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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 make effective and independent use of the language in familiar situations although there are still lapses in communication.

According to the Common European Framework, students entering this level will be Level B1. This is classified as follows;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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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Upon finishing this course we aim for students to have reached Level B2, which 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. |
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**Students will be encouraged to sit the Cambridge PET examination 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.** |
| Food and Restaurants | New English File Unit 1, Role Plays for Today |
| Shopping | New English File Unit 6, Role Plays for Today |
| Friendship | Cutting Edge Int Unit 4, New English File Unit 1, 4, Role Plays for Today, English Vocabulary in Use Pre Int/Int |
| Jobs | Cutting Edge Int Unit 3, 5, 6, Play Games with English 2, Role Plays for Today, English Vocabulary in Use Pre Int/Int, Handouts Online Intermediate |
| The world around us | Cutting Edge Int Unit 3, 8, Life Int Unit 2 , 3, 4, English Vocabulary in Use Pre Int/Int |
| Education | New English File Unit 4  |
| Holidays | New English File Unit 2, Handouts Online Intermediate |
| Future | Cutting Edge Int Unit 9, 10 |
| Different cultures | Cutting Edge Int Unit 7, Life Int Unit 4, 11, 12  |
| Complaining | Cutting Edge Int Unit 11, Handouts Online Intermediate |
| Television | Cutting Edge Int Unit 6, New English File Unit 7, Role Plays for Today |
| Mystery & Crime | Cutting Edge Int Unit 10, New English File Unit 7, Play Games with English 2, Role Plays for Today, Handouts Online Intermediate |
| Films & Cinema | English Vocabulary in Use Pre Int/Int, Handouts Online Intermediate |
| Characteristics and Appearances | Cutting Edge Int Unit 1, 2, 4, New English File Unit 3, English Vocabulary in Use Pre Int/Int |
| Transport / Travel | New English File Unit 2, 5, 6, Life Int Unit 5, Role Plays for Today, English Vocabulary in Use Pre Int/Int, Handouts Online Intermediate |
| Money | New English File Unit 2, Life Int Unit 9, Handouts Online Intermediate |
| Meeting people | Cutting Edge Int Unit 7, 12, New English File Unit 3, New English File Unit 6, Role Plays for Today,  |
| Sports | New English File Unit 1, Play Games with English 2 |
| Lifestyle | Cutting Edge Int Unit 12, New English File Unit 1, 2, Life Int Unit 1, Life Int Unit 6, 7, English Vocabulary in Use Pre Int/Int, Handouts Online Intermediate |

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| **GRAMMAR** | **RESOURCES SOURCE** |
| **Please refer to the current course book but also to the references below.** |
| Present simple/continuous | English Grammar in Use, Grammar with Laughter, Play Games with English 2 |
| Past tenses Simple/continuous/perfect | English Grammar in Use, Grammar with Laughter, Play Games with English 2 |
| Future forms (going to/present continuous/will/shall) | English Grammar in Use, Grammar with Laughter, Play Games with English 2, Handouts Online Intermediate |
| Present perfect / past simple | English Grammar in Use, Grammar with Laughter, Play Games with English 2 |
| Present perfect continuous | English Grammar in Use, Grammar with Laughter |
| Comparatives/Superlatives | Play Games with English 2 |
| Modals of obligation/ deduction/ability/possibility | English Grammar in Use, Instant Grammar Lessons, Grammar with Laughter |
| 1st Conditional & future time | Instant Grammar Lessons, English Grammar in Use, Grammar with Laughter |
| 2nd Conditional | Instant Grammar Lessons, English Grammar in Use, Activity Box, Grammar with Laughter |
| Used to | Grammar with Laughter, Grammar with Laughter, Play Games with English 2 |
| Quantifiers | English Grammar in Use, Instant Grammar Lessons |
| Articles | Instant Grammar Lessons, English Grammar in Use, Grammar with Laughter |
| Gerunds/Infinitives | Instant Grammar Lessons, English Grammar in Use |
| Reported Speech (statements questions and commands) | Instant Grammar Lessons, English Grammar in Use, Grammar with Laughter |
| Passive: be +past participle | English Grammar in Use, Grammar with Laughter, Play Games with English 2 |
| Relative Clauses defining/non-defining) | English Grammar in Use, Grammar with Laughter, Handouts Online Intermediate |
| 3rd Conditional | Instant Grammar Lessons, Grammar with Laughter |
| Phrasal Verbs | Instant Grammar Lessons, Play Games with English 2, Handouts Online Intermediate |
| Question Tags | Grammar with Laughter |
| Indirect Qs | Activity Box |

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| **FUNCTIONS** | **RESOURCES SOURCE** |
| **Please refer to the current course book but also to the references below.** |
| Checking understanding | Outcomes Int |
| Describing experiences and events | Cutting Edge Int, Outcomes Int, NEF Int |
| Describing feelings and emotion | Cutting Edge Int, Outcomes Int, NEF Int |
| Describing places | Cutting Edge Int, Outcomes Int |
| Expressing opinions; language of agreeing and disagreeing | Cutting Edge Int |
| Initiating and closing conversation | Life Int |
| Managing interaction (interrupting, changing topic) | Cutting Edge Int, Outcomes 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. |