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|  | |  | |  |  |  | **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. This is classified as follows;

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| --- | --- | --- | --- | --- |
| **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. |
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**Upon finishing this course we aim for students to have reached Level C1, which 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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**Students will be encouraged to sit the Cambridge FCE if they wish.**

**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.** |
| Travelling | NEF Upper Int Unit 2, 4, 6, Life Upper Int Unit 6, FCE Expert Unit 10, FCE Result Unit 6, FCE Result Unit 5, FCE Gold Unit 8, FCE Gold Unit 14, Role Plays for Today, English Vocab in Use Upper Int |
| Transport | Role Plays for Today |
| Work | Role Plays for Today, English Vocab in Use Upper Int |
| Free time | Life Upper Int Unit 11, Cutting Edge Upper Int Unit 2, 3, FCE Expert Unit 11, FCE Expert Unit 16, 20 22, 1, FCE7 Result Unit, FCE Gold Unit 10, Role Plays for Today, Handouts Online Upper Intermediate |
| Family & Friends (describing people) | NEF Upper Int Unit 4, Cutting Edge Upper Int Unit 1, FCE Result Unit 1, Ready for FCE Unit 6, English Vocab in Use Upper Int |
| Science and Technology | Life Upper Int Unit 3 |
| Relationships | NEF Upper Int Unit 1, Life Upper Int Unit, Cutting Edge Upper Int Unit 2, 10, FCE Expert Unit 15 |
| Education | Life Upper Int Unit 11, FCE Expert Unit 4, Ready for FCE Unit 5, English Vocab in Use Upper Int |
| Image | Cutting Edge Upper Int Unit 6, FCE Masterclass Unit 1, 4, FCE Gold Unit 9, Ready for FCE Unit 1, |
| Food and drink | FCE Gold Unit 4, English Vocab in Use Upper Int |
| Money | Cutting Edge Upper Int Unit 8, FCE Expert Unit 9, FCE Expert Unit 18, FCE Result Unit 12, Ready for FCE Unit 7 |
| Ambition | NEF Upper Int 6, Life Upper Int Unit 9, Cutting Edge Upper Int Unit 4, 5, FCE Expert Unit 2, FCE Expert Unit 4, FCE Result Unit 9, FCE Gold Unit 11 |
| Our environment | Life Upper Int Unit 5, 7, Life Upper Int Unit 12, Cutting Edge Upper Int Unit 7, FCE Expert Unit 3, 2, 6, FCE Result Unit 2, FCE Result Unit 9, FCE Gold Unit 13, English Vocab in Use Upper Int, Handouts Online Upper Intermediate |
| Sport | FCE Expert Unit 8, FCE Gold Unit 1 2, Ready for FCE Unit 2, English Vocab in Use Upper Int |
| History | NEF Upper Int 6, Cutting Edge Upper Int Unit 9 |
| Inventions | NEF Unit 6, Cutting Edge Upper Int Unit 11, FCE Expert Unit 5, 10, FCE Result Unit 11, FCE Result Unit 10, FCE Gold Unit 6, 7, Ready for FCE Unit 3, 8, English Vocab in Use Upper Int |
| The future | NEF Upper Int Unit 1 |
| Communication | Life Upper Int Unit 2, FCE Expert Unit 12, FCE Result Unit 7, FCE Result Unit 11, FCE Gold Unit 6, English Vocab in Use Upper Int |
| Crime | NEF Upper Int Unit 3, English Vocab in Use Upper Int, Handouts Online Upper Intermediate |
| Media and Advertising | NEF Upper int Unit 5, 6, 7, Life Upper Int Unit 8, Cutting Edge Upper Int Unit 12, FCE Expert Unit 13, 24, FCE Result Unit 8, FCE Gold Unit 1, 5, Ready for FCE Unit 4, Handouts Online Upper Intermediate |

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| **GRAMMAR** | **RESOURCES SOURCE** |
| **Please refer to the current course book but also to the references below.** |
| ~ing/~ed adjectives | Grammar and Vocabulary for FCE |
| Present Tenses (review) | Grammar and Vocabulary for FCE, Grammar for IELTS, Reward Upper Intermediate, Practical Grammar Level 3 |
| Past tenses (review) | Grammar and Vocabulary for FCE, Grammar for IELTS, Reward Upper Intermediate |
| Perfect tenses | Grammar and Vocabulary for FCE, Grammar for IELTS |
| Comparatives and superlatives | Grammar and Vocabulary for FCE, Grammar for IELTS, Practical Grammar Level 3 |
| Narrative tenses | Grammar and Vocabulary for FCE, Grammar for IELTS, Reward Upper Intermediate |
| Reported/Direct Speech | Grammar and Vocabulary for FCE, Grammar for IELTS, Reward Upper Intermediate |
| Gerunds/infinitives | Grammar and Vocabulary for FCE, Practical Grammar Level 3 |
| Used to / would | Reward Upper Intermediate |
| Can/could/may/might | Grammar and Vocabulary for FCE, Grammar for IELTS, Reward Upper Intermediate |
| Future Forms | Grammar and Vocabulary for FCE, Grammar for IELTS, Reward Upper Intermediate |
| Relative Clauses and pronouns | Grammar and Vocabulary for FCE, Grammar for IELTS, Practical Grammar Level 3 |
| Modals of deduction/criticism | Grammar and Vocabulary for FCE, Reward Upper Intermediate, Practical Grammar Level 3 |
| Have to/don’t have to/must/need | Grammar and Vocabulary for FCE, Grammar for IELTS, Reward Upper Intermediate, Practical Grammar Level 3 |
| Modifiers/Intensifiers | Practical Grammar Level 3 |
| Conditionals | Grammar and Vocabulary for FCE, Reward Upper Intermediate |
| Make/let/allow | Grammar and Vocabulary for FCE |
| Passives Expressing hypothetical meaning | Grammar and Vocabulary for FCE, Grammar for IELTS, Reward Upper Intermediate, Practical Grammar Level 3 |

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| **FUNCTIONS** | **RESOURCES SOURCE** |
| **Please refer to the current course book but also to the references below.** |
| Critiquing and reviewing | Cutting Edge Upper Int |
| Describing experiences | Cutting Edge Upper Int, NEF Upper Int |
| Describing feelings and emotions | Cutting Edge Upper Int, NEF Upper Int |
| Describing hopes and plans | Life Upper Int |
| Developing an argument | Cutting Edge Upper Int, Outcomes Up Int |
| Encouraging and inviting another speaker to continue, come in |  |
| Expressing abstract ideas | Life Upper Int, Outcomes Up Int |
| Expressing agreement and disagreement | NEF Upper Int, Outcomes Up Int |
| Expressing opinions | Cutting Edge Upper Int, Life Upper Int, NEF Upper Int |
| Expressing reaction, e.g. indifference | Cutting Edge Upper Int, Outcomes Up Int |
| Interacting informally, reacting, expressing interest, sympathy, surprise etc. | Cutting Edge Upper Int, Outcomes Up Int |
| Opinion, justification | Cutting Edge Upper Int, Life Upper Int, NEF Upper Int |
| Speculating |  |
| Taking the initiative in interaction |  |
| Synthesizing, evaluating, glossing info | Cutting Edge Upper Int, Life Upper Int, Life Upper Int, NEF Upper 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. |