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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 can usually deal with simple situations, but need to develop all language areas and skills. According to the Common European Framework, students entering this level will be at A2 level. This 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 |

Upon finishing this course we aim for students to have reached a confident/strong B1 level, which is classified as follows;

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| **B1 Listening** | **B1 Reading** | **B1 Spoken Interaction** | **B1 Spoken Production** | **B1 Writing** |
| Can understand the main  points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.  Can understand the main point of many radio or TV programs on current affairs or topics of personal or professional  interest when the delivery is relatively slow and clear. | Can understand texts that  consist mainly of high frequency everyday or job-related language. Can understand the description of events, feelings and wishes in personal letters. | Can deal with most situations likely to arise while travelling in an area where the language is spoken.  Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). | Can connect phrases in a  simple way in order to describe experiences and events, my dreams, hopes and ambitions.  Can briefly give reasons and explanations for opinions and plans.  Can narrate a story or relate the plot of a book or film and describe reactions. | Can write simple connected text on topics which are familiar or of personal interest.  Can write personal letters  describing experiences and impressions. |
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**Students will be encouraged to sit the Cambridge KET examination if they wish.**

In lessons, students will practise a percentage of grammar, reading, writing, listening, pronunciation and speaking skills. The lessons will encourage communication 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 to the references below.** |
| Personality | NEF Unit 1, English Vocabulary in Use, Handouts Online Pre Int |
| Characteristics | Cutting Edge Unit 2, 4, NEF Unit 1, Reward Pre Int |
| Jobs | Cutting Edge Unit 3, Life Unit 7, Reward Pre Int, English Vocabulary in Use, Role Plays for today, Handouts Online Pre Int |
| Future | Cutting Edge Unit 7 |
| Education | NEF Unit 5, Life Unit 9, Handouts Online Pre Int |
| Food and drink | NEF Unit 3 |
| Entertainment | NEF Unit 5, 8, English Vocabulary in Use |
| Media | Cutting Edge Unit 2, NEF Unit 2, 9 |
| Lifestyle | Cutting Edge Unit 1, Cutting Edge Unit 4, NEF Unit 4, 8, Life Unit 1, 4, Reward Pre Int, English Vocabulary in Use, Role Plays for today, Handouts Online Pre Int |
| Belief and superstition | NEF Unit 7 |
| Travel | Cutting Edge Unit 6, 8, NEF Unit 2, 3, 4, Life Unit 3, 10, English Vocabulary in Use, Role Plays for today , Handouts Online Pre Int |
| Inventions | NEF Unit 7, Life Unit 8, Reward Pre Int, English Vocabulary in Use |
| Sport | NEF Unit 5, Life Unit 2 |
| Global issues | NEF Unit 6, Life Unit 5, 12, Handouts Online Pre Int |
| Relationships | NEF Unit 3, 4, 9, Reward Pre Int, Role Plays for today |

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| **GRAMMAR** | **RESOURCES SOURCE** |
| **Please refer to the current course book but also to the references below.** |
| Present Simple | Reward Pre Int, Activity Box, More Grammar Games, Practical Grammar Level 1 |
| Present Continuous | Practical Grammar Level 1 |
| Countable/Un-Countable nouns | Practical Grammar Level 1, Handouts Online Pre Int |
| Much/many/a few/a little/a lot of | Reward Pre Int, More Grammar Games, Practical Grammar Level 1 |
| Some/any | Reward Pre Int |
| Something/anything/nothing | Practical Grammar Level 1 |
| Articles | Practical Grammar Level 1 |
| Verb patterns infinitive vs gerund | More Grammar Games, Practical Grammar Level 1, Handouts Online Pre Int |
| Future going to vs will vs Present Continuous for future | Practical Grammar Level 1, Handouts Online Pre Int |
| What’s ~~~~~ like? | Practical Grammar Level 1 |
| Comparative adjectives | Reward Pre Int, Practical Grammar Level 1 |
| Superlative adjectives | Practical Grammar Level 1 |
| As ~~~ as | Practical Grammar Level 1 |
| For and since | Reward Pre Int, Practical Grammar Level 1 |
| First Conditional & Second Conditional | Reward Pre Int, Activity Box |
| Have to / should / must | Practical Grammar Level 1, Handouts Online Pre Int |
| Might | Reward Pre Int, Handouts Online Pre Int |
| Present Perfect vs Past Simple | Reward Pre Int, Handouts Online Pre Int |
| Time clauses (as soon as / when / while / until) | Practical Grammar Level 1 |
| Present Perfect Continuous | Practical Grammar Level 1, Handouts Online Pre Int |
| Present Perfect Simple vs Continuous | Practical Grammar Level 1, Handouts Online Pre Int |

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

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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. |