



ENGLISH LANGUAGE SCHOOL COURSE CURRICULUM A1

COURSE INFORMATION	
Academic Year	2017-2018
Course Title	A1
Course Level	A1 (GSE RANGE Below A1: 10 -21; A1 22-29)
Length	8 Weeks – 200 Hours
Weekly Hours	24 hours
Course Philosophy	Our intensive English course is aimed at learners of English as a foreign language who would like to learn and/or improve their English and achieve language proficiency needed to reach their educational and career goals, or simply for their own self-improvement. The course is student-centered, suitable for teenagers and adults and is taught in small groups. Students are encouraged to be actively involved and share responsibility for their learning and respond positively to the challenges of language learning. The course reflects high standards and is also sufficiently flexible to meet the needs of individual learners.
Course Descriptor A1	<u>Below A1</u> : Key steps towards A1. <u>A1</u> : A student learner can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type; can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has; can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. (Council of Europe, 2001, Table 1, p. 24)

MATERIALS AND OTHER RESOURCES	
Books	Speak Out Starter Student's book and Workbook Gateway A1+ (repeating students) Student's book and Workbook Penguin Readers (used for Independent Reading Exam)
Others	Speaking cards (10 practice cards and 10 exam cards) which are based on the units covered during the course, variety of grammar books and Internet resources, appropriate exam books (used for exam preparation), pictures



TEACHING METHODS AND INSTRUCTIONAL STRATEGIES	
Approach	<ul style="list-style-type: none"> • Learner-centered • Content and theme based • Interactive • Integrated • more Individualistic, less Collaborative • more Direct Teaching Approach, less Guided
Method	<ul style="list-style-type: none"> • Eclectic teaching method in which teachers use a variety of language learning activities. Curriculum is content and theme based with reference to both local and international culture. Teachers' role is not just to produce fluent speakers, but also responsible, well-educated citizens of the world with good critical thinking. Teachers should ensure that the teaching of English grammatical structures is integrated with context rather than being taught or practiced in isolation.
Techniques & Practices	<ul style="list-style-type: none"> • Open and clear communication, which is the key to developing a healthy friendly learning atmosphere • Positive learning environment • Clear and precise instructions • Getting students engaged with the use of music, videos, games, flashcards, pictures, role-plays • Using a dose of humor to build up students' confidence and get them engaged • Constructive feedback • Practice (sentence completion, open-ended questions, multiple choice, multiple matching, true false and not mentioned statements, individual, pair and group work) • Repetition through various activities • Drilling when necessary • Encouraged use of dictionaries • Gestures and mime • Focus on vocabulary (high frequency words and chunks) • Wall posters with useful formulaic language • Classes focusing solely on target language



ASSESSMENT	
Type of Assessment	Continuous Assessment
Components of Assessment	Quizzes 10% Homework 5% Attendance 5% Independent Reading Test 10% Midterm Exam 30% Final Exam 40% Total : 100 points
Marking Procedure	All exams and tests are marked based on the criteria defined in the “ELS Student Assessment & Marking Procedures”
Student Assessment Notification & Certification	Students are informed about their passing grades in each level through SIS (Student Information System)
Course eligibility	Students who obtain 0-25 points in the Placement Exam can take this course. In the overall assessment, students who obtain less than 65 points will have to repeat A1.

STUDENT FEEDBACK	
Type of feedback	Students can give feedback through Student Surveys. They can also petition to ELS for any administrative and academic issue.



LEARNING OUTCOMES

SOURCES AND ORIGINS OF THE LEARNING OUTCOMES

Many of the communicative descriptors contained in the Learning Outcomes either come from the original CEFR document (Council of Europe, 2001) or are slightly modified versions of these. We have created the additional descriptors by consulting a variety of sources, including:

- The Council of Europe's Breakthrough specification (Trim, 2009)
- The EAQUALS/British Council Core Inventory (British Council/EAQUALS, 2010)
- British and American English course materials
- Syllabuses from various Ministries of Education.

The GSE Learning Outcomes are coded for purposes of copyright and to show their origin:

- (C) Common European Framework descriptor, verbatim, © Council of Europe
- (C_A) Common European Framework descriptor, adapted or edited, © Council of Europe
- (C_{J_A}) CEFR-J descriptor, adapted or edited1
- (N2000) North (2000) descriptor, verbatim
- (N2000a) North (2000) descriptor, adapted or edited
- (N2007a) North (2007) expanded set of C1 and C2 descriptors, adapted or edited
- (P) New Pearson descriptor



LEARNING OUTCOMES - READING

GSE RANGE	
10	Can recognize cardinal numbers up to 10. (P) Can recognize the letters of the alphabet. (P)
12	Can read and understand simple prices. (P)
14	Can identify very common food and drink on a menu. (P) Can recognize plural forms of nouns (e.g. cars, books). (P)
15	Can recognize familiar names, words and very basic phrases on simple notices. (CA)
22	Can recognize cardinal numbers from 11 to 100. (P)
26	Can follow short, simple written directions (e.g. to go from X to Y). (C)
27	Can understand short written notices, signs and instructions with visual support. (P) Can understand simple descriptions of places. (P)
28	Can follow basic instructions for making something simple. (P)
29	Can follow simple instructions to carry out a straightforward task. (P)



LEARNING OUTCOMES - LISTENING

GSE RANGE	
10	Can recognize simple informal greetings. (P) Can understand the letters of the alphabet. (P) Can understand cardinal numbers from 1 to 20. (P) Can recognize a few familiar everyday words, if delivered slowly and clearly. (CJA)
11	Can recognize the letters of the English alphabet when pronounced. (CJA)
13	Can recognize simple formal greetings. (P)
16	Can understand very basic common classroom instructions. (P)
18	Can understand the time of day when expressed in full hours. (P)
19	Can understand cardinal numbers from 21 to 100. (P)
20	Can understand ordinal numbers from 1 to 100. (P) Can understand simple language related to prices and quantities. (P)
21	Can understand basic personal details if given carefully and slowly. (P) Can understand basic questions about personal details if addressed slowly and clearly. (P)
23	Can understand questions addressed carefully and slowly. (CA) Can understand short, simple instructions addressed carefully and slowly. (CA) Can understand the time of day when expressed to the quarter hour. (P) Can understand the time of day when expressed to within five minutes. (P) Can extract the names of people or places from short, simple dialogues, if delivered slowly and clearly. (P) Can identify a caller's name and phone number from a short, simple telephone conversation. (P)
24	Can distinguish between <i>can</i> and <i>can't</i> . (P) Can understand basic questions and people's likes and dislikes. (P) Can understand basic questions about objects in pictures or in their immediate surroundings. (P)
25	Can understand basic information about someone's likes and dislikes. (P) Can follow speech which is very slow and carefully articulated, with long pauses. (CA) Can understand cardinal numbers from 101 to 1000. (P)
26	Can understand simple directions from X to Y on foot or public transport. (CA) Can understand simple spoken commands in a game or sport. (P)
27	Can understand a phone number from a recorded message. (P) Can understand basic questions about free time activities. (P) Can understand basic information about free time activities. (P)
29	Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and carefully. (CJA)



LEARNING OUTCOMES - SPEAKING

GSE RANGE	PRODUCTION	INTERACTION
10	Can ask someone for their name. (P) Can say their name. (P)	
11	Can say the letters of the alphabet. (P)	Can make simple purchases by pointing or other gestures. (N2000A)
12	Can name a few very common everyday objects. (P) Can recognize and say the name of their own country, nationality and language. (P)	Can greet people using a few basic fixed expressions. (P)
13	Can read out phone numbers. (P) Can ask someone what their nationality is. (P)	
14	Can spell out their own name and address. (P)	
15	Can say other people's nationalities. (P)	
16	Can tell the time of day in full hours. (P) Can name a few common jobs. (P) Can give very limited personal information using basic fixed expressions. (CJA)	Can ask and answer basic requests for information with <i>What's this/that?</i> (P)
17	Can use some very basic words to ask for food and drink. (P) Can name very common forms of transport. (P)	Can ask for and give a phone number. (P)
18		Can say their own age and ask someone about their age. (P)
19	Can say what they do (e.g. name of their job, student). (P) Can ask about the price of something. (P) Can ask someone what their job is. (P)	Can ask for and give the day and date. (N2000A) Can establish basic social contacts with simple, polite greetings and farewells. (CA)
20	Can say a range of basic numbers, quantities and prices. (CA) Can ask where other people are in a limited way. (P)	Can ask for and give a date of birth. (P)
21	Can ask very simply for repetition when they don't understand. (C)	Can ask and answer simple questions about things they have in a limited way. (CA)
22	Can ask for the spelling of a word, or for a word to be written down. (P) Can tell the time of day to within five minutes. (P) Can say where they and other people are in a limited way. (P)	Can ask and answer basic questions about family and friends in a limited way. (P)
23	Can describe the position of something in a very basic way. (P) Can give basic information about the price of something. (P)	
24	Can tell the time of day to the quarter hour. (P) Can ask for a drink or food in a limited way. (P)	Can greet people, ask how they are and react to news. (CA) Can buy tickets on public transport using basic fixed expressions. (N2000A)
25	Can indicate time by such phrases as <i>next week, last Friday, in November, three o'clock</i> . (C) Can accurately repeat clearly spoken words, phrases, and short sentences. (P)	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA) Can ask for and give very basic information about the home. (P)



26	Can describe where they live. (P) Can introduce themselves. Their hobbies and interests in a basic way. (CJA) Can read aloud short, familiar fixed expressions in a way that can be understood. (P)	Can check into a hotel using a few basic fixed expressions. (P)
27	Can express ability or lack of ability with regard to basic activities using <i>can</i> or <i>can't</i> . (P)	Can accept offers using basic fixed expressions. (P)
28	Can express how they are feeling using very basic fixed expressions. (P) Can express preferences about food and drink using basic fixed expressions. (P) Can use basic words to describe common weather conditions. (P) Can describe a person's likes and dislikes using simple language. (P)	Can ask and answer simple questions about people they know in a limited way. (CA) Can make an introduction and use basic greeting and leave-taking expressions. (C) Can ask people for things and give people things. (C) Can exchange personal details (e.g. where they live, things they have). (CA)
29	Can ask for simple directions, referring to a map or plan. (P) Can describe an object using simple language. (P)	Can ask for attention. (C)

LEARNING OUTCOMES - WRITING

A1 LEVEL Writing Genres include e-mails, descriptions, announcements, postcards, stories, invitations, short messages, formal and informal letters, forms, biographies, dialogues, monologues, paragraphs on familiar topics.

GSE RANGE	
10	Can write the letters of the alphabet in upper and lower case. (P) Can write their name, address and nationality. (C _A)
18	Can copy familiar words and short phrases about everyday objects and set phrases. (C _A)
20	Can write consistently with joined-up letters. (P)
23	Can complete simple forms with basic personal details. (C _A)
24	Can copy short sentences on everyday subjects (e.g. directions how to get somewhere). (C)
25	Can write simple sentences about things that they and other people have. (P)
26	Can use basic punctuation (e.g. commas, full stops, question marks). (P)
27	Can spell a range of common names. (P) Can write simple sentences about their family and where they live. (C _A) Can write simple sentences about personal interests. (P) Can complete a simple form requiring travel information (e.g. landing card, customs declaration). (P)
28	Can write short, simple notes, emails and postings to friends. (N2000 _A) Can spell a range of common greetings. (P)



	Can spell a range of common jobs. (P) Can write dates using both digits and words. (P) Can write simple sentences about someone's life and routines. (P)
29	Can write times using both digits and words. (P)

LEARNING OUTCOMES

GRAMMAR	PRONUNCIATION	VOCABULARY
Verb 'to be' Giving personal information Possessive adjectives Demonstrative pronouns Ordering in a café Possessive 's Present simple: affirmative, negative, questions Adverbs of frequency Telling the time Adverbial phrases of time, place and frequency – including word order <i>There is/there are</i> Articles – with countable and uncountable nouns <i>a/an</i> Quantifiers; <i>some, a lot of, not any</i> Past simple verb 'to be' Past simple: regular verbs Past simple: irregular verbs Past simple: questions Verbs like/love/hate + ing Modals – can/can't Object pronouns Be going to	Pronunciation of sentences containing verb 'to be' in full or abbreviated forms Word stress in country names Pronunciation of plural of nouns Intonation in <i>Wh-</i> questions Intonation in <i>yes/no</i> questions Intonation in answers / affirmative; negative Intonation in polite offers or requests Intonation for positive/negative feelings Pronunciation of present simple verb endings Pronunciation of numbers Stress in sentences with <i>there is/there are</i> Stress in sentences with Pronunciation of weak forms of <i>was</i> and <i>were</i> Pronunciation of past simple verb endings (regular verbs) Pronunciation of past simple irregular verbs Pronunciation in connected speech Pronunciation of <i>going to</i>	The alphabet Numbers 1-100 Family Countries Feelings Jobs Food and drink Colours Objects in the town, shops and market Prepositions of place Clothes Prepositions of time Days, months, dates Daily routine Education Hobbies and pastimes Holidays Travel and transportation Greetings and farewells Starting and ending conversations



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ENGLISH LANGUAGE SCHOOL COURSE CURRICULUM A2

COURSE INFORMATION	
Academic Year	2017-2018
Course Title	A2
Course Level	A2 /GSE RANGE 30-35 (A2) and 36-42 (A2+)/
Length	8 Weeks – 200 Hours
Weekly Hours	24 hours
Course Philosophy	Our intensive English course is aimed at learners of English as a foreign language who would like to learn and/or improve their English and achieve language proficiency needed to reach their educational and career goals, or simply for their own self-improvement. The course is student-centered, suitable for teenagers and adults and is taught in small groups. Students are encouraged to be actively involved and share responsibility for their learning and respond positively to the challenges of language learning. The course reflects high standards and is also sufficiently flexible to meet the needs of individual learners.
Course Descriptor A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. (Council of Europe, 2001, Table 1, p. 24)

MATERIALS AND OTHER RESOURCES	
Books	Gateway A2 2 nd Edition Student's book and Workbook Penguin Readers (used for Independent Reading Exam)
Others	Speaking cards (10 practice cards and 10 exam cards) which are based on the units covered during the course, variety of grammar books and Internet resources, appropriate exam books (used for exam preparation), pictures



TEACHING METHODS AND INSTRUCTIONAL STRATEGIES	
Approach	<ul style="list-style-type: none">• Learner-centered• Content and theme based• Interactive• Integrated• more Individualistic, less Collaborative• more Direct Teaching Approach, less Guided
Method	<ul style="list-style-type: none">• Eclectic teaching method in which teachers use a variety of language learning activities. Curriculum is content and theme based with reference to both local and international culture. Teachers' role is not just to produce fluent speakers, but also responsible, well-educated citizens of the world with good critical thinking. Teachers should ensure that the teaching of English grammatical structures is integrated with context rather than being taught or practiced in isolation.
Techniques & Practices	<ul style="list-style-type: none">• Open and clear communication, which is the key to developing a healthy friendly learning atmosphere• Positive learning environment• Clear and precise instructions• Getting students engaged with the use of music, videos, games, flashcards, pictures, role-plays• Using a dose of humor to build up students' confidence and get them engaged• Constructive feedback• Practice (sentence completion, open-ended questions, multiple choice, multiple matching, true false and not mentioned statements, individual, pair and group work)• Repetition through various activities• Drilling when necessary• Encouraged use of dictionaries• Gestures and mime• Focus on vocabulary (high frequency words and chunks)• Wall posters with useful formulaic language• Classes focusing solely on target language• Delayed Error Correction (to ensure fluency)



ASSESSMENT	
Type of Assessment	Continuous Assessment
Components of Assessment	Quizzes 10% Homework 5% Attendance 5% Independent Reading Test 10% Midterm Exam 30% Final Exam 40% Total : 100 points
Marking Procedure	All exams and tests are marked based on the criteria defined in the “ELS Student Assessment & Marking Procedures”
Student Assessment Notification & Certification	Students are informed about their passing grades in each level through SIS (Student Information System)
Course eligibility	Students who have successfully completed A1 course can take this course. Students who obtain 26-45 points in the Placement Exam or can take this course. In the overall assessment, students who obtain less than 65 points will have to repeat A2.

STUDENT FEEDBACK	
Type of feedback	Students can give feedback through Student Surveys. They can also petition to ELS for any administrative and academic issue.



LEARNING OUTCOMES

SOURCES AND ORIGINS OF THE LEARNING OUTCOMES

Many of the communicative descriptors contained in the Learning Outcomes either come from the original CEFR document (Council of Europe, 2001) or are slightly modified versions of these. We have created the additional descriptors by consulting a variety of sources, including:

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- (P) New Pearson descriptor



LEARNING OUTCOMES - READING

GSE RANGE	
30	Can understand simple descriptions of people's physical appearance. (P)
31	Can understand simple questions in questionnaires on familiar topics. (P) Can find specific, predictable information in everyday materials (e.g. menus, timetables). (C _A) Can understand short, simple messages on postcards, emails and social networks. (C _A)
32	Can get the gist of short, simple narratives, with visual support. (P)
34	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C _A) Can understand simple instructions on everyday equipment (e.g. cash machine). (C _A)
35	Can read a simple text and extract factual details. (P)
37	Can understand rules and regulations (e.g. safety) if expressed in simple language. (C) Can identify specific information in simple letters, brochures and short articles. (C _A) Can understand short, simple, personal emails and letters. (C _A)
38	Can make basic inferences from simple information in a short text. (P)
39	Can understand simple factual titles and headlines relating to common events. (P) Can identify specific information in a simple factual text. (P) Can understand short, simple narratives and biographies. (C _J _A)
40	Can scan a simple text, identifying the main topic(s). (P)
41	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)
42	Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)



LEARNING OUTCOMES - LISTENING

GSE RANGE	
30	Can recognize phrases and content words related to basic personal and family information. (C _A) Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P) Can understand excuses if expressed in simple language. (P)
31	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)
32	Can understand information related to people's daily routines. (P)
33	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A) Can follow short, simple social exchanges. (P)
35	Can understand who a phone call is intended for. (P) Can extract key factual information such as prices, times and dates from a recorded phone message. (P)
36	Can recognize when speakers agree in a conversation conducted slowly and clearly. (P) Can recognize when speakers disagree in a conversation conducted slowly and clearly. (P)
37	Can understand enough to respond to direct requests expressed slowly and clearly. (C _A) Can get the gist of short, simple stories if told slowly and clearly. (P) Can follow the sequence of events in a short, simple dialogue or narrative. (P) Can follow the main points in a simple audio recording if provided with written supporting material. (P)
38	Can understand standard speech on familiar matters, with some repetition or reformulation. (C _A)
39	Can generally identify the topic of discussion around them when conducted slowly and clearly. (C) Can identify key details in a simple recorded dialogue or narrative. (P)
40	Can understand enough to manage simple routine exchanges without undue effort. (C)
41	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)
42	Can understand basic medical advice. (P)



LEARNING OUTCOMES - SPEAKING

GSE RANG E	PRODUCTION	INTERACTION
30	<p>Can express basic intentions with simple time markers (e.g. <i>tomorrow</i>). (P)</p> <p>Can talk about hotel accommodation using simple language. (P)</p> <p>Can give a short description of their home, family and job, given some help with vocabulary. (P)</p> <p>Can describe a person's hobbies and activities using simple language. (P)</p>	<p>Can initiate and respond to simple statements on very familiar topics. (C_A)</p> <p>Can ask for repetition and clarification when they don't understand using basic fixed expressions. (P)</p> <p>Can end a simple phone call to family or friends using basic informal fixed expressions. (P)</p> <p>Can make requests related to immediate needs using basic fixed expressions. (P)</p>
31	<p>Can describe what someone is wearing using a limited range of expressions. (P)</p> <p>Can talk about furniture and rooms using simple language. (P)</p> <p>Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C_A)</p>	<p>Can use simple phrases to order a meal. (C_A)</p> <p>Can make simple purchases by stating what is wanted and asking for the price. (C)</p> <p>Can make and accept a simple apology. (P)</p> <p>Can ask simple questions to find out about a subject. (P)</p> <p>Can ask for and provide things using simple phrases. (C_A)</p> <p>Can make simple invitations using basic fixed expressions. (P)</p> <p>Can ask someone about their hobbies and activities using simple language. (P)</p>
32	<p>Can compare quantities in a basic way. (P)</p>	<p>Can use brief, everyday expressions to ask for and give personal details. (C_A)</p> <p>Can ask for simple directions from X to Y on foot or by public transport. (P)</p> <p>Can handle common everyday transactions (e.g. buying a ticket). (C_A)</p> <p>Can give simple directions using a map or a plan. (P)</p> <p>Can start or end a short conversation using basic fixed expressions. (C_A)</p> <p>Can make offers using basic fixed expressions. (P)</p>
33	<p>Can describe their family, living conditions, education and present or most recent job. (C)</p> <p>Can describe basic activities or events that are happening at the time of speaking. (P)</p> <p>Can make simple references to the past using <i>was/were</i>. (P)</p> <p>Can describe skills and abilities using simple language. (P)</p> <p>Can give the order of things using simple language (e.g. <i>first, second, third</i>). (P)</p>	<p>Can make simple transactions in shops, post offices and banks. (C_A)</p> <p>Can introduce themselves on the phone and close a simple call. (P)</p> <p>Can decline offers using basic fixed expressions. (P)</p> <p>Can make excuses using basic fixed expressions. (P)</p>
34	<p>Can use simple language to describe people's appearance. (N2000)</p> <p>Can say what they like and dislike. (C)</p> <p>Can give simple directions from X to Y on foot or by public transport. (P)</p> <p>Can describe people's everyday lives using a short series of simple phrases and sentences. (C_A)</p> <p>Can give simple opinions using basic fixed expressions. (P)</p>	<p>Can ask for basic advice using simple language. (P)</p> <p>Can ask simple questions in a face-to-face survey. (P)</p> <p>Can answer simple questions in a face-to-face survey. (P)</p> <p>Can ask someone to repeat a specific point or idea. (P)</p> <p>Can answer simple questions on the phone using fixed expressions. (P)</p> <p>Can exchange simple information on everyday topics provided that the other person</p>



		speaks slowly and is prepared to help. (C _A)
35	Can describe a travel experience with a few very basic stock phrases. (P) Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	Can ask for and provide everyday goods and services. (C) Can ask and answer questions about what they do at work and in their free time. (C) Can ask for repetition or clarification on the phone in a simple way. (P)
36	Can leave simple phone messages using fixed expressions. (P)	Can communicate in routine tasks requiring simple, direct exchange of information. (C _A) Can make and accept offers. (N2000) Can discuss what to do and where to go, and make arrangements to meet. (C) Can use simple, everyday polite forms of greeting and address. (C) Can ask and talk about very basic symptoms and ailments (e.g. cold, flu). (P)
37	Can make simple, direct comparisons between two people or things using common adjectives. (P) Can describe what something is used for using basic fixed expressions. (P) Can compare their own and others' possessions using simple language. (C _A)	Can ask simple questions and respond to simple statements in an interview. (C) Can give simple instructions to complete a basic task, given a model. (P) Can make an invitation including information about the time and location. (P) Can give compliments using fixed expressions. (P)
38	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A) Can express how they feel in simple terms. (C _A) Can describe habits and routines. (C _A) Can describe very basic events in the past using simple linking words (e.g. then, next). (P) Can read out a short, rehearsed statement (e.g. introduce a speaker, propose a toast). (C _A)	Can deal with practical everyday demands, exchanging straightforward factual information. (C _A) Can ask and answer questions about habits and routines. (C) Can ask and answer questions about basic plans and intentions. (P) Can take simple phone messages using fixed expressions. (P) Can make hotel, restaurant, or transport reservations on the phone. (P)
39	Can describe plans and arrangements. (C _A) Can give basic advice using simple language. (P) Can use simple language to describe people's personality and emotions. (P)	Can get information from a tourist office of a straightforward, non-specialized nature. (C _A) Can initiate, maintain and close simple, restricted face-to-face conversations. (N2000) Can use simple fixed expressions to give encouragement (e.g. You can do it!). (P)
40	Can explain what they like or dislike about something. (C) Can express enthusiasm and excitement in a limited way. (P) Can give a simple description of how to carry out an everyday process (e.g. recipe). (P) Can tell a story or describe something in a simple list of points. (C) Can make a short rehearsed announcement on a familiar topic. (C _A)	Can ask for and give or refuse permission. (N2000) Can ask for clarification about key words not understood using fixed expressions. (C _A) Can ask and answer questions about past times and past activities. (C) Can discuss what to do in the evening or at the weekend. (C) Can respond to excuses using basic fixed expressions. (P)
41	Can talk about personal possessions, including household pets. (N2000 _A)	Can participate in short conversations in routine contexts on topics of interest. (C) Can make and respond to suggestions. (C) Can discuss what to do next using simple phrases. (C _A) Can cancel hotel, restaurant, or transport reservations on the phone. (P) Can show interest in conversation using fixed expressions. (P)



42	Can give a short, basic description of events and activities. (C)	<p>Can use some basic interjections to express understanding, surprise, disappointment, and excitement. (P)</p> <p>Can make simple future arrangements and plans with reference to a diary or a schedule. (P)</p> <p>Can make an appointment on the phone. (P)</p> <p>Can express regret using simple language. (P)</p>
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LEARNING OUTCOMES - WRITING

A2 LEVEL Writing Genres include e-mails, descriptions, announcements, postcards, stories, invitations, short messages, formal and informal letters, forms, biographies, dialogues, monologues, paragraphs on familiar topics.

GSE RANGE	
30	Can write simple sentences about what they and other people do. (C _A)
31	<p>Can write simple sentences about someone's work and duties. (P)</p> <p>Can use very basic connectors like <i>and</i>, <i>but</i>, <i>so</i> and <i>then</i>. (C_A)</p> <p>Can write a simple description of a room, house or apartment. (P)</p> <p>Can give personal details in written form in a limited way. (C_A)</p> <p>Can write a standard greeting on a card. (P)</p>
32	Can write very short, basic directions. (P)
33	Can write simple sentences about personal skills. (P)
34	<p>Can give an example of something in a very simple text using <i>like</i> and <i>for example</i>. (P)</p> <p>Can write short texts about their likes and dislikes using basic fixed expressions. (P)</p>
36	<p>Can make simple comparisons between people, places or things. (P)</p> <p>Can ask for personal details in written form in a limited way. (C_A)</p>
38	<p>Can write short, simple notes, emails and messages relating to everyday matters. (C_A)</p> <p>Can write short, basic descriptions of places, people or things. (P)</p> <p>Can write very simple personal emails/letters expressing thanks and apology. (C_A)</p>
39	<p>Can signal contrast in simple text with a limited range of language. (P)</p> <p>Can write basic instructions with a simple list of points. (P)</p> <p>Can take a short, simple message if they are able to ask the speaker to repeat and reformulate it. (C_A)</p> <p>Can write short basic descriptions of past events and activities. (P)</p>
40	<p>Can use appropriate openings and endings in simple informal emails. (P)</p> <p>Can write a brief summary of their own personal details, e.g. for a business card. (P)</p> <p>Can write a simple story or description of an event using basic time expressions. (P)</p>



41	<p>Can write a basic informal email/letter of invitation with simple, key details. (P)</p> <p>Can write a basic email/letter accepting or declining an invitation. (P)</p> <p>Can write about everyday things (e.g. people, places, job, study) in linked sentences. (C_A)</p> <p>Can write simple sentences about their educational background and present or past job. (C_A)</p> <p>Can write descriptions of everyday personal experiences. (P)</p>
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LEARNING OUTCOMES

GRAMMAR	PRONUNCIATION	VOCABULARY
<p>Adjectives – comparative, – use of than and definite article</p> <p>Adjectives – superlative – use of definite article</p> <p>Adverbial phrases of time, place and frequency – including word order</p> <p>Adverbs of frequency</p> <p>Articles – with countable and uncountable nouns</p> <p>Countables and Uncountables; much/many</p> <p>Future Time (will and going to)</p> <p>Gerunds</p> <p>Going to</p> <p>Imperatives</p> <p>Modals – can/could</p> <p>Modals – have to</p> <p>Modals – should</p> <p>Past continuous</p> <p>Past simple</p> <p>Phrasal verbs – common</p> <p>Possessives – use of ‘s, s’</p> <p>Prepositional phrases (place, time and movement)</p> <p>Prepositions of time: on/in/at</p> <p>Present continuous</p> <p>Present continuous for future</p> <p>Present perfect</p> <p>Questions</p> <p>Verb + ing/infinitive: like/want-would like</p> <p>Wh-questions in past</p> <p>Zero and 1st conditional</p> <p>The passive – present simple and past simple + the passive with by</p>	<p>Pronunciation of sentences containing verb ‘to be’ in full or abbreviated forms</p> <p>Intonation in yes/no questions</p> <p>Intonation in answers / affirmative; negative</p> <p>Intonation in polite offers or requests</p> <p>Intonation for positive/negative feelings</p> <p>Pronunciation of present simple verb endings</p> <p>Stress in sentences with there is/there are</p> <p>Pronunciation of weak forms of was and were</p> <p>Pronunciation of past simple verb endings (regular verbs)</p> <p>Pronunciation of past simple irregular verbs</p> <p>Pronunciation in connected speech</p> <p>Pronunciation of going to</p> <p>Pronunciation of will and won’t</p> <p>Pronunciation of verb ‘to have’ in full or abbreviated forms in present perfect</p> <p>Pronunciation of past participle forms of frequent verbs in present perfect</p>	<p>Adjectives: personality, description, feelings</p> <p>Food and drink</p> <p>Things in the town, shops and shopping</p> <p>Travel and services</p> <p>Education</p> <p>Hobbies and pastimes</p> <p>Holidays</p> <p>Leisure activities</p> <p>Shopping</p> <p>Work and jobs</p> <p>Useful inventions</p> <p>The natural world; The weather</p>



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ENGLISH LANGUAGE SCHOOL COURSE CURRICULUM B1

COURSE INFORMATION

Academic Year	2017-2018
Course Title	B1
Course Level	B1 (GSE RANGE B1 43-50; B1+ 51-58)
Length	8 Weeks – 200 Hours
Weekly Hours	24 hours
Course Philosophy	Our intensive English course is aimed at learners of English as a foreign language who would like to learn and/or improve their English and achieve language proficiency needed to reach their educational and career goals, or simply for their own self-improvement. The course is student-centered, suitable for teenagers and adults and is taught in small groups. Students are encouraged to be actively involved and share responsibility for their learning and respond positively to the challenges of language learning. The course reflects high standards and is also sufficiently flexible to meet the needs of individual learners.
Course Descriptor B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans (Council of Europe, 2001, Table , p.24).

MATERIALS AND OTHER RESOURCES

Books	Gateway B1 2 nd Edition Student's book and Workbook Laser B1 (repeating students) Student's book and Workbook Penguin Readers (used for Independent Reading Exam)
Others	Speaking cards (10 practice cards and 10 exam cards) which are based on the units covered during the course, variety of grammar books and Internet resources, appropriate exam books (used for exam preparation), pictures



TEACHING METHODS AND INSTRUCTIONAL STRATEGIES

Approach	<ul style="list-style-type: none">• Learner-centered• Content and theme based• Interactive• Integrated• more Individualistic, less Collaborative• more Direct Teaching Approach, less Guided
Method	<ul style="list-style-type: none">• Eclectic teaching method in which teachers use a variety of language learning activities. Curriculum is content and theme based with reference to both local and international culture. Teachers' role is not just to produce fluent speakers, but also responsible, well-educated citizens of the world with good critical thinking. Teachers should ensure that the teaching of English grammatical structures is integrated with context rather than being taught or practiced in isolation.
Techniques & Practices	<ul style="list-style-type: none">• Open and clear communication, which is the key to developing a healthy friendly learning atmosphere• Positive learning environment• Clear and precise instructions• Getting students engaged with the use of music, videos, games, flashcards, pictures, role-plays• Using a dose of humor to build up students' confidence and get them engaged• Constructive feedback• Practice (sentence completion, open-ended questions, multiple choice, multiple matching, true false and not mentioned statements, individual, pair and group work)• Repetition through various activities• Drilling when necessary• Encouraged use of dictionaries• Gestures and mime• Focus on vocabulary (high frequency words and chunks)• Wall posters with useful formulaic language• Classes focusing solely on target language• Delayed Error Correction (to ensure fluency)



ASSESSMENT	
Type of Assessment	Continuous Assessment
Components of Assessment	Quizzes 10% Homework 5% Attendance 5% Independent Reading Test 10% Midterm Exam 30% Final Exam 40% Total : 100 points
Marking Procedure	All exams and tests are marked based on the criteria defined in the “ELS Student Assessment & Marking Procedures”
Student Assessment Notification & Certification	Students are informed about their passing grades in each level through SIS (Student Information System)
Course eligibility	Students who have successfully completed A2 course can take this course. Students who obtain 46-65 points in the Placement Exam can take this course. In the overall assessment, students who obtain less than 65 points at the end of B1 course will have to repeat B1.

STUDENT FEEDBACK	
Type of feedback	Students can give feedback through Student Surveys. They can also petition to ELS for any administrative and academic issue.



LEARNING OUTCOMES

SOURCES AND ORIGINS OF THE LEARNING OUTCOMES

Many of the communicative descriptors contained in the Learning Outcomes either come from the original CEFR document (Council of Europe, 2001) or are slightly modified versions of these. We have created the additional descriptors by consulting a variety of sources, including:

- The Council of Europe's Breakthrough specification (Trim, 2009)
- The EAQUALS/British Council Core Inventory (British Council/EAQUALS, 2010)
- British and American English course materials
- Syllabuses from various Ministries of Education.

The GSE Learning Outcomes are coded for purposes of copyright and to show their origin:

- (C) Common European Framework descriptor, verbatim, © Council of Europe
- (C_A) Common European Framework descriptor, adapted or edited, © Council of Europe
- (C_{J_A}) CEFR-J descriptor, adapted or edited1
- (N2000) North (2000) descriptor, verbatim
- (N2000a) North (2000) descriptor, adapted or edited
- (N2007a) North (2007) expanded set of C1 and C2 descriptors, adapted or edited
- (P) New Pearson descriptor



LEARNING OUTCOMES - READING

GSE RANGE	
43	Can understand simple technical information (e.g. instructions for everyday equipment). (CA) Can make basic inferences or predictions about text content from headings, titles or headlines. (P)
44	Can understand written instructions for taking medication. (P) Can search the internet for specific everyday or work-related information. (P) Can scan short texts to locate specific information. (P)
45	Can understand information in advertisements for jobs and services. (P) Can find and understand information in advertisements for sporting or cultural events. (P) Can skim a simple text to identify its main purpose. (P) Can skim a simple text to identify key concepts. (P)
46	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA) Can understand clearly written, straightforward instructions on how to use a piece of equipment. (CA) Can understand basic types of standard letters and emails on familiar topics (e.g. enquiries, complaints). (CA) Can generally understand straightforward factual texts on familiar topics. (CA)
47	Can identify the topic sentence of a paragraph. (P)
48	Can extract relevant details in everyday letters, brochures and short official documents. (CA) Can recognize the writer's point of view in a simple academic text, if guided by questions. (P) Can predict the context of a simple academic text, using headings, images, and captions. (P) Can take basic notes on a text about a familiar topic in their field of study. (P) Can identify key information in a simple academic text, if guided by questions. (P)
49	Can identify the main topic and related ideas in a structured text. (P) Can scan a simple academic text to find specific information. (P)
50	Can understand the relationship between a main point and an example in a structured text. (P) Can understand the main idea of a passage using textual clues. (P)
51	Can recognize the direct repetition of ideas as a simple cohesive device. (P) Can distinguish between fact and opinion in relation to common topics. (P) Can make simple inferences based on information given in a short article. (P) Can generally understand details of events, feelings and wishes in letters, emails and online postings. (CA)
52	Can follow chronological sequence in a formal structured text. (P) Can recognize the organizational structure of a paragraph in a simple academic text. (P) Can understand cause and effect relationships in a simple academic text, if clearly signalled. (P)
53	Can identify if an author is quoting or paraphrasing another person. (P) Can recognize common discourse markers that convey emphasis in a simple text. (P) Can identify the sources of information in a simple academic text. (P)



	Can understand the writer's purpose in a simple academic text, if guided by questions. (P)
54	Can recognize examples and their relation to the idea they support. (P) Can infer meaning in a simple academic text, in order to answer specific questions. (P) Can distinguish between fact and opinion in a simple academic text. (P) Can distinguish between the main idea and related ideas in a simple academic text, in order to answer specific questions. (P) Can understand numerical values in graphs and charts in a simple academic text. (P) Can identify the key points presented in graphs and charts in a simple academic text, if guided by questions. (P)
55	Can understand written advice and instructions for resolving a problem with a product or a piece of equipment. (P) Can guess the meaning of an unfamiliar word from context. (P) Can distinguish between different viewpoints in a simple academic text. (P)
56	Can recognize significant points and arguments in straightforward newspaper articles on familiar topics. (CA) Can follow the chronological sequence of events in an academic text using numbers, times and dates. (P) Can scan an interview transcript for key information. (P) Can recognize that ideas are parallel in a simple academic text. (P)
57	Can understand cause and effect relationships in a structured text. (P) Can recognize the general line of a written argument though not necessarily all the details. (CA) Can identify key information in an extended text or article. (P) Can identify different types of supporting details in a simple academic text, in order to answer specific questions. (P) Can distinguish between active and passive voice in an academic text. (P)
58	Can understand most correspondence relating to their field of interest. (CA) Can recognize the writer's point of view in a structured text. (P) Can understand problem and solution relationships in a structured text. (P) Can synthesise information from two or more basic texts, if guided by questions. (P) Can understand relationships between ideas in a simple academic text, if guided by questions. (P)



LEARNING OUTCOMES - LISTENING

GSE RANGE	
43	<p>Can listen to a short narrative and predict what will happen next. (N 2000)</p> <p>Can understand instructions delivered at normal speed and accompanied by visual support. (P)</p> <p>Can identify a simple chronological sequence in a recorded narrative or dialogue. (P)</p> <p>Can follow the main points in a simple audio recording aimed at a general audience. (P)</p>
44	<p>Can recognize when the speaker is checking that the listener has understood something in a conversation conducted slowly and clearly. (P)</p> <p>Can follow everyday conversation, with some repetition of particular words or phrases. (P)</p>
45	<p>Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA)</p> <p>Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (CA)</p>
46	<p>Can follow the main points of extended discussion around them if in standard speech. (CA)</p>
47	<p>Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)</p>
48	<p>Can get the gist of explanations of unfamiliar cultural practices and customs, if delivered slowly and clearly. (CJA)</p> <p>Can identify a speaker's point of view in a simple presentation or lecture aimed at a general audience. (P)</p> <p>Can identify specific information in a simple presentation or lecture aimed at a general audience. (P)</p>
49	<p>Can understand simple technical instructions for everyday equipment. (CA)</p> <p>Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary. (C)</p> <p>Can generally follow changes of topic in discussions related to their field if conducted slowly and clearly. (CA)</p> <p>Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (CA)</p> <p>Can follow the linear structure of a short formal talk. (P)</p> <p>Can infer opinions in a simple presentation or lecture, if guided by questions. (P)</p>
51	<p>Can distinguish between main ideas and supporting details in familiar, standard texts. (P)</p> <p>Can follow the main points in TV programmes on familiar topics if delivered in clear standard speech. (CA)</p> <p>Can follow recorded instructions and information given on a phone-delivered service. (P)</p> <p>Can infer speakers' opinions in conversations on familiar everyday topics. (P)</p> <p>Can identify details that support a point of view in a simple presentation or lecture aimed at a general audience. (P)</p> <p>Can recognize that ideas in a simple presentation or lecture are similar when signaled by discourse markers. (P)</p>
52	<p>Can follow many films in which visuals and action carry much of the storyline. (CA)</p> <p>Can recognise that a joke has been made, even if the meaning is not fully understood. (P)</p> <p>Can identify the use of clarification language in a simple presentation or lecture. (P)</p>
53	<p>Can follow detailed directions. (P)</p> <p>Can understand the key points about a radio programme on a familiar topic. (P)</p> <p>Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic. (P)</p> <p>Can recognize discourse markers that compare and contrast ideas. (P)</p> <p>Can distinguish between main ideas and supporting details language in a simple presentation or lecture. (P)</p>



	Can recognize that a speaker is clarifying points made language in a simple presentation or lecture, if guided by questions. (P)
54	Can understand a range of formal and informal excuses. (P) Can infer opinions i a simple presentation or lecture. (P) Can recognize that a speaker has summarized ideas in a simple presentation or lecture. (P) Can recognize cause and effect relationships in a simple presentation or lecture when signaled by discourse markers. (P) Can recognize that a speaker is clarifying points they have made in a simple presentation or lecture. (P)
55	Can recognize examples and their relation to the idea they support. (P) Can understand advice and instructions for resolving a problem with a product or a piece of equipment. (P) Can recognize the use of language that expresses doubt in a simple presentation or lecture. (P) Can recognize discourse markers that introduce supporting examples. (P) Can distinguish facts from opinions in a simple, straightforward presentation or lecture. (P) Can predict the content of a simple presentation or lecture by listening to the introductory statement. (P)
56	Can recognize that ideas in a simple presentation or lecture contrast when signalled by stress. (P)
57	Can extract the meaning of unknown words from context if the topic discussed is familiar. (CA) Can generally follow rapid or extended speech, but may require repetition or clarification. (CA) Can follow most of a clearly structured presentation within their own field. (CA) Can deduce the general meaning of a passage from context in a longer, structured text. (P) Can follow the main points in a panel discussion aimed at a general audience. (P) Can recognize the use of persuasive language in a simple presentation or lecture. (P)
58	Can understand a large part of many TV programmes on familiar topics. (CA) Can understand problem and solution relationships in informal conversation. (P) Can recognize misunderstandings without explicit prompting. (P) Can identify details that support a point of view in a panel discussion on a general topic. (P)



LEARNING OUTCOMES - SPEAKING

GSE RANGE	PRODUCTION	INTERACTION
43	<p>Can describe future plans and intentions using fixed expressions. (P)</p> <p>Can paraphrase a simple factual statement related to a familiar topic. (P)</p>	
44	<p>Can ask for, follow and give detailed directions. (CA)</p> <p>Can summarise short written passages using the original wording and ordering. (CA)</p> <p>Can give a short talk about a familiar topic, with visual support. (P)</p>	<p>Can react appropriately to good and bad news using fixed expressions. (P)</p>
45	<p>Can convey simple information of immediate relevance and emphasise the main point. (CA)</p> <p>Can carry out a prepared structured interview with some spontaneous follow-up questions. (CA)</p> <p>Can express belief, opinion, agreement and disagreement politely. (C)</p> <p>Can convey simple relevant information emphasizing the most important point. (CA)</p> <p>Can narrate a story. (C)</p> <p>Can express opinions using simple language. (P)</p> <p>Can explain the rules of a familiar game or sport using simple language. (P)</p> <p>Can use simple appropriate language to check that information has been understood on the phone. (P)</p> <p>Can explain the meaning of a word or phrase using simple language. (P)</p> <p>Can make an apology with brief excuses or reasons. (P)</p> <p>Can use basic discourse markers to structure a short presentation. (P)</p>	<p>Can deal with less routine situations on public transport (e.g. asking where to get off). (N2000A)</p> <p>Can deal with common situations when making travel arrangements or travelling. (CA)</p> <p>Can give an opinion when asked directly, provided they can ask for repetition. (CA)</p> <p>Can ask for changes to hotel, restaurant, or transport reservations on the phone. (P)</p> <p>Can return a phone call, explaining who is calling and the reason for the call. (P)</p> <p>Can respond to an offer or suggestion, expressing enthusiasm. (P)</p>
46	<p>Can express preferences about food and drink in detail. (P)</p> <p>Can arrange a delivery time on the phone. (P)</p> <p>Can buy a ticket for an event on the phone. (P)</p> <p>Can invite others to give their views on what to do next. (C)</p>	<p>Can initiate, maintain and close, simple, face-to-face conversations on familiar topics. (CA)</p> <p>Can give or seek personal views and opinions in discussing topics of interest. (C)</p>
47	<p>Can give straightforward descriptions on a variety of familiar subjects. (CA)</p> <p>Can begin to use a repertoire of common idiomatic phrases in routine situations. (CA)</p> <p>Can describe events, real or imagined. (C)</p> <p>Can express attitudes using simple language. (P)</p> <p>Can explain key information in graphs and charts, using simple language. (P)</p>	<p>Can enter unprepared into conversations on familiar topics (e.g. family, hobbies, work). (CA)</p> <p>Can ask and answer basic questions in a simple academic discussion. (P)</p> <p>Can ask and answer basic questions about information presented in graphs and charts. (P)</p>
48	<p>Can describe dreams, hopes and ambitions. (C)</p> <p>Can introduce a conversation topic with the present perfect and provide details in the past. (P)</p>	



	<p>Can make an invitation using formal language. (P)</p> <p>Can ask for more information after a simple lecture or presentation aimed at a general audience, using basic follow-up questions. (P)</p>	
49	<p>Can give detailed accounts of experiences, describing feelings and reactions. (C)</p> <p>Can respond in a simple way to verbal challenge.(P)</p> <p>Can contribute to a group discussion if the discussion is conducted slowly and clearly. (P)</p>	<p>Can discuss everyday, practical issues when the conversation is conducted slowly and clearly.(CA)</p>
50	<p>Can relate the plot of a book or film and describe their reactions. (C)</p> <p>Can ask someone to clarify or elaborate what they have just said. (P)</p> <p>Can give simple reasons to justify a viewpoint on a familiar topic. (P)</p> <p>Can give detailed directions to a driver. (P)</p> <p>Can answer basic questions in a simple academic discussion. (P)</p> <p>Can ask questions about the content of a presentation or lecture aimed at a general audience, using simple language. (P)</p>	<p>Can take some initiative in an interview but is generally dependent on interviewer.(CA)</p> <p>Can negotiate prices and ask for discounts. (P)</p> <p>Can discuss films, books or plays in simple terms, using fixe expressions. (P)</p>
51	<p>Can express opinions as regards possible solutions, giving brief reasons and explanations. (CA)</p> <p>Can make a complaint. (C)</p> <p>Can briefly give reasons and explanations for opinions, plans and actions. (C)</p> <p>Can report the opinions of others, using simple language. (P)</p> <p>Can express hopes for the future using a range of fixed expressions. (CJA)</p>	<p>Can express and respond to feelings (e.g. surprise, happiness, interest, indifference). (C)</p> <p>Can express opinions and react to practical suggestions of where to go, what to do etc. (CA)</p>
52	<p>Can use a suitable phrase to invite others into a discussion. (CA)</p> <p>Can speak in general terms about environmental problems. (P)</p> <p>Can express opinions and attitudes using a range of basic expressions and sentences. (CA)</p> <p>Can give an effective presentation about a familiar topic. (P)</p>	<p>Can repeat back what is said to confirm understanding and keep a discussion on course. (CA)</p> <p>Can discuss the main points of news stories about familiar topics. (CJA)</p> <p>Can answer questions about the content of a presentation or lecture aimed at a general audience. (P)</p> <p>Can suggest pros and cons when discussing a topic, using simple language. (P)</p>
53	<p>Can compare and contrast alternatives about what to do, where to go, etc. (CA)</p> <p>Can define the features of something concrete for which they can't remember the word. (C)</p> <p>Can develop an argument using common fixed expressions. (P)</p> <p>Can give a short, rehearsed talk or presentation on a familiar topic. (CA)</p> <p>Can re-tell a familiar story using their own words. (P)</p> <p>Can summarise information from a simple academic text. (P)</p>	<p>Can use a basic repertoire of conversation strategies to maintain a discussion. (CA)</p> <p>Can signal that they wish to bring a conversation to an end. (P)</p> <p>Can ask someone to paraphrase a specific point or idea. (P)</p> <p>Can describe conclusions they have drawn from a simple presentation or lecture, if guided by questions. (P)</p> <p>Can discuss illustrations in an academic text, using simple language. (P)</p>
54	<p>Can describe basic symptoms to a doctor, but with limited precision. (CA)</p> <p>Can relate the basic details of unpredictable occurrences (e.g. an accident). (CA)</p> <p>Can leave phone messages containing detailed information. (P)</p> <p>Can make excuses using a range of polite forms. (P)</p>	<p>Can ask for clarification during an academic discussion, using simple language. (P)</p> <p>Can effectively participate in a classroom discussion about an academic topic. (P)</p>



55	Can use synonyms to describe or gloss an unknown word. (CA) Can explain the main points in an idea or problem with reasonable precision. (P) Can express their thoughts in some detail on cultural topics *e.g. music, films. (CA) Can explain why something is a problem. (C) Can summarise information from a simple presentation or lecture aimed at a general audience. (P) Can paraphrase information taken from a simple academic text. (P) Can describe conclusions they have drawn from graphs and charts, using simple language (P)	Can respond to ideas and suggestions in informal discussions. (CA) Can generally follow most of what is said and repeat back details to confirm understanding. (CA) Can ask for clarification of an unknown acronym or technical term used in conversation (P) Can ask someone to elaborate on a point in an academic discussion, using simple language. (P) Can contribute ideas in a panel discussion, using simple language. (P)
56	Can give an opinion on practical problems, with support when necessary. (CA)	Can summarise and comment on a short story or article and answer questions in detail. (CA) Can give brief comments on the views of others. (C) Can summarise and give opinions on issues and stories and answer questions in detail. (CA) Can express and comment on ideas and suggestions in informal discussions. (CA) Can ask for confirmation of understanding during a live discussion or presentation. (P) Can effectively request information from a professor outside of class. (P) Can discuss charts and graphs in an academic text, using simple language. (P)
57	Can collate information from several written sources and summarise the ideas orally. (CA) Can reasonably fluently relate a straightforward narrative or descriptions as a linear sequence of points. (CA) Can give a simple presentation on an academic topic in their field. (P) Can describe conclusions they have drawn from a simple presentation or lecture. (P)	Can carry out a prepared interview, checking and confirming information as necessary. (CA) Can ask for advice on a wide range of subjects. (P) Can respond to excuses using a range of polite forms. (P)
58	Can report the opinions of others. (P)	Can ask a question in a different way if misunderstood. (N2007A) Can express disagreement in a manner that shows they were actively listening to the other person. (P) Can express support in a manner that shows they were actively listening to the other person. (P) Can suggest cause and effect when discussing an academic topic. (P)



LEARNING OUTCOMES - WRITING

B1 LEVEL Writing Genres include e-mails, reviews, blogs, advertisements, news reports, notes and messages, questionnaires, letters of application, CVs biographies, magazine articles, descriptions, stories, informal letters, forms, dialogues, monologues, paragraphs and essays on familiar topics.

GSE RANGE	
43	Can use simple headings to organize written work. (P)
44	Can clearly signal the end of a simple narrative or description. (P) Can write a basic description of experiences, feelings and reactions, given a model. (P) Can write about personal experiences in a diary or online posting, given a model. (P)
45	Can make simple, logical breaks in a longer text. (P) Can write short, simple description of a familiar device or product. (P) Can write an email/letter congratulating someone on something. (P) Can write a story with a simple linear sequence. (CA) Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)
46	Can show a basic direct relationship between a simple problem and a solution. (P) Can write a basic formal email/letter requesting information. (P) Can write a description of a future event or activity. (P) Can write the concluding sentence or sentences of a basic paragraph, given a model. (P) Can write simple instructions on how to use a device or product, given a model. (P) Can write simple, informal emails/letters and online postings giving news or opinions. (P) Can write short, simple essays with basic structure on familiar topics. (P)
47	Can write about personal interests in some detail. (CA) Can write descriptions of past events, activities, or personal experiences. (P) Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (CA) Can describe the sequence in a process when writing a simple text, using common discourse markers. (P)
48	Can write personal email/letters giving some details of events, experiences and feelings. (CA) Can write a basic letter of application with limited supporting details. (P) Can complete a detailed form requiring travel information (e.g. visa application). (P) Can use common discourse markers to show order of importance. (P) Can prepare a simple questionnaire in order to gather data. (P)
49	Can use simple cohesive devices such as repetition in a structured text. (P) Can express a personal opinion in a simple academic text. (P)
50	Can write fractions using both digits and words. (P) Can write about experiences, feelings and reactions in a simple connected text. (CA) Can write a basic summary of a simple text using the original wording and paragraph order. (CA) Can write personal emails/letters giving advice. (P)



	<p>Can take notes on a simple presentation or lecture aimed at a general audience. (P)</p> <p>Can take notes on a simple academic text. (P)</p> <p>Can write an introduction to a simple essay, if provided with a model. (P)</p> <p>Can paraphrase information from a simple text, if guided by questions. (P)</p>
51	<p>Can use limited discourse devices to link sentences smoothly into connected discourse. (CA)</p> <p>Can write a basic email/letter of complaint requesting action. (P)</p> <p>Can use common connectors to tell a story or describe an event in writing. (CA)</p> <p>Can write short, simple biographies about real or imaginary people. (CA)</p> <p>Can complete a form requiring educational information (e.g. applying for a course of study). (P)</p> <p>Can write an email/letter sending a message of sympathy. (P)</p> <p>Can write a simple, structured informational leaflet/brochure, given a model. (P)</p>
52	<p>Can summarise the main message from simple diagrams (e.g. graphs, bar charts). (P)</p> <p>Can clearly signal chronological sequence in narrative text. (P)</p> <p>Can write a simple review of a film, book or TV programme using a limited range of language. (P)</p> <p>Can write a review of a simple text, using appropriate conventions, if provided with a model. (P)</p> <p>Can write the conclusion to a simple essay, if provided with a model. (P)</p>
53	<p>Can take messages, communicate enquiries and explain problems. (CA)</p> <p>Can write emails/letters exchanging information, emphasizing the most important point. (CA)</p> <p>Can give someone clear, detailed directions on how to get somewhere in a letter, email, or online posting. (P)</p> <p>Can write a description of a real or imagined event (e.g. a recent trip). (C)</p> <p>Can write simple, structured essays, organizing basic ideas. (P)</p> <p>Can take notes while researching a familiar topic. (P)</p> <p>Can write a simple descriptive essay, if provided with a model. (P)</p>
54	<p>Can write a formal email/letter requesting information. (P)</p> <p>Can complete a form requiring health information. (P)</p> <p>Can respond to and comment on other people's personal updates on a social media website. (P)</p> <p>Can check and correct spelling, punctuation and grammar in simple written texts. (P)</p> <p>Can summarise information from a simple presentation or lecture aimed at a general audience. (P)</p> <p>Can write a simple essay in response to a specific question. (P)</p> <p>Can write a transcript of a simple interview. (P)</p>
55	<p>Can write a formal email/letter accepting or declining an invitation. (P)</p> <p>Can take notes of key points during a talk on a familiar topic, if delivered clearly. (CA)</p> <p>Can complete a form requiring financial information (e.g. application for a bank account or credit agreement). (P)</p> <p>Can write personal updates on a social media website using an appropriate style. (P)</p> <p>Can post comments on the discussion board of a website. (P)</p> <p>Can vary the formality of greetings in emails/letters based on intended recipients. (P)</p> <p>Can show a simple relationship between a main point and an example in a structured text. (P)</p> <p>Can write personal emails/letters, reporting recent events in detail. (CJA)</p>



	<p>Can edit and improve a simple text. (P)</p> <p>Can write a simple discursive essay, if provided with a model. (P)</p> <p>Can summarise simple research findings in an academic text, if provided with a model summary. (P)</p> <p>Can write bullet points to summarise key points in a structured text. (P)</p>
56	<p>Can introduce a counter-argument in a simple discursive text using <i>however</i>. (P)</p> <p>Can write instructions on how to use a device or product. (P)</p> <p>Can write a short, simple academic essay on a familiar topic, given a model. (P)</p>
57	<p>Can summarise factual information within their field of interest. (CA)</p> <p>Can write a description of items for sale on a trading website. (P)</p> <p>Can write emails/letters of complaints with supporting details. (P)</p> <p>Can write a bibliography, if provided with a model. (P)</p> <p>Can support a main idea with examples and reasons. (P)</p> <p>Can write an essay in response to a specific question, if provided with a model. (P)</p> <p>Can use simple graphs and charts to convey information in academic written work. (P)</p>
58	<p>Can write instructions on how to look after and object, device or product. (P)</p> <p>Can write emails/letters responding to personal news and views in detail. (CA)</p> <p>Can collate short pieces of information and summarise them for somebody else. (CA)</p> <p>Can write a description of a problem with a product or piece of equipment. (P)</p> <p>Can write comments and complaints about products and services. (P)</p> <p>Can write a detailed description of a simple process. (P)</p> <p>Can use appropriate outlines to organize ideas. (P)</p> <p>Can write a chronological paragraph on an academic topic, if provided with a model. (P)</p> <p>Can write a conclusion to a simple academic essay. (P)</p>

LEARNING OUTCOMES

GRAMMAR / FUNCTION	PRONUNCIATION	VOCABULARY
<p>Present simple and present continuous</p> <p>Articles</p> <p>Past simple</p> <p>Past continuous</p> <p><i>Some, any, much, many, a lot (of), a few, a little</i></p> <p>Relative pronouns</p> <p>Present perfect with <i>ever</i> and <i>never</i></p> <p>Present perfect with <i>for</i> and <i>since</i></p> <p>Present perfect with <i>already, just, yet</i></p> <p>Present perfect and past simple</p>	<p>Pronunciation of stressed and unstressed articles</p> <p>Pronunciation of voiced and voiceless sounds</p> <p>Word stress and nationalities</p> <p>Pronunciation of negative prefixes</p> <p>Pronunciation of compound nouns</p> <p>Sentence stress and weak forms</p> <p>Pronunciation of <i>will</i></p> <p>Sentence stress</p> <p>Pronunciation of sentence rhythm</p> <p>Chanting and back chaining</p>	<p>Ages and stages of life</p> <p>The family</p> <p>Noun suffixes <i>-ment, -ion, -ence</i></p> <p>Crimes and criminals</p> <p>Detective verbs</p> <p>Phrasal verbs connected with investigating and finding</p> <p>Countries, nationalities and languages</p> <p>Learning a language</p> <p>Negative prefixes <i>un-, im-, in-, ir-, il-</i></p> <p>Parts of the body</p>



<p>Comparatives and superlatives <i>Less...than, (not) as...as</i> <i>Too and not enough</i> <i>Be going to and will</i> <i>Will, may, might</i> Zero conditional First conditional Modal verbs of obligation, prohibition and advice Second conditional Past perfect <i>Used to</i> Gerunds and infinitives Reported speech statements and questions The passive <i>Have something done</i></p>	<p>Teaching intonation Pronunciation of the contracted form of <i>had</i> Word stress in nouns and verbs</p>	<p>Health problems and illnesses Compound nouns connected with health and medicine Television Adjectives describing TV programmes Adjectives ending in <i>-ing</i> and <i>-ed</i> Geographical features The environment Different uses of <i>get</i> Jobs and work Personal qualities Compound adjectives Friendships Feelings Noun suffixes <i>-ness, -ship, -dom</i> Fiction Non-fiction Phrasal verbs connected with reading and writing Using a computer The Internet Collocations with email</p>
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ENGLISH LANGUAGE SCHOOL COURSE CURRICULUM B2

COURSE INFORMATION

Academic Year	2017-2018
Course Title	B2
Course Level	B2 /GSE RANGE 59-66 (B2)
Length	8 Weeks – 200 Hours
Weekly Hours	24 hours
Course Philosophy	Our intensive English course is aimed at learners of English as a foreign language who would like to learn and/or improve their English and achieve language proficiency needed to reach their educational and career goals, or simply for their own self-improvement. The course is student-centered, suitable for teenagers and adults and is taught in small groups. Students are encouraged to be actively involved and share responsibility for their learning and respond positively to the challenges of language learning. The course reflects high standards and is also sufficiently flexible to meet the needs of individual learners.
Course Descriptor B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (Council of Europe, 2001, Table 1, p. 24)

MATERIALS AND OTHER RESOURCES

Books	Gateway B2 2 nd Edition Student's book and Workbook Penguin Readers (used for Independent Reading Exam)
Others	Speaking cards (10 practice cards and 10 exam cards) which are based on the units covered during the course, variety of grammar books and Internet resources, appropriate exam books (used for exam preparation), pictures

TEACHING METHODS AND INSTRUCTIONAL STRATEGIES	
Approach	<ul style="list-style-type: none"> • Learner-centered • Content and theme based • Interactive • Integrated • more Individualistic, less Collaborative • more Direct Teaching Approach, less Guided
Method	<ul style="list-style-type: none"> • Eclectic teaching method in which teachers use a variety of language learning activities. Curriculum is content and theme based with reference to both local and international culture. Teachers' role is not just to produce fluent speakers, but also responsible, well-educated citizens of the world with good critical thinking. Teachers should ensure that the teaching of English grammatical structures is integrated with context rather than being taught or practiced in isolation.
Techniques & Practices	<ul style="list-style-type: none"> • Open and clear communication, which is the key to developing a healthy friendly learning atmosphere • Positive learning environment • Clear and precise instructions • Getting students engaged with the use of music, videos, games, flashcards, pictures, role-plays • Using a dose of humor to build up students' confidence and get them engaged • Constructive feedback • Practice (sentence completion, open-ended questions, multiple choice, multiple matching, true false and not mentioned statements, individual, pair and group work) • Repetition through various activities • Drilling when necessary • Encouraged use of dictionaries • Gestures and mime • Focus on vocabulary (high frequency words and chunks) • Wall posters with useful formulaic language • Classes focusing solely on target language • Delayed Error Correction (to ensure fluency)



ASSESSMENT	
Type of Assessment	Continuous Assessment
Components of Assessment	Quizzes 10% Homework 5% Attendance 5% Independent Reading Test 10% Midterm Exam 30% Final Exam 40% Total : 100 points
Marking Procedure	All exams and tests are marked based on the criteria defined in the “ELS Student Assessment & Marking Procedures”
Student Assessment Notification & Certification	Students are informed about their passing grades in each level through SIS (Student Information System)
Course eligibility	Students who have successfully completed B1 course can take this course. Students who obtain 66-74 points in the Placement Exam can take this course. In the overall assessment, students who obtain less than 65 points will have to repeat B2.

STUDENT FEEDBACK	
Type of feedback	Students can give feedback through Student Surveys. They can also petition to ELS for any administrative and academic issue.



LEARNING OUTCOMES

SOURCES AND ORIGINS OF THE LEARNING OUTCOMES

Many of the communicative descriptors contained in the Learning Outcomes either come from the original CEFR document (Council of Europe, 2001) or are slightly modified versions of these. We have created the additional descriptors by consulting a variety of sources, including:

- The Council of Europe's Breakthrough specification (Trim, 2009)
- The EAQUALS/British Council Core Inventory (British Council/EAQUALS, 2010)
- British and American English course materials
- Syllabuses from various Ministries of Education.

The GSE Learning Outcomes are coded for purposes of copyright and to show their origin:

- (C) Common European Framework descriptor, verbatim, © Council of Europe
- (C_A) Common European Framework descriptor, adapted or edited, © Council of Europe
- (C_{J_A}) CEFR-J descriptor, adapted or edited1
- (N2000) North (2000) descriptor, verbatim
- (N2000a) North (2000) descriptor, adapted or edited
- (N2007a) North (2007) expanded set of C1 and C2 descriptors, adapted or edited
- (P) New Pearson descriptor

- **AC** Academic English



LEARNING OUTCOMES - READING

GSE RANGE	
59	Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary. (P) Can understand instructions for making financial transactions online. (P) Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way. (C _A)
60	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P) AC Can identify the use of paraphrasing in a simple academic text. (P) AC Can understand simple metaphors in an academic text. (P) AC Can recognise inferred meaning in a structured text, if guided by questions. (P)
61	Can follow the exchanges on the discussion board of a website. (P) Can distinguish supporting details from the main points in a text. (P) AC Can critically evaluate the quality of sources used in a simple text. (P) AC Can critically evaluate the effectiveness of a simple descriptive essay. (P) AC Can critically evaluate the effectiveness of a simple problem-solution essay. (P)
62	Can interpret the main message from complex diagrams and visual information. (P) Can recognise the author's use of irony in a simple text, if guided by questions. (P) Can understand the author's purpose and intended audience. (P) Can understand the plot of extended narratives written in standard, non-literary language. (C _A)
63	Can use reference materials to check factual information, when guidance on finding relevant sources of information is provided. (P) Can scan a long text or a set of related texts in order to find specific information. (C _A) AC Can critically evaluate the effectiveness of a simple discursive essay. (P) AC Can understand the use of quotes in an academic text. (P) AC Can identify the main line of argument in an academic text. (P)
65	Can recognise the tone and intended audience of a structured text. (P) AC Can identify examples in an academic text to support an argument. (P)
66	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (C _A) AC Can critically evaluate the effectiveness of a simple argumentative essay. (P)



LEARNING OUTCOMES - LISTENING

GSE RANGE	
59	<p>Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (P)</p> <p>AC Can recognise inferred meaning in a simple presentation or lecture. (P)</p> <p>AC Can recognise rhetorical questions in a simple presentation or lecture. (P)</p> <p>AC Can identify details that support a point of view when taking part in a general discussion. (P)</p> <p>AC Can recognise generalisations and their supporting ideas. (P)</p> <p>AC Can recognise that a speaker has paraphrased ideas in a simple presentation or lecture. (P)</p>
60	<p>Can understand most of a radio programme about a familiar topic. (C_A)</p> <p>Can distinguish between relevant and irrelevant content in extended informal speech. (P)</p> <p>Can recognise the basic organisational structure of different types of presentations. (P)</p>
61	<p>Can recognise when examples are being given in a structured presentation on an unfamiliar topic. (P)</p> <p>Can follow changes of topic in factual TV news items and form an idea of the main content. (C)</p> <p>Can understand scripted speech delivered quickly, if the accent is familiar. (C_A)</p> <p>Can follow the stages of a complex process described using non-technical language. (P)</p> <p>AC Can recognise emphasis through intonation and stress. (P)</p> <p>AC Can critically evaluate the main points of a straightforward presentation or lecture. (P)</p>
62	<p>Can follow a natural group discussion, but may find it difficult to participate effectively. (C_A)</p> <p>Can understand detailed instructions well enough to be able to follow them without making mistakes. (C)</p> <p>AC Can critically evaluate the effectiveness of slides or other visual materials that accompany a simple presentation. (P)</p>
63	<p>Can recognise the speaker's point of view in a structured presentation. (P)</p>
64	<p>Can understand TV documentaries, interviews, plays and most films in standard speech. (C_A)</p> <p>Can understand main points and check comprehension by using contextual clues. (C_A)</p> <p>Can understand unscripted speech delivered quickly, if the accent is familiar. (C_A)</p> <p>Can recognise the use of hyperbole (e.g. <i>It's going to take me years to finish this.</i>). (P)</p> <p>AC Can follow the main points in a panel discussion in their field of specialisation. (P)</p>
65	<p>Can extract the main points from news items, etc. with opinions, arguments and discussion. (C_A)</p> <p>Can understand cause and effect relationships in informal conversation at natural speed. (P)</p> <p>Can follow chronological sequences in extended informal speech at natural speed. (P)</p> <p>Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (C_A)</p>



	<p>AC Can identify details that support a point of view in a panel discussion in their field of specialisation. (P)</p> <p>AC Can recognise that ideas in a linguistically complex presentation or lecture contrast when signalled by discourse markers. (P)</p> <p>AC Can follow straightforward lines of argument in a panel discussion, when signalled by discourse markers. (P)</p>
66	<p>Can understand the main ideas of complex technical discussions in their field. (C_A)</p> <p>Can recognise the tone and intended audience of a formal presentation. (P)</p> <p>Can distinguish between fact and opinion in informal discussion at natural speed. (P)</p>

LEARNING OUTCOMES - SPEAKING

GSE RANGE	PRODUCTION	INTERACTION
59	<p>Can describe objects, possessions and products in detail, including their characteristics and special features. (P)</p> <p>Can give basic technical instructions in their field of specialisation. (P)</p> <p>AC Can paraphrase information taken from several simple academic texts. (P)</p>	<p>Can deal with less common situations in a shop, post office (e.g. returning an unsatisfactory purchase). (C_A)</p> <p>Can exchange information on a wide range of topics within their field with some confidence. (C_A)</p> <p>AC Can clarify points they are trying to make in an academic discussion, using simple language. (P)</p>
60	<p>Can correct mistakes if they have led to misunderstandings. (N2000)</p> <p>Can justify and sustain views clearly by providing relevant explanations and arguments. (C_A)</p> <p>Can give the advantages and disadvantages of various options on a topical issue. (C_A)</p> <p>Can pass on a detailed piece of information reliably. (C_A)</p> <p>Can describe future plans and intentions in detail, giving degrees of probability. (P)</p> <p>Can paraphrase in simpler terms what someone else has said. (P)</p> <p>Can express an inference or assumption about a person's mood or emotional state. (P)</p> <p>Can talk about possibilities in the past with precision. (P)</p> <p>Can show interest and appreciation in conversation using a range of expressions. (P)</p> <p>AC Can make an effective introduction and opening to a presentation. (P)</p>	<p>Can justify a viewpoint on a topical issue by discussing pros and cons of various options. (C_A)</p> <p>Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged. (C_A)</p> <p>Can bring relevant personal experiences into a conversation to illustrate a point. (P)</p> <p>Can describe an everyday consumer-related problem and request a correction or solution. (P)</p>

LEARNING OUTCOMES - SPEAKING

GSE RANGE	PRODUCTION	INTERACTION
61	<p>Can use a limited number of cohesive devices with some 'jumpiness' in a long contribution. (C_A)</p> <p>Can respond to clearly expressed questions on a presentation they have given. (C_A)</p> <p>Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions. (P)</p> <p>Can use a range of language to make detailed comparisons of quantities. (P)</p> <p>AC Can summarise information from several simple academic texts. (P)</p>	<p>Can engage in extended conversation in a clearly participatory fashion on most general topics. (C_A)</p> <p>Can give detailed answers to questions in a face-to-face survey. (P)</p> <p>Can show degrees of agreement using a range of language. (P)</p> <p>AC Can signal concession of a point during a discussion, using common discourse markers. (P)</p> <p>AC Can provide an elaboration on a point they have made in an academic discussion. (P)</p>
62	<p>Can make a note of favourite mistakes and consciously monitor speech for them. (C)</p> <p>Can describe how to do something, giving detailed instructions. (C)</p> <p>Can use a range of language to express degrees of enthusiasm. (P)</p>	<p>Can construct a chain of reasoned argument. (C)</p> <p>Can encourage discussion by inviting others to join in, say what they think, etc. (C_A)</p> <p>Can recommend a course of action, giving reasons. (C_J_A)</p> <p>Can make a formal apology with detailed excuses or reasons. (P)</p> <p>AC Can speculate about causes when discussing an academic topic. (P)</p>
63	<p>Can give a clear, detailed spoken description of how to carry out a procedure. (C)</p> <p>Can describe the personal significance of events and experiences in detail. (C_A)</p> <p>Can accurately describe a problem with a product or piece of equipment. (P)</p>	<p>Can develop an argument giving reasons in support of or against a particular point of view. (N2000)</p> <p>AC Can signal a review or revision of assumptions during a discussion, using common discourse markers. (P)</p>
64	<p>Can summarise orally the plot and sequence of events in an extract from a film or play. (C_A)</p> <p>Can speculate about causes, consequences, hypothetical situations. (N2000)</p> <p>Can use stock phrases to gain time and keep the turn whilst formulating what to say. (C_A)</p> <p>Can plan what is to be said and the means to say it, considering the effect on the recipient. (C_A)</p> <p>Can make spontaneous announcements clearly and fluently. (C_A)</p> <p>Can fluently substitute an equivalent term for a word they can't recall. (C_A)</p> <p>Can compare and contrast situations in some detail and speculate about the</p>	<p>Can express views clearly and evaluate hypothetical proposals in informal discussions. (C_A)</p> <p>Can explain a problem and demand what action should be taken in an appropriate way. (C_A)</p> <p>AC Can lead a discussion, expanding and developing ideas, if given time in advance to prepare. (P)</p> <p>AC Can evaluate the advantages and disadvantages of different options during a discussion. (P)</p>



LEARNING OUTCOMES - SPEAKING

GSE RANGE	PRODUCTION	INTERACTION
	reasons for the current situation. (P)	
65	<p>Can describe goals using a range of expressions. (P)</p> <p>Can express opinions about news stories using a wide range of everyday language. (P)</p> <p>Can use a range of language to express degrees of reluctance. (P)</p> <p>Can use intonation to indicate various degrees of certainty during a discussion. (P)</p> <p>AC Can make an effective summary and conclusion to a presentation. (P)</p>	<p>Can manage discussion on familiar topics confirming comprehension, inviting others in, etc. (C_A)</p>
66	<p>Can summarise a wide range of texts, discussing contrasting points and main themes. (C_A)</p> <p>Can give clear, detailed descriptions on a wide range of familiar subjects. (C_A)</p> <p>Can outline an issue or problem clearly. (C_A)</p> <p>AC Can summarise information from a presentation or lecture in their field of specialisation. (P)</p> <p>AC Can explain information in detail in graphs and charts. (P)</p>	<p>Can develop a clear argument with supporting subsidiary points and relevant examples. (C_A)</p> <p>Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)</p> <p>Can develop an argument well enough to be followed without difficulty most of the time. (C)</p> <p>Can give advice on a wide range of subjects. (P)</p>

LEARNING OUTCOMES - WRITING

B2 LEVEL Writing Genres include formal paragraphs and essays (cause and effect and opinion essay) that fulfill a variety of functions, blog entries and comments, descriptions and explanations on both familiar and unfamiliar topics, informal/formal emails and letters, stories, reports

GSE RANGE	
59	<p>Can write detailed descriptions of real or imaginary people. (P)</p> <p>Can demonstrate understanding of formality and conventions in standard letters. (P)</p> <p>Can comment on factual information within their field of interest. (C_A)</p> <p>Can write a formal email/letter of thanks or apology with appropriate conventions. (P)</p> <p>Can support ideas with relevant examples. (P)</p> <p>Can write a detailed description of an object, device or product. (P)</p> <p>AC Can write a strong topic sentence within a clear paragraph. (P)</p>



	<p>AC Can write a review of a simple text, using appropriate conventions. (P)</p> <p>AC Can write an introduction to a simple academic essay. (P)</p>
60	<p>Can write a formal email/letter of invitation with appropriate register and conventions. (P)</p> <p>Can clearly signal cause and effect relationships in structured text. (P)</p> <p>Can write personal emails/letters giving and commenting on news in detail. (C_A)</p>
61	<p>Can reformulate an idea in different words to emphasise or explain a point. (P)</p> <p>Can write instructions on how to repair an object, device or product. (P)</p> <p>Can end a discursive argument with a clear conclusion and opinion. (P)</p> <p>Can clearly signal the difference between fact and opinion in structured text. (P)</p> <p>Can write a brief standard report conveying factual information, stating reasons for actions. (C_A)</p> <p>Can write an extended description of events taking place in their immediate environment. (P)</p> <p>Can compare information from different sources. (P)</p> <p>AC Can take notes on a presentation or lecture in their field of specialisation. (P)</p> <p>AC Can contrast two ideas when writing a simple academic text by using discourse markers. (P)</p>
62	<p>Can signal additional information in a formal structured text with a range of language. (P)</p> <p>Can write a structured text clearly signalling main points and supporting details. (P)</p> <p>Can clearly signal problem and solution relationships in structured text. (P)</p> <p>Can present additional ideas using a range of linking words and phrases. (P)</p> <p>AC Can use statistical data, fractions, and percentages in an academic text. (P)</p>
63	<p>Can write detailed descriptions of real or imaginary places. (P)</p>
64	<p>Can write personal emails/letters about abstract or cultural topics (e.g. music, films). (C_A)</p> <p>Can correctly attribute information from different sources. (P)</p> <p>AC Can write a chronological paragraph on an academic topic. (P)</p>
65	<p>Can systematically evaluate the advantages and disadvantages of various options. (P)</p> <p>Can structure longer texts in clear, logical paragraphs. (P)</p> <p>Can give a structured written explanation of a problem. (C_A)</p> <p>Can write a letter of complaint with appropriate register, structure and conventions. (P)</p> <p>Can write a letter of application with appropriate register, conventions and supporting detail. (P)</p> <p>Can develop a clear written description or narrative with relevant supporting detail and examples. (C_A)</p> <p>Can express news and views effectively in writing and relate to those of others. (C)</p> <p>AC Can signal cause and effect relationships when writing an academic text by using discourse markers. (P)</p> <p>AC Can use correct formatting in an academic essay. (P)</p>



66	<p>Can show the relationship between an opinion and a counter argument in a discursive text. (P)</p> <p>Can compare and evaluate ideas in a structured and logical text. (P)</p> <p>Can adopt a level of formality appropriate to the circumstances. (N2000)</p> <p>Can write an accurate summary of an essay or article on a familiar topic. (P)</p> <p>Can write engaging headlines or titles to capture a reader's attention. (P)</p> <p>AC Can use fact and opinion effectively in writing. (P)</p> <p>AC Can correct errors in a piece of academic writing if helped to identify them first. (P)</p>
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LEARNING OUTCOMES

GRAMMAR/FUNCTION	PRONUNCIATION	VOCABULARY
Articles Adjectives and adverbs Comparatives and superlatives (Adjectives and adverbs) Future activities in the past Future forms Future continuous Future perfect simple Future perfect continuous First, Second, Third Conditional Gerund and Infinitives Mixed conditionals Modals – can't have, needn't have Modal verbs of obligation, prohibition and advice Modals of deduction and speculation Narrative tenses Passives Past simple Past continuous Past perfect Past habits Past perfect simple and Past perfect continuous Present simple and present continuous Present perfect simple and present perfect continuous Phrasal verbs, extended	Intonation Pronunciation of stressed and unstressed articles Pronunciation of voiced and voiceless sounds Pronunciation of negative prefixes Pronunciation of sentence rhythm Pronunciation of compound nouns Pronunciation of the contracted form of <i>had</i> Pronunciation of <i>will</i> Pronunciation of <i>-ed</i> Sentence stress and weak forms Sentence stress Stress in negative form of words Stress in compound nouns Teaching intonation Word stress Word stress in nouns and verbs	Arts Books and literature Collocation Colloquial language Digital World / Technology / Computers Education Film Healthy Living / health and illness / Parts of the body / words connected with health Natural disasters / Surviving disasters Media / music News, lifestyles and current affairs Personality Adjectives Shopping / Buying and Selling / Money and Banking Studying at university / Life at University Travel and services Work / Jobs / Working Life Collocations connected with the news Compound nouns and adjectives <i>Do and make</i> Journey, travel, trip, voyage Phrasal verbs connected with work Phrasal verbs connected with money and shopping Phrasal verbs connected with technology and computers



LEARNING OUTCOMES

GRAMMAR/FUNCTION	PRONUNCIATION	VOCABULARY
Relative pronouns Relative clauses Reported speech Questions (indirect questions/ questions tags) Will and going to, for prediction Wish (If only) Would expressing habits, in the past <i>So, such, too, enough</i> <i>Less...than, (not) as...as</i> <i>Unless, as long as, provided/providing (that), in case</i> <i>Too and not enough</i>		Prefixes Prepositional phrases with verbs Verbs connected with technology Words and Idioms connected with



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