inversion
* Conjunctions and linking adverbials
* Comparisons
* Adverbs of degree
* Noun phrases
* Word-Building
* Prefixes and Suffixes
 | Speaking: Giving opinions; deduction and speculations; discussions on a variety of topic; comparing and contrasting. Working on coherence and fluency.Writing: Looking at layout, style and register. Formal and informal letters; reports; articles; Competition entries; Information’s sheets; Proposals; Guidebooks entries; Letters of application and Character referencesReading: Reading a variety of texts for comprehension – gist, detail and specific information and understanding and interpreting the tone of a writer.Listening: Listening to conversations; interviews and reports for gist, detail specific information.Pronunciation: reviewing the phonemic chart and looking at intonation and connected speech and individual sounds. | * Lifestyles/habits
* Festivals/Traditions
* Careers
* Education
* Relationships
* Music
* Characteristics
* Sport
* Science and discovery
* Invention
* Technology
* The Arts
* Dreams and ambitions
* Fashion
* Food
* Image
* Humanity
* Hobbies
* Money/Business
* The Past
* The future
* Travel/Transport
* Leisure Facilities
* Well-being/Happiness
* Health & Fitness
* Communication
* Books/Media
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