

İZMİR KATİP ÇELEBİ UNIVERSITY SCHOOL of FOREIGN LANGUAGES ENGLISH PREPARATORY PROGRAM

2024-2025 GENERAL LEARNING OUTCOMES LIST

CURRICULUM DELIVERY PRINCIPLES

The curriculum of English Preparatory Program at İzmir Katip Çelebi University School of Foreign Languages is delivered in accordance with the following principles:

- **Skill-Oriented Curriculum:** The annual Learning Outcomes List for the English Preparatory Program is announced on the School's website at the beginning of each academic year. The Learning Outcomes List includes:
 - Text descriptions for the levels, namely Elementary, Pre-Intermediate, and Intermediate
 - Learning outcomes related to reading, writing, listening, and speaking skills for each level
 - Vocabulary and grammar learning outcomes listed in accordance with the scope of the main material to be used throughout the academic year

The weekly programmes, showing the distribution of learning outcomes on weekly basis for each level throughout the module, are announced on the School's website at the beginning of each module. The weekly teaching plan includes information such as the learning outcomes to be covered each week, sections to be followed asynchronously by the students, materials to be used, and information on assignments/exams.

- **Outcome-Oriented Course Design:** Instructors design their courses to achieve the learning outcomes specified in the curriculum.
- **Communicative Language Teaching Approach:** Lessons are conducted using a communicative approach that emphasizes the practical use of language for effective communication. The communicative language teaching approach includes various interactive and communication-based activities to help students develop their language skills. For instance, activities like role-plays, discussions, group work, simulations, and real-world tasks form the foundation of this approach. These activities help students understand how to use the language in real-world contexts.
- **Student-Centeredness:** Classes are conducted with the student at the center. The aim is to ensure that students learn more actively, participatively, and effectively. This method is an educational model that aims to respond more sensitively to students' individual needs and to use various learning strategies to help them succeed.
- **Feedback:** Instructors regularly provide constructive feedback on what extent students develop their language skills in class. This feedback clarifies the areas students need to improve. It also guides students in evaluating their own performance in class and making improvements.
- **Outcome-Oriented Assessment and Evaluation:** The expected outcomes from students at the end of the program are assessed skill-based using formative (monitoring) and summative (evaluative) assessment tools.
- **Autonomous Learning:** The aim is for students to actively participate in their learning processes and monitor their development. This approach increases students' self-awareness, helps them develop learning strategies, and assists them in managing themselves more effectively. This, in turn, enhances students' success and develops their lifelong learning skills.
- **Continuous Improvement:** Level coordinators hold meetings throughout the module to note instructors' opinions and suggestions regarding the curriculum. Feedback from both students and instructors on the curriculum and learning outcomes is collected at specific intervals, and the following academic year's curriculum is reviewed in light of this feedback.

LEARNING OUTCOMES

ELEMENTARY LEVEL

READING	WRITING	LISTENING	SPEAKING
<p>TEXT LENGTH: around 150 words</p> <p>TEXT DIFFICULTY: authentic, semi-authentic texts with clear message at CEFR A1 level</p> <p>TEXT TYPES: menus, timetables, questionnaires/interviews, short descriptions and narratives, short personal letters/emails, notices / signs, informative texts on everyday matters</p>	<p>TEXT LENGTH: around 100 words</p> <p>TEXT DIFFICULTY: texts showing basic cohesion and coherence skills at CEFR A1 level</p> <p>TEXT TYPE/GENRE: letters, emails, short notes, forms, short texts, web posts, reviews</p>	<p>TEXT LENGTH: max 3 min.</p> <p>TEXT DIFFICULTY: listening texts on everyday matters and classroom language at CEFR A1 level</p> <p>TEXT TYPE: phone calls/messages, everyday transactions (shopping, eating out and etc.), announcements, everyday conversations, short interviews, stories, instructions, informative texts on everyday matters</p>	<p>TEXT LENGTH: min. 1 min., max. 2 min.</p> <p>TEXT DIFFICULTY: monologues or dialogues on everyday matters and classroom language at CEFR A1 level</p> <p>TEXT TYPE: basic introductions, short presentations, short dialogues and role plays (at home, at school, at the mall, at restaurant/supermarket, on the phone)</p>
<p>By the end of the level, students will be able to:</p> <p>1. skim a text to get the main idea and the key information in a given time limit.</p> <p>1.1. identify the main idea of the text accurately.</p> <p>1.2. work with the visuals about the text to understand the gist or predict the content of the text accurately.</p> <p>1.3. identify the source of a simple text.</p> <p>2. scan a text to find specific information such as numbers, names, dates, addresses and prices in a given time limit.</p>	<p>By the end of the level, students will be able to:</p> <p>1. complete a form to introduce themselves by using personal details given a relevant context. (GSE: 23, A1 (22-29))</p> <p>1.1. identify the type of information (e.g. name, nationality, address etc.) asked in a form.</p> <p>1.2. write the letters of the alphabet in upper and lower case in single-slot sentences accurately. (GSE: 10, <A1 (10-21))</p> <p>1.3. complete their name, address, nationality, job/department etc. and basic</p>	<p>By the end of the level, students will be able to:</p> <p>1. get the gist of a short and simple listening text when conducted slowly and clearly.</p> <p>1.1. identify the main ideas of a simple listening text.</p> <p>1.2. follow a very simple text when delivered slowly and supported with visuals or slides.</p> <p>1.3. identify the relation between the speakers and the context to understand the main topic in the listening text.</p> <p>1.4. follow the main elements of a speaker's introduction (e.g.name, age, where they are from) in a</p>	<p>By the end of the level, students will be able to:</p> <p>1. talk about themselves and other people in relevant contexts using given prompts.</p> <p>1.1. exchange information about the name of country, nationality and language accurately in introductions. (GSE: 13, CEFR: <A1 (10-21))</p> <p>1.2. introduce themselves and people they are familiar with (e.g. their names, ages, where they are from, where they live, their families) given a context basically. (GSE:22, CEFR: A1 (22-29))</p> <p>1.3. form and respond to questions about their family or friends regarding names, age and jobs given some prompts. (GSE: 22, CEFR: A1 (22-29))</p> <p>1.4. express hobbies, interests, likes and dislikes of themselves or people they know using given prompts for a dialogue. (GSE: 26, CEFR: A1 (22-29))</p> <p>1.5. build simple sentences and ask questions to express ability or lack of ability. (GSE: 27, CEFR: A1 (22-29))</p>

<p>(GSE: 28, CEFR: A1, 22-29); GSE: 31, CEFR: A2 (30-35)</p> <p>2.1. find the numerical information (such as numbers, percentages, prices) accurately in a text. (GSE: 12, (GSE: 10, CEFR: <A1 (10-21) (GSE: 22, CEFR: A1 (22-29)</p> <p>2.2. recognize different kinds of words (plural forms, italicized words, etc.) in a text. (GSE: 14, (GSE: 10, CEFR: <A1 (10-21)</p> <p>2.3. find specific information in a text (e.g.:timetable, registration, application).</p> <p>3. underline the key information to retell basic information in a text containing familiar vocabulary.</p> <p>3.1. describe/retell someone’s personal information like name, age, city, and country etc. in a given text in a limited way.</p> <p>3.2. recognize and describe everyday objects (e.g. colour, size), people and animals after reading a text supported by visuals. (GSE: 23, CEFR: A1, 22-29)</p> <p>3.3. follow simple directions for places on a given map while reading a text. (GSE:26, CEFR: A1 (22-29)</p>	<p>personal details accurately on a given simple form. (GSE:10, CEFR: <A1, 10-21))</p> <p>2.demonstrate basic sentence-construction skills.</p> <p>2.1. construct syntactically and lexically accurate sentences using target grammatical structures and vocabulary items at this level.</p> <p>2.2. use sentence frames to make true sentences about themselves. (GSE: 26, A1 (22-29))</p> <p>2.3. complete sentences or match sentence halves meaningfully at a basic level.</p> <p>2.4. combine simple sentences using common linkers such as and, or, but. (GSE: 31, A2 (30-35))</p> <p>3. produce simple coherent texts about familiar topics using target grammatical and lexical structures at this level. (GSE: 35, A2 (30-35))</p> <p>3.1. utilize basic sentence construction and combining skills to form a coherent text in a given task.</p> <p>3.2. show a basic use of grammatical structures, lexical items and sentence patterns related to their level to produce a coherent text.</p> <p>4. utilize their text-construction skills to produce</p>	<p>slowly spoken dialogue or speech. (GSE: 22, CEFR A1 (22-29))</p> <p>2. demonstrate intensive listening skills to listen for details in a simple text when conducted slowly and clearly.</p> <p>2.1. identify the accurate letters of the alphabet accurately when spelt slowly and clearly in a relevant context. (GSE: 10, CEFR <A1 (10-21))</p> <p>2.2. complete the key information (e.g. names of people or places, addresses, phone numbers, prices, time phrases, dates, verbs, nouns, adjectives) in slowly and clearly given oral descriptions about everyday events. (GSE: 23, CEFR A1 (22-29), (GSE: 26, CEFR A1 (22-29)), (GSE: 27, CEFR A1 (22-29))</p> <p>2.3. identify the accurate ordinal and/or cardinal numbers by listening slowly and clearly delivered dialogue or speech. (GSE: 20, CEFR <A1 (10-21) (GSE: 25, CEFR A1 (22-29))</p> <p>2.4. answer basic questions on a given topic after listening to a slowly spoken dialogue or speech. (GSE: 23, CEFR A1 (22-29))</p> <p>2.5. gather information in a simple way from an announcement/graded literary work. (GSE: 26, CEFR A1 (22-29))</p> <p>2.6. follow the simple spoken commands or instructions about how to play a game or sport, how to go to a place, or how to run a</p>	<p>1.6. name their favourite food and drinks by producing simple sentences about their preferences and different cuisines. (GSE: 28, CEFR: A1 (22-29)</p> <p>1.7. say who something belongs to given appropriate contexts.(GSE: 29, CEFR:A1 (22-29)</p> <p>1.8. describe themselves or family members by giving information about their personalities and physical appearance and the family relations given simple prompts. (GSE: 29, CEFR: A1 (22-29)</p> <p>1.9. give information about habits and routines in a relevant context. (GSE: 29, CEFR: A1 (22-29)</p> <p>2. describe places/things/everyday matters/experiences in a simple way producing intelligible and coherently organised set of sentences.</p> <p>2.1. describe the position of something in a very basic way using the prepositions given appropriate visuals. (GSE: 23, CEFR: A1 (22-29))</p> <p>2.2. describe objects in a basic way by telling their colors, sizes and shapes given some relevant objects/visuals. (GSE: 24, CEFR: A1 (22-29))</p> <p>2.3. construct sentences and questions to give information about something (e.g. home, picture, recipes) provided a simple visual. (GSE: 25, CEFR: A1 (22-29))</p> <p>2.4. describe places (e.g. where they live) in a random monologue/dialogue. (GSE: 26, CEFR: A1 (22-29))</p> <p>2.5. describe and ask simple questions (e.g. how many, where) about the number/ quantity or location of people or things. (GSE: 27, CEFR: A1 (22-29))</p> <p>2.6. share experience /memories or plans for the future using relevant tenses and sequential words.</p> <p>3. participate in short and simple exchanges of information on familiar topics through rehearsed or random dialogues and discussions (e.g.role-playing, information gap, brainstorming, short interviews) when given prompts.</p> <p>3.1. carry out a simple dialogue to ask for food and drink in a restaurant or café using some basic words/phrases (‘Can I</p>
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<p>4. identify the organization of a text and its flow of information.</p> <p>4.1. recognize the linear sequence of a reading text. (e.g.: flow of an event or the text itself)</p> <p>4.2. identify the basic organizational features of a text such as supporting sentences and details.</p> <p>5. utilize basic strategies to understand the unknown words/phrases in a text.</p> <p>5.1. explain the basic words and phrases related to familiar everyday activities in texts in spoken or written form.</p> <p>5.2. guess the meaning of words/phrases from a text accurately.</p> <p>5.3. identify the parts of the speech of the unknown words.</p> <p>5.4. integrate their vocabulary expansion through reading a text into other skills.</p> <p>6. demonstrate basic skills in intensive reading strategies.</p> <p>6.1. identify significant details in a text involving familiar vocabulary.</p> <p>6.2. follow the instructions accurately to carry out a straightforward task given in a text. (e.g.: distinguishing true and false statements, choosing the accurate information</p>	<p>descriptive texts. (GSE: 34, A2 (30-35))</p> <p>4.1. produce a simple written text to describe the daily routines and habits of themselves and other people by using target grammatical structures, lexical items and appropriate linkers. (GSE: 41, A2+ (36-42))</p> <p>4.2. write a simple review of a film, book, or TV program using a limited range of vocabulary.</p> <p>5. utilize their text-construction skills to produce narrative texts. (GSE: 40, A2+ (36-42))</p> <p>5.1. form a narrative text about an experience or an event using appropriate past tenses and linking words/conjunctions given a relevant context. (GSE: 39, A2+ (36-42))</p> <p>5.2. list the events about a past experience/event in a logical and understandable manner by using narrative sequencers such as "first", "next", etc. (GSE: 40, A2+ (36-42))</p> <p>6. produce short and informal emails or postings using relevant vocabulary given prompts and models. (GSE: 28, A1 (22-29))</p> <p>7. apply basic punctuation (e.g. commas, full stops, question</p>	<p>machine or complete a basic task (GSE: 26, CEFR A1 (22-29))</p> <p>2.7. distinguish accurate sounds between minimal pairs or commonly confused sounds/words.</p> <p>2.8. demonstrate the accurate thing, place or people in a set of options by following short, basic, and slowly and clearly delivered descriptions.</p> <p>2.9. generally compare and contrast the key information given in listening texts.</p> <p>3. use listening skills to attend a dialogue or speech.</p> <p>3.1. ask and answer basic questions about personal details (name, age, nationality, phone number etc.) when addressed slowly and clearly (GSE: 21, CEFR: A1 (10-21))</p> <p>3.2. utilize the information in the text to give information about some people or discuss things when introduced to them using simple spoken language.</p> <p>4. identify the speaker's emotions, opinions and the pauses in the texts with the use of some strategies in a limited way.</p> <p>4.1. identify the opinion and emotions of the speaker following the pauses and intonation.</p> <p>5. use listening strategies to expand their vocabulary while listening to a text containing familiar vocabulary.</p>	<p>have/get (a/an) X please?', 'I would like a/an/some X') . (GSE: 24, CEFR:A1 (22-29))</p> <p>3.2. initiate, maintain and end simple conversations on familiar topics (e.g. making introductions, phone conversations) and predictable everyday situations. (GSE:25, CEFR: A1 (22-29))</p> <p>3.3. carry out a simple dialogue while shopping using basic language provided price labels.</p> <p>3.4. conduct a conversation in a hotel (e.g. check into a hotel, making a reservation) using a few basic fixed expressions. (GSE: 26, CEFR: A1 (22-29))</p> <p>3.5. ask for and give directions on how to get somewhere or travel to somewhere provided a simple map or plan. (GSE: 29, CEFR: A1 (22-29))</p> <p>4. perform basic communicative functions such as inviting and rejecting using relevant words/phrases in different contexts.</p> <p>4.1. respond to news using expressions such as 'That's great news, Congratulations, Fantastic/great/awesome! / Oh, I'm sorry. That's awful, What awful news!' in a random dialogue. (GSE: 24, CEFR: A1 (22-29))</p> <p>4.2. express agreement to simple requests such as "Can you ...?" using a few basic fixed expressions such as 'Yes, of course! , Sure!, Certainly!' in a random dialogue. (GSE: 24, CEFR: A1 (22-29))</p> <p>4.3. express an idea and ask what others think, using very simple expressions such as 'I think...' and 'What do you think?' provided he/she can prepare in advance with a dialogue having prompts.</p> <p>4.4. recognize when people disagree or when someone has a problem and respond by using memorised simple expressions (e.g. "I understand" or "Are you okay?") to display their feelings such as empathy in a random dialogue.</p> <p>4.5. ask for help by using basic fixed expressions such as "Can you help me?". (GSE: 27, CEFR: A1 (22-29))</p> <p>4.6. make a request using "can/could" related to their immediate personal needs given a daily situation. (GSE: 27, CEFR: A1 (22-29))</p>
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<p>among multiple options) (GSE: 29, CEFR: A1, 22-29)</p> <p>6.3. relate pictures or simple texts to the factual statements in a given text.(GSE: 29, CEFR: A1 22-29)</p> <p>6.4. answer comprehension questions by understanding texts related to familiar contexts. (GSE:30, CEFR: A2, 30-35)</p> <p>6.5. differentiate facts and opinions while reading a text.</p> <p>6.6 identify reference words (she, them, their etc.) while reading a text.</p>	<p>marks) rules while writing a text.</p>	<p>5.1. utilize contextual clues or familiar vocabulary to guess the meaning of unknown words in a limited way.</p> <p>5.2. write down or find the accurate words/phrases that are helpful/necessary to understand the text.</p> <p>6. predict information before/while listening to a text.</p> <p>6.1. predict the content of a listening text given some prompts or visuals.</p> <p>6.2. focus on key words/phrases that can be used to predict upcoming information in a listening text.</p>	<p>4.7. accept or refuse offers using simple fixed expressions such as “Yes, I’d love to, That would be nice, That sounds great, Sorry, but I’m..., I’d love to, but...” . (GSE: 27, CEFR: A1 (22-29))</p> <p>4.8. invite people for an event and respond to invitations using simple expressions (e.g. Would you like to..., That sounds great) to in a random dialogue. (GSE: 31, CEFR: A2 (30-36))</p> <p>4.9. make and respond to suggestions using basic fixed expressions (What about..., Let’s..., I am not sure...).</p> <p>5. demonstrate limited knowledge and performance on using discourse and nonverbal aspects of communication.</p> <p>5.1. produce basic fixed expressions showing politeness (e.g. Hi, Hello, Thank you, please, "Have a nice day."). (GSE: 19, CEFR: A1 (22-29))</p> <p>5.2. utilize basic discourse markers in their sentences (e.g. right, now, anyway, well, oh, and, but, so, then, I mean).</p> <p>5.3. show basic nonverbal skills during conversations or monologues. (e.g. having a relaxed position, keeping eye contact, appropriate body language and voice)</p> <p>5.4. utilize simple isolated words/signs (e.g.: Huh, uh oh) and non-verbal signals to show interest in an idea or ask for attention. (GSE: 29, CEFR: A1 (22-29))</p> <p>6. incorporate basic vocabulary into relevant contexts for the expression of simple communicative and informative acts with some signals of fluency and knowledge of pronunciation.</p> <p>6.1. demonstrate the accurate pronunciation of the words/phrases that are necessary for their level.</p> <p>6.2. identify and tell the numbers to talk about basic quantities, prices and phone numbers in related contexts. (GSE: 20, CEFR:<A1 (10-21))</p> <p>6.3. tell the time and dates using standard formats (day and month, 'three o'clock', 'quarter to five') when asked. (GSE: 24, CEFR: A1 (22-29))</p> <p>6.4. include time expressions such as 'next week', 'last Friday', 'in November', accurately in their speech. (GSE: 25, CEFR: A1 (22-29))</p> <p>6.5. talk coherently using linkers/conjunctions such as and, but, or, because.</p>
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VOCABULARY			
By the end of the level, students will be able to use key words on the following themes/topics:			GRAMMAR (GSE 10-29) By the end of this level, students will be able to use the following language forms and functions in order to communicate with others, share opinions and show understanding of content in everyday contexts at CEFR A1 level.
Welcome to the class	days of the week	To be	<ul style="list-style-type: none"> • Present /Past forms • information questions and answers (e.g. Are you a student?, No, she isn't.) • there + to be • telling the season/weather conditions/feelings/ occupation (e.g. It is winter, it was 5 o'clock)
	numbers 0-20		
One World	countries	Present Simple	<ul style="list-style-type: none"> • routines, habits, states and permanent situations, preferences • affirmative, negative, interrogative forms • adverbs of frequency • time expressions e.g. on Mondays, at the weekend • present simple -s • have got / has got
	numbers 21-100		
What's your e-mail?	classroom language	Nouns	<ul style="list-style-type: none"> • singular/plural forms • irregular plural forms • countable /uncountable nouns • subject pronouns • object pronouns • possessive nouns e.g. Stevie's toy
Are you tidy or untidy?	Things		
	in, on, under	Adverbs and Adjectives	<ul style="list-style-type: none"> • adverbs of frequency e.g. Often, sometimes • adjective to adverb (-ly)
Made in America	colours		
	adjectives	Determiners (articles, demonstratives, possessives and quantifiers)	<ul style="list-style-type: none"> • articles a/an and the (only one, specified things), no article • possessive adjectives • this/these, that/those • many/much • some/any • a lot of • prepositional phrases to count food/containers (e.g. a bottle of..)
	Modifiers: very, really, quite		
Slow down!	feelings	Imperatives	<ul style="list-style-type: none"> • basic imperatives & let's
Britain: the good and the bad	Verb phrases: cook dinner etc.		
9 to 5	jobs	Modals	<ul style="list-style-type: none"> • affirmative, negative, interrogative forms • present ability (can/can't) past ability (could)
Love me, love my dog	Question words		
Family photos	family	Present Continuous	<ul style="list-style-type: none"> • actions happening at the moment of speaking • affirmative, negative, interrogative forms • progressive forms of verbs (e.g. take-taking, swimming)
From morning to night	daily routine		
Blue Zones	months		
	adverbs and expressions of frequency		
Vote for me!	verb phrases: buy a newspaper etc.		
A quiet life?	noise: verbs and verb phrases		
A city for all seasons	the weather and seasons		
A North African story	words in a story		
The third Friday in June	the date		
	ordinal numbers		
Making Music	music		
Selfies	word formation		

Wrong name, wrong place	past time expressions		<ul style="list-style-type: none"> time expressions e.g. now, at the moment, today versus Present Simple
Happy New Year?	go,have,get		
A murder mystery	irregular verbs	Prepositions	<ul style="list-style-type: none"> prepositions used with towns, countries, places (in Ankara, at the hospital) prepositions of time (at, in, on) prepositions of place (near, behind, between, under, opposite, on, next to) prepositions used with towns, countries, places (in Ankara, at the hospital)
A house with a history	the house		
Room 333	prepositions: place and movement		
My dinner last night	food and drink		
White gold	food containers		
Facts and figures	high numbers	Simple Past	<ul style="list-style-type: none"> affirmative, negative, interrogative forms regular and irregular verb forms time expressions e.g. yesterday, last month
The most dangerous place...	places and buildings		
Five continents in a day	city holidays	Future	<ul style="list-style-type: none"> simple future for plans and predictions (be going to) affirmative, negative, interrogative forms time expressions e.g tomorrow, next week
The fortune teller	verb phrases		
Culture Shock	common adverbs	Gerunds & Infinitives	<ul style="list-style-type: none"> want / need/ try/ remember/ prefer/ plan/ learn/ help/ forget/ decide to + do something
Experiences or things?	verbs that take the infinitive		
How smart is your phone?	phones and the internet	Comparative & Superlatives	<ul style="list-style-type: none"> with adjectives -er, more the -est, the most irregular adjectives: good, bad, far
I've seen it ten times!	irregular past participles		
He's been everywhere!	learning irregular verbs		
		Present Perfect	<ul style="list-style-type: none"> actions that happened in the past but we don't say/ask when, recent actions, lifetime experiences affirmative, negative, interrogative forms (yes/no) participle forms of verbs ever, never versus Past Simple
		Conjunctions / Transitions/ Adverbial Clauses	<ul style="list-style-type: none"> and, but, so, because, or sequencers: first, then, after that, before, during, next, in the end, finally
		Direct /Indirect Questions	<ul style="list-style-type: none"> direct wh- questions with the structures covered direct yes/no questions with the structures covered direct questions with how many, how much, and how long

PRE-INTERMEDIATE LEVEL

READING	WRITING	LISTENING	SPEAKING
<p>TEXT LENGTH: Around 250 words TEXT DIFFICULTY: authentic/semi-authentic texts of written in standard language at CEFR A2 level TEXT TYPES: menus, timetables, questionnaires/interviews, short descriptions and narratives, short personal letters/e-mails, notices/signs, short articles, biographies, informative texts on a wide range of topics</p>	<p>TEXT LENGTH: around 150 words TEXT DIFFICULTY: coherent texts (ie: paragraphs, e-mails, etc.) at CEFR A2 level TEXT TYPE/GENRE: emails, paragraphs</p>	<p>TEXT LENGTH: max 3 mins. TEXT DIFFICULTY: slowly spoken/moderately fast authentic/semi-authentic texts given in standard language at CEFR A2 level TEXT TYPE: phone calls/messages, everyday transactions (shopping, eating out and etc.), announcements, conversations, stories, instructions, interviews, informative texts on various matters</p>	<p>TEXT LENGTH: min. 1,5 mins., max 3 mins. TEXT DIFFICULTY: monologues, dialogues or discussions on familiar topics or current issues at CEFR A2 level (there might be evident pauses and false starts) TEXT TYPE: presentations, opinion exchanges, dialogues and role plays</p>
<p>By the end of the level, students will be able to:</p> <p>1. scan a text to find specific information in a given time limit. (GSE: 35, CEFR: A2 (30-35); GSE:39, CEFR:A2+ (36-42))</p> <p>1.1. recognize specific information in predictable texts (e.g. timetables, recipes, travel guidebooks, advertisements) accurately if written in simple language. (GSE: 31, CEFR: A2(30-35))</p> <p>1.2. extract specific information (e.g. names, facts and numbers) from an informational text related to everyday life (e.g. posters, leaflets) or current issues. (e.g. short academic texts, global problems) (GSE: 36, CEFR: A2+ (32-46))</p>	<p>By the end of the level, students will be able to:</p> <p>1. construct well-developed sentences about familiar topics (e.g. their lives, experiences, preferences, feelings, habits) and current issues.</p> <p>1.1. construct compound sentences using commonly used connectors (e.g. but, so, and, then). (GSE: 41, A2+(36-42))</p> <p>1.2. construct complex sentences using commonly used conjunctions (e.g. after, before, when, while).</p> <p>1.3. complete or match halves of more complex sentences.</p> <p>1.4. reproduce key words, phrases and sentences that they listen to or read in a more intelligible way.</p> <p>2. demonstrate basic paragraph construction skills about familiar</p>	<p>By the end of the level, students will be able to:</p> <p>1. use listening strategies to predict information before/while listening to a text.</p> <p>1.1. predict the content of a listening text using the clues such as visuals and headings.</p> <p>1.2. focus on key words or phrases that can be used to predict upcoming information in a listening text.</p> <p>2. get the gist of a listening text when conducted slowly and clearly.</p> <p>2.1. identify the main information in informative and narrative texts. (GSE: 33 CEFR: A2 (30-35))</p> <p>2.2. follow the sequence of events or flow of ideas in a text. (GSE: 37, CEFR: A2+ (36-42))</p> <p>2.3. recognize the topic of discussion around them accurately. (GSE: 39, CEFR: A2 (36-42))</p>	<p>By the end of the level, students will be able to:</p> <p>1. talk about feelings and opinions of themselves and other people's in relevant contexts using targeted grammatical structures and vocabulary when provided with prompts.</p> <p>1.1. talk about habits and routines (e.g. doing exercise regularly, going shopping) in a dialogue or short talk. (GSE: 38, CEFR: A2+ (36-42))</p> <p>1.2. tell simple reasons for their opinions and preferences in a conversation when delivered a model. (GSE: 39, CEFR: A2+ (36-42))</p> <p>1.3. talk about their experiences from the past simply by using appropriate expressions in a conversation or a speech.</p> <p>1.4. talk about plans and predictions for the future simply by using appropriate</p>

<p>1.3. gather information such as departures and arrivals, platforms, reports of travel delays and cancellations or survey results in given charts or texts accurately. (GSE: 37, CEFR A2+(36-42))</p> <p>2. skim a text to get the main idea and the key information.</p> <p>2.1. follow what happens in a text such as the events and ideas accurately.</p> <p>2.2. identify the main topics and the key details in factual or narrative texts.</p> <p>3. recognize the restatement of basic information accurately in a text when expressed in simple language.</p> <p>4. identify the organization of a text and its flow of information.</p> <p>4.1. follow the sequence of actions or the flow of information in a text identifying the introduction, body and concluding sentences/paragraphs. (GSE: 41, CEFR: A2+ (36-42))</p> <p>4.2. complete a text/paragraph by inserting the given information using organisational clues.</p> <p>5. utilize vocabulary knowledge and vocabulary guessing strategies to follow a text using the contextual clues.</p> <p>5.1. find an alternative for the key words in a text given some options.</p>	<p>topics using target grammatical and lexical structures at this level. (GSE: 45, B1 (43-50))</p> <p>2.1. recognize the topic, supporting, and concluding sentences in a paragraph accurately.</p> <p>2.2. write the topic, supporting, and concluding sentences in a paragraph accurately. (GSE: 45, B1 (43-50)), (GSE: 46, B1 (43-50))</p> <p>2.3. utilize basic phrases (e.g. like, for example, such as) to give examples in a paragraph appropriately. (GSE: 34, A2 (30-35))</p> <p>2.4. write a final draft of their paragraphs in line with peer feedback or teacher feedback. (GSE: 42, A2+ (36-42))</p> <p>3. utilize their paragraph-construction skills to produce well-developed paragraphs.</p> <p>3.1. write a descriptive paragraph (e.g describing themselves, cultures, other people, places, photos or things) with the help of clues and/or guiding questions. (GSE: 31, A2 (30-35))</p> <p>3.2. write narrative paragraphs about their experience (e.g. a story, an e-mail) with the help of past tenses, connectors and time expressions. (GSE: 40, A2+ (36-42))</p> <p>3.3. write an opinion paragraph about a given topic indicating reasons.</p>	<p>3. demonstrate intensive listening skills in a text when conducted clearly.</p> <p>3.1. follow key words and phrases to demonstrate understanding of a text.</p> <p>3.2. identify key details and specific events in a simple recorded dialogue, narrative or a short, spoken description accurately. (GSE: 39, CEFR: A2+ (36-42))</p> <p>3.3. distinguish accurate sounds between minimal pairs or commonly confused sounds/words.</p> <p>4. use listening strategies to expand their vocabulary while listening to a text containing familiar vocabulary.</p> <p>4.1. utilise contextual clues to understand the text. (GSE: 41, CEFR: A2+ (36-42))</p> <p>4.2. relate the key words with other words such as their synonyms, antonyms and lexical forms when answering questions about the text.</p> <p>5. identify the speakers' emotions and opinions in the texts with the help of verbal and non-verbal clues (i.e. expressions of agreement/ disagreement, hesitations, body language and gestures).</p> <p>6. use note-taking strategies to demonstrate understanding</p> <p>6.1. record simple notes during a presentation/ demonstration on a given familiar topic. (GSE: 53, CEFR: B1+ (51-58))</p> <p>6.2. write a list of the main points of messages and announcements if provided clearly and slowly.</p> <p>7. make simple inferences from a text.</p> <p>7.1. extract basic inferences on familiar topics in simple, everyday conversations</p>	<p>expressions in a conversation or a speech. (GSE: 39, CEFR: A2+ (36-42))</p> <p>1.5. express their and other people's feelings (e.g. enthusiasm, excitement, happiness) by giving short reasons in a speech. (GSE: 40, CEFR: A2+ (36-42))</p> <p>2. describe people/places/things/everyday matters/current issues producing intelligible and coherent sentences.</p> <p>2.1. describe the purpose and the use of something by describing its qualities (e.g. colour, shape, size) in an oral context. (GSE: 37, CEFR: A2+ (36-42))</p> <p>2.2. describe everyday topics (e.g. people around them, places, things and everyday matters) with the help of fixed expressions providing details in a speech. (GSE: 38, CEFR: A2+ (36-42))</p> <p>2.3. interpret and describe simple visuals on familiar topics (e.g. a weather map, a basic flow chart).</p> <p>2.4. describe the steps and process of things (e.g. a recipe, how a familiar machine works) simply in a speech or a conversation. (GSE: 40, CEFR: A2+ (36-42))</p> <p>2.5. describe short, basic events and activities in a simple way in a speech. (GSE: 42, CEFR: A2+ (36-42))</p> <p>2.6. report the main points made in a text they have listened to or read (e.g. events, news, literary works, podcasts) if delivered slowly and clearly.</p> <p>3. participate in fluent exchanges of information on various topics through rehearsed or random dialogues and discussions (e.g.: role-playing, information</p>
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<p>5.2. match the vocabulary items in the text with their definitions or antonyms/synonyms.</p> <p>5.3. explain an approximate meaning of the key vocabulary items in a simple way.</p> <p>5.4. identify the parts of speech of the vocabulary items given in the text.</p> <p>6. demonstrate intensive reading strategies.</p> <p>6.1. answer comprehension questions by understanding texts related to their interests or needs. (GSE: 30, CEFR: A2 (30-35))</p> <p>6.2. express their opinions, experiences or preferences based on the information given in the text.</p> <p>6.3. follow simple instructions (e.g. rules, regulations such as safety) written in a text accurately to carry out a given task. (GSE: 30, CEFR: A2 (30-35); GSE: 35, CEFR: A2 (30-35); GSE: 37, CEFR: A2+ (32-46); GSE: 39, CEFR: A2+ (32-46))</p> <p>6.4. compare basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (GSE: 38, CEFR: A2+ (32-46))</p> <p>6.5. distinguish facts and opinions using the clues or words/phrases in the text.</p> <p>7. identify references in a text in a simple way.</p>	<p>4. demonstrate ability in taking down notes. (GSE: 31, A2 (30-35)), (GSE: 38, A2+ (36-42))</p> <p>4.1. produce short, simple notes while researching a topic or listening to a talk about it.</p> <p>4.2. produce short, simple replies or messages using basic expressions. (GSE: 39, A2+ 36-42))</p> <p>5. produce formal and informal emails using relevant vocabulary given prompts and models.</p> <p>5.1. organise information to write or respond to a formal letter or email such as an application, covering letter/email or letter/email of complaint. (GSE: 39, A2+ (36-42)), (GSE: 46, B1 (43-50)), (GSE: 48, B1 (43-50))</p> <p>5.2. produce openings and endings in simple formal emails accurately.</p> <p>5.3. organise information to write or respond to an informal letter or email with a function.</p> <p>5.4. use commonly used abbreviations (such as ASAP, FYI, Q&A, FAQ) in formal and informal written contexts.</p> <p>6. apply basic punctuation (e.g. commas, full stops, question marks) rules while writing a text.</p>	<p>when delivered clearly in a text. (GSE 38, CEFR: A2+ (36-42))</p>	<p>gap, brainstorming, short interviews) when given prompts.</p> <p>3.1. perform communicative skills to meet their immediate needs (e.g. traveler's information, booking a ticket, checking in at airport, ordering a meal).</p> <p>3.2. start and end a short conversation by using fixed expressions. (GSE:32, CEFR A2 (30-36))</p> <p>3.3. discuss everyday activities (e.g. going shopping, buying food) using simple language in a conversation. (GSE: 37, CEFR: A2+ (36-42))</p> <p>3.4. ask questions and respond to questions in social exchanges or interviews. (GSE: 37, CEFR: A2+ (36-42))</p> <p>3.5. give simple instructions to complete a basic task at the time of speaking if given a model. (GSE:37, CEFR A2+ (36-42))</p> <p>3.6. make phone conversations by using fixed expressions. (GSE: 38, CEFR: A2+ (36-42)) (GSE: 41, CEFR: A2+ (36-42)) (GSE: 42, CEFR: A2+ (36-42))</p> <p>3.7. continue a conversation by giving relevant reactions such as showing interest or asking for attention. (e.g. Really?, Go on!, What's next?, Attention please!) (GSE:41, CEFR A2+ (36-42))</p> <p>3.8. ask for and give opinions about a given topic using fixed expressions.</p> <p>4. perform communicative functions such as inviting, asking for permission and rejecting by using relevant words/phrases in different contexts.</p> <p>4.1. make a polite request related to immediate needs by using basic and fixed expressions fluently. (GSE:30, CEFR A2 (30-36))</p>
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<p>7.1. decide what nouns/pronouns/determiners refer to in a text.</p> <p>7.2. identify the relations within sentences in texts by finding out the references.</p> <p>8. make simple inferences from a text.</p> <p>8.1. conclude basic inferences from simple information accurately after reading a short text (e.g. guessing the time periods, relationships of people). (GSE :38, CEFR:A2+(36-42)</p> <p>8.2. infer the opinion of the author and tone in a text through contextual clues and vocabulary.</p> <p>8.3. identify different genres, audience, purpose or point of view (third person, first person etc.) accurately in a text.</p>			<p>4.2. invite someone to an event by telling the time and location by using simple and fixed expressions. (GSE:31, CEFR A2 (30-36))</p> <p>4.3. communicate in a dialogue including permission (ask for, give or refuse permission) by using appropriate structures and expressions. (GSE: 40, CEFR: A2+ (36-42))</p> <p>4.4. give basic advice by using simple and fixed expressions in a dialogue accurately. (GSE: 39, CEFR: A2+ (36-42))</p> <p>4.5. make and respond to excuses/ apologies by using basic and fixed expressions in a dialogue. (GSE: 40, CEFR: A2+ (36-42))</p> <p>4.6. make and respond to suggestions/offers accurately by using appropriate structures or expressions in a conversation. (GSE: 41, CEFR: A2+ (36-42))</p> <p>5. demonstrate some knowledge and performance on using proper discourse and nonverbal aspects of communication.</p> <p>5.1. perform accurate signs of body language to show feelings (e.g. agreement, disagreement, following the conversation).</p> <p>5.2. utilize some discourse markers in their sentences (e.g. right, anyway, well, oh, and, I mean).</p> <p>5.3. show some nonverbal skills during conversations or monologues. (e.g. having a relaxed position, keeping eye contact, using appropriate body language,voice, gestures, drawings, and signs)</p> <p>5.4. perform a talk by using an accurate register.</p> <p>6. produce intelligible words and sentences showing signals of fluency and their knowledge of pronunciation.</p>
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VOCABULARY

GRAMMAR (GSE 30-42)

By the end of this level, students will be able to use key words on the following themes/topics:

By the end of this level, students will be able to use the following language forms and functions in order to communicate with others, share opinions and show understanding of the content in everyday and academic contexts at CEFR A2 level.

Describing People	appearance
	personality
Things You Wear	clothes
	footwear
	accessories
	jewellery
Holidays	phrases with go
	other holiday phrases (book, hire, rent, spend, sunbathe, buy, have, stay, take)
	adjectives to describe weather, hotel, town, people
Prepositions	at / in / on
	verbs + prepositions (arrive at/in, wait for, depend on, agree with, ask for, listen to, pay for, speak to, spend on, worry about, believe in, think about, belong to)
Housework	housework (do the shopping, make the bed, clean the floor etc.)
	make or do
Shopping	in a shop store
	online
Describing a Town or City	where is it?
	how big is it?
	what's it like?
	what is there to see?

Word Order in Questions	<ul style="list-style-type: none"> ● questions with be and can ● questions with do / does / did in Present Simple and Past Simple
Present Simple	<ul style="list-style-type: none"> ● revision of affirmative, negative, interrogative forms ● adverbs and expressions of frequency
Present Continuous	<ul style="list-style-type: none"> ● revision of affirmative, negative, interrogative forms ● action verbs and non-action verbs ● Present Simple or Present Continuous
Past Simple	<ul style="list-style-type: none"> ● revision of affirmative, negative, interrogative forms ● regular verbs ● irregular verbs
Time Sequencers	<ul style="list-style-type: none"> ● after that ● the next day/month/year ● later ● when
Connectors	<ul style="list-style-type: none"> ● because ● so ● but ● although
Future	<ul style="list-style-type: none"> ● be going to (plans and predictions) ● Present Continuous for future arrangements ● will / won't for predictions / instant decisions / promises ● will / won't / shall for offers
Relative Clauses (Defining)	<ul style="list-style-type: none"> ● who/that ● which/that ● where
Present Perfect	<ul style="list-style-type: none"> ● revision of affirmative, negative, interrogative forms ● time expressions (yet, just, already) ● time expressions (for, since) ● Present Perfect or Past Simple ● been and gone
Indefinite Pronouns	<ul style="list-style-type: none"> ● someone/somebody ● anyone/anybody ● nobody/no one ● something

Opposite verbs	arrive x leave, break x repair, download x upload, find x lose, forget x remember, lend x borrow, buy x sell, pass x fail, love x hate, miss x catch, pick up x drop off x push x pull, send x receive, start x finish, teach x learn, turn on x turn off, win x lose
Verb Forms	verbs + infinitive verbs + gerund
get	get = become (adjective + past participle) get = become (comparative) get = buy / obtain get + preposition (phrasal verbs) get (to) = arrive get = receive
Confusing Verbs	wear, carry, win, earn, know, meet, hope, wait, watch, look at, look, look like, miss, lose, bring, take, look for, find, say, tell, lend, borrow, hear, listen to
Animals	insects farm animals wild animals sea animals
Expressing Movement	under, along, round, through, into, across, over, up, past, towards, down, out of
Phrasal Verbs	be over, go off, set off, give up, throw away, turn down/up, look up, fill in, find out, put on, take off, look after, look forward, check in, come on, get up, go away, go back, call back, drop off, give back, pay back, pick up, put away, send back, take back, take out, try on, turn on/off, write down, go on, get on/off, look for, look round, run out of

	<ul style="list-style-type: none"> ● anything ● nothing ● somewhere ● anywhere ● nowhere
Comparative & Superlatives	<ul style="list-style-type: none"> ● comparative adjectives ● comparative adverbs ● comparatives with pronouns ● superlative adjectives
Quantifiers	<ul style="list-style-type: none"> ● too much/many ● too ● (not) enough
Gerunds & Infinitives	<ul style="list-style-type: none"> ● infinitive with to after certain verbs ● infinitive with to after adjectives ● infinitive with to after question words ● infinitive with to to state an goal ● gerund as the subject of a sentence ● gerund as the object of a sentence ● gerund after prepositions
Modal Verbs	<ul style="list-style-type: none"> ● have to / don't have to ● interrogative form of have to ● must / mustn't ● should / shouldn't ● might / might not (possibility)
Conditionals	<ul style="list-style-type: none"> ● first conditional ● second conditional ● first or second conditional
Possessive Pronouns	<ul style="list-style-type: none"> ● pronouns and possessive adjectives review ● mine, yours, his, hers, ours, theirs
the Passive	<ul style="list-style-type: none"> ● present passive ● past passive ● by
Past Perfect	<ul style="list-style-type: none"> ● affirmative, negative, interrogative forms ● had or would
used to	<ul style="list-style-type: none"> ● affirmative, negative, interrogative forms ● used to or usually
so & neither	<ul style="list-style-type: none"> ● so + auxiliaries (present simple, present continuous, can, past simple, would, present perfect)

School Subjects	art, foreign languages, geography, history, IT (information technology), literature, maths, PE (physical education), science (physics, chemistry, biology)		
Noun Formation	decide/decision, revise/revision, confuse/confusion, invent/invention, compete/competition, educate/education, invite/invitation, pronounce/pronunciation, choose/choice, advise/advice, fly/flight, live/life, die/death, succeed/success		
Similarities and Differences	as, both, from, identical, like, similar		
			<ul style="list-style-type: none"> neither + auxiliaries (present simple, present continuous, can, past simple, would, present perfect) neither and nor
		Reported (or Indirect) Speech	<ul style="list-style-type: none"> direct speech to reported speech (present simple, present continuous, will, past simple, past perfect) say or tell
		Questions without auxiliaries	<ul style="list-style-type: none"> who + verb which (noun) + verb how many (noun) + verb

INTERMEDIATE LEVEL

READING	WRITING	LISTENING	SPEAKING
<p>TEXT LENGTH: around 400 words TEXT DIFFICULTY: authentic, semi authentic texts written in standard language at CEFR B1/B1+ level TEXT TYPES: newspaper articles, magazine articles, academic articles, letters, emails, postings, graded books, informative texts on a wide range of topics</p>	<p>TEXT LENGTH: around 200 words TEXT DIFFICULTY: well-designed texts at CEFR B1/B1+ level TEXT TYPE/GENRE: essays</p>	<p>TEXT LENGTH: max. 4 mins TEXT DIFFICULTY: authentic/semi-authentic texts given in standard language spoken at a conversational pace at CEFR B1/B1+ level TEXT TYPE: phone calls/ messages, everyday issues (e.g. transportation, eating in/out), announcements, conversations, stories, instructions, interviews, informative texts on various matters</p>	<p>TEXT LENGTH: min. 2 min., max 5 min. TEXT DIFFICULTY: monologues or dialogues on familiar or academic topics, current issues at CEFR B1/B1+ level TEXT TYPE: presentations, opinion exchanges, longer dialogues and role plays, discussions</p>
<p>By the end of the level, students will be able to:</p> <p>1. skim a text to identify the main purpose and the key points. (GSE:45, CEFR:B1 (43-50))</p> <p>1.1. identify most of the key points in a given text containing related vocabulary. (GSE: 57, CEFR: B1 (51-58))</p> <p>1.2. identify the purpose of the text (e.g. informational, narrative, argumentative) and target readers.(GSE: 62,CEFR: B2 (59-66))</p> <p>1.3. predict the content of the text from headings, titles, or headlines. (GSE:48, CEFR: B1 (43-50))</p>	<p>By the end of the level, students will be able to:</p> <p>1. use well-developed sentences about familiar topics, current and academic issues within a text accurately.</p> <p>1.1. use various linkers accurately to combine sentences smoothly. (GSE: 51, B1+ 51-58))</p> <p>1.2. complete a text by constructing accurate and logical sentences.</p> <p>1.3. edit incorrect or irrelevant sentences in a given text. (GSE: 54, B1+ (51-58))</p> <p>2. demonstrate basic essay writing skills about familiar topics,current and academic issues using target grammatical and lexical</p>	<p>By the end of the level, students will be able to:</p> <p>1. get the gist of a listening text when conducted clearly.</p> <p>1.1. recognize and follow the general structure of a talk accurately (GSE: 49, CEFR: B1 (43-50))</p> <p>1.2. follow the gist of talks (e.g. explanations, recorded instructions, lectures, extended discussion, narratives, conversations, clearly structured academic presentations) (GSE: 36, CEFR; A2+(36-42)), (GSE: 46, CEFR: B1 (43-50)), (GSE: 48, CEFR: B1 (43-50)), (GSE: 49, CEFR: B1 (43-50)), (GSE: 51, CEFR: B1+), (GSE: 57, CEFR: B1+ (51-58)), (GSE: 62, CEFR:B2)</p> <p>1.3. follow the main points of various audio-visual media postings (e.g.</p>	<p>By the end of the level, students will be able to:</p> <p>1. talk about people/places/things/matters/experiences producing intelligible and coherent sentences.</p> <p>1.1. describe the key themes and characters in short narratives involving familiar vocabulary in a given task.</p> <p>1.2. talk about real or imagined events. (e.g. memorable moments in their lives, plans for imaginary situations, their dreams, hopes and ambitions) (GSE: 47, GSE: 48, CEFR: B1 (43-50)) (GSE: 45, CEFR: B1 (43-50))</p> <p>1.3. talk about everyday problems. (GSE: 49, CEFR: B1 (43-50))</p> <p>2. perform a discussion talking about their ideas while supporting them in a persuasive way in relevant contexts.</p> <p>2.1. express their personal beliefs and opinions. (GSE: 45, CEFR: B1 (43-50))</p> <p>2.2 give brief reasons and explanations for a familiar subject using related language in a given context. (GSE: 45, CEFR: B1 (43-50))</p> <p>2.3. ask other students about their beliefs, opinions and reasons for their views. (GSE: 46, CEFR: B1 (43-50)) (GSE: 47, CEFR: B1 (43-50))</p>

<p>2. scan a text to find specific information given a time limit. (GSE: 44, CEFR: B1 (43-50))</p> <p>3. identify the organisation of a text and its flow of information. (GSE: 52, CEFR: B1+ (51-58))</p> <p>3.1. relate a supporting example with the main idea by following connectors and key vocabulary in a text. (GSE: 50, GSE: 54, CEFR: B1 (43-50-51-58))</p> <p>3.2. identify the main relationships (e.g. cause and effect, problem solution) in a given structured text. (GSE: 57, GSE: 58, CEFR: B1 (51-58))</p> <p>3.3. insert the given information in a text using organisational clues.</p> <p>3.4. identify the transitions between the paragraphs using the clues such as bridge sentences or linking words. (GSE:62, CEFR:B2(59-66))</p> <p>4. utilise strategies to understand the unknown words/phrases in a text.</p> <p>4.1. identify most of the key subject vocabulary in relatively complex written descriptions to answer comprehension check questions. (GSE: 45, CEFR: B1 (43-50))</p> <p>4.2. predict the meaning of unknown</p>	<p>structures at this level. (GSE: 53, B1+ (51-58))</p> <p>2.1. prepare an overall outline of an essay to organise ideas and information accurately on a given topic when provided with a model. (GSE: 44, B1 (43-50)), (GSE: 48, B1 (43-50))</p> <p>2.2. make logical paragraph breaks in a longer text about a familiar topic. (GSE: 45, B1 43-50))</p> <p>2.3. compose the introductory paragraph of a simple opinion essay including a well-developed thesis statement on a given topic. (GSE: 50, B1 43-50)</p> <p>2.4. compose the body paragraphs of a simple opinion essay on a given topic. (GSE: 45, B1 43-50)</p> <p>2.5. compose the concluding paragraph of a simple opinion essay on a given topic. (GSE: 52, B1+ 51-58))</p> <p>2.6. explain their opinions stating their reasons in written language on a provided topic in a given task. (GSE: 49, B1 43-50))</p> <p>2.7. use linkers accurately when</p>	<p>podcasts, TV/radio news items reporting events, TV programs) (GSE: 48, CEFR: B1 (43-50)), (GSE: 49, CEFR: B1 ((43-50)), (GSE: 51, CEFR: B1+ (51-58)), (GSE: 58, CEFR: B1+ (51-58))</p> <p>2. demonstrate intensive listening skills in a text when conducted clearly</p> <p>2.1. identify a simple chronological sequence and logical flow in a recorded narrative or dialogue. (GSE: 43, CEFR: B1 (43-50))</p> <p>2.2. identify most of the details (e.g. instructions, directions, key factual information) provided that the speech is clear. (GSE: 49, CEFR: B1 (43-50)), (GSE: 53, CEFR: B1+ (43-50))</p> <p>2.3. follow repetitions or changes of the topic in discussions, talks or conversations containing basic academic or job-related vocabulary in slow and clear speech. (GSE: 49, CEFR: B1 (43-50)) (GSE: 53, CEFR: B1+ (51-58))</p> <p>2.4. recognize the relationship between main ideas and supporting details correctly. (GSE: 51, CEFR: B1+ (43-50))</p> <p>2.5. recognize different points of view in a discussion or presentation. (GSE: 56, CEFR: B1+ (51-58))</p> <p>3. guess the meaning of unknown words from context if the topic</p>	<p>2.4. develop an argument/counter argument using common fixed expressions on a topic. (GSE: 53, CEFR: B1+ (51-58))</p> <p>2.5. confirm understanding in a discussion by recognizing the details. (GSE: 55, CEFR: B1+ (51-58))</p> <p>2.6. report their group discussions in a detailed way to other students. (GSE:58,CEFR:B1+ (51-58))</p> <p>3. carry out dialogues communicatively by exchanging information in relevant contexts.</p> <p>3.1. show interest and participate in pair or group works to collaborate in shared tasks and work towards a common goal in a group.</p> <p>3.2. carry out a prepared structured interview with some spontaneous follow-up questions. (GSE: 45, CEFR: B1 (43-50))</p> <p>3.3. compare and contrast alternatives about what to do, where to go, etc. provided in a role-playing activity. (GSE: 51, CEFR: B1+ (51-58))</p> <p>3.4. deal with less common situations while doing activities such as shopping, receiving service, (e.g. returning an unsatisfactory purchase, problems while booking, loss of luggage, negotiating prices and asking for discounts) in a role-playing activity. (GSE: 59, CEFR: B2 (59-66))</p> <p>4. perform communicative functions using relevant words/phrases in different contexts.</p> <p>4.1. describe what they are looking for while carrying out a dialogue in a given task. (GSE: 44, CEFR: B1 (43-50))</p> <p>4.2. react appropriately to good and bad news using fixed expressions in given contexts. (GSE: 44, CEFR: B1 (43-50))</p> <p>4.3. make an apology with excuses or reasons given an appropriate context in a role play. (GSE: 45, CEFR: B1 (43-50))</p> <p>4.4. make and react to some suggestions and recommendations/advice in a dialogue on a context provided.</p>
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<p>keywords mostly in a reading text. (GSE: 46, CEFR: B1 (43-50))</p> <p>4.3. make use of vocabulary items to understand a text using some strategies. (e.g. finding an alternative for the keywords, matching the definitions)</p> <p>5. demonstrate intensive reading strategies.</p> <p>5.1. answer comprehension check questions by making use of the information given in the text.</p> <p>5.2. compare information (fact or opinion; similarities or differences) given in different texts on the same topic accurately. (GSE: 44, CEFR: B1 (43-50); GSE:51, CEFR: B1+ (51-58); GSE: 58, CEFR: B1+ (51-58))</p> <p>5.3. decide whether a certain piece of information is included in the text or not.</p> <p>6. Recognize the summary of a text.</p> <p>7. identify references in a text.</p> <p>7.1. decide what words or phrases in a text (e.g. pronouns, noun clauses, determiners, collocations) refer to.</p> <p>8. make inferences from a text.</p> <p>8.1. interpret the information in a text to make inference. GSE:51,</p>	<p>producing a written text. (GSE: 52, B1+ 51-58))</p> <p>2.8. support main ideas with relevant examples in an essay on a given topic. (GSE: 55, B1+ (51-58))</p> <p>2.9. write a final draft of their essays in line with peer feedback or teacher feedback. (GSE: 66, B2 59-66))</p> <p>3. paraphrase a sentence in a simple way.</p> <p>4. apply basic punctuation (e.g. commas, full stops, question marks) rules while writing a text.</p>	<p>discussed is familiar. (GSE: 57, CEFR: B1+ (51-58))</p> <p>4. predict information before/while listening to a text by using different listening strategies. .</p> <p>4.1. predict the content of a listening text using the clues such as visuals and headings.</p> <p>4.2. predict what will happen next while listening to a text. (GSE: 43, CEFR: B1 (43-50))</p> <p>5. make basic inferences about a listening text</p> <p>5.1. infer speakers' opinions in conversations on various topics accurately. (GSE: 51, CEFR: B1+ (51-58))</p> <p>5.2. deduce the general meaning of a passage from context in a longer, structured text. (GSE: 57, CEFR: B1+ 51-58)</p> <p>6. identify the speakers' feelings and opinions in the texts with the help of verbal and non-verbal clues (e.g. expressions of agreement/ disagreement, excuses, attitudes).</p> <p>6.1. identify speakers' feelings and attitudes with the help of tone of voice or intonation correctly. (GSE: 50, CEFR: B1+ (43-50))</p> <p>6.2. identify the main arguments (for and against, agreement and disagreement etc.) in a discussion</p>	<p>4.5. complain about problems related to familiar topics. (GSE: 51, CEFR: B1+ (51-58))</p> <p>4.6. accept or decline offers politely using a range of formal and informal expressions in a role play activity. (GSE:32, CEFR A2 (30-36))</p> <p>4.7. offer or ask for help when they need.</p> <p>4.8. ask for and give permission in a relevant context. (GSE: 40, CEFR: A2+ (36-42))</p> <p>5. demonstrate knowledge and performance on using proper discourse and nonverbal aspects of communication.</p> <p>5.1. perform a coherent monologue or dialogue including relevant information all through the talk.</p> <p>5.2. perform accurate signs of body language to show feelings or opinions (e.g. agreement, disagreement, following, eye contact, having a relaxed position, tone of voice, accurate register and style, showing enthusiasm to speak English).</p> <p>5.3. utilise discourse markers in their sentences (e.g. Let me think, I mean). (GSE: 45, CEFR: B1 (43-50))</p> <p>6. produce intelligible words and sentences while performing a monologue or dialogue showing signals of fluency and pronunciation</p> <p>6.1. demonstrate the accurate pronunciation of vocabulary items and fixed expressions intelligibly.</p> <p>6.2. speak fluently in line with their level.</p> <p>6.3. demonstrate word stress and intonation that is necessary for their level in a limited manner.</p> <p>7. perform a well-organised individual or group presentation using related skills.</p> <p>7.1. give a rehearsed talk or presentation on a familiar topic or their interests. (GSE: 53, CEFR: B1+ (51-58))</p>
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<p>CEFR: B1+(51-58); GSE: 55, CEFR:B1+(51-58)</p> <p>8.2. explain different genres, audience, purpose, source, or the writer's point of view by identifying the tone (e.g. neutral, positive etc.) of the text. (GSE: 48, CEFR: B1 (43-50))</p>		<p>delivered in clear standard speech. (GSE: 59, CEFR: B1+ (59-66))</p> <p>7. use note-taking strategies while listening to a text on various issues to demonstrate understanding.</p> <p>7.1. take notes as a list of key points during a talk such as a straightforward lecture to fill in a chart, form, diagram, etc., provided the topic is familiar, and the lecture is both formulated in simple language and articulated clearly. (Writing GSE: 50, CEFR: B1; GSE: 55, CEFR: B1+)</p>	<p>7.2. answer simple factual questions about a presentation they have given on a familiar topic in a given task. (GSE:54,CEFR: B1+(51-58))</p> <p>7.3. summarise the text by including only the key items on their presentation material.</p> <p>7.4. work as a team while designing a group project on a chosen topic.</p> <p>7.5. perform a presentation with clearly structured start, body and ending parts using transitional phrases and expressions.</p> <p>7.6. aid their talk with materials such as ppt., photographs, posters etc.</p> <p>8. show strategic competence skills in order to maintain simple conversations.</p> <p>8.1. clarify the meaning of a familiar word or phrase by using strategies such as giving synonyms, examples etc. in a random conversation. (GSE: 45, CEFR: B1 (43-50))</p> <p>8.2. check whether the information has been understood by using appropriate language. (GSE: 45, CEFR: B1 (43-50))</p> <p>8.3. initiate, maintain and close conversations when provided with an appropriate context using relevant phrases. (GSE: 46, CEFR: B1 (43-50))</p> <p>8.4. ask for repetition or clarification using fixed expressions in a given context. (GSE: 50, CEFR: B1 (43-50))</p> <p>8.5. take turns in a conversation by using the key phrases provided. (GSE: 52, CEFR: B1+ (51-58))</p> <p>8.6. ask extra questions to check their understanding while listening to a newly introduced topic. (GSE: 55, CEFR: B1+ (51-58))</p> <p>8.7. ask a question in a different way if misunderstood when given an appropriate context. (GSE: 58, CEFR: B1+ (51-58))</p>
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VOCABULARY		GRAMMAR (GSE 43-59)	
By the end of the level, students will be able to use key words on the following themes/topics:		By the end of this level, students will be able to use the following language forms and functions in order to communicate with others, share opinions and show understanding of content in everyday and academic contexts at CEFR B1/B1+ level.	
Food and cooking	Types of food	Present Simple	<ul style="list-style-type: none"> • Present Simple vs Present Continuous Revision • state and action verbs • verb both with state and action form: have, think • passive form
	Adjectives to describe food and cooking		
	Phrasal verbs (eat out, cut down on, cut out)	Determiners (articles and quantifiers)	<ul style="list-style-type: none"> • articles: a/ an/ the/ no article • quantifiers • large quantities: a lot of /lots of / a lot / plenty of • small quantities: few, a few; little, a little • more or less than you need or want: too+adj/ too+adv/ too much/ too many/ not enough/ adj+enough/ adv+enough • zero quantity: any/ no/ none
Family	Family members		
	Adjectives to describe personality		
	Negative prefixes (un-, in-, dis-, il-)	Modals	<ul style="list-style-type: none"> • necessity, obligation and prohibition revision (have to, must, should) • ability for all tenses and forms (can, could, be able to) • present modals of deduction (might, can't, must, may, could) • might/ must/ can't +be+gerund
Money	Verbs		
	Prepositions		
	Nouns		
	Phrasal verbs (take out, pay back, live off, live on)		

Changing Lives	Strong adjectives	Present Continuous	<ul style="list-style-type: none"> • Present Simple vs Present Continuous Revision • present continuous for future arrangements • passive form
	Adverbs used with strong adjectives		
Transport	Forms of transport	Simple Past	<ul style="list-style-type: none"> • Present Perfect vs Past Simple • narrative tenses • past habits and states (used to) • passive form
	Vehicles		
	Verb phrases related to travel and transport		
	Phrasal verbs (set off, pick sb up, end up, run out of, look out)	Future	<ul style="list-style-type: none"> • Future forms revision (present continuous for future, be going to, will / won't) • future plans and intentions • making future arrangements • instant decisions, promises, offers, predictions, future facts, suggestions • will/ shall
Men, women, children	Dependent prepositions after verbs		
	Dependent prepositions		

	after adjectives		
Manners	Phone language		
Skills	-ed/-ing adjectives		
Sporting superstitions	Sports related people and places	Gerunds & Infinitives	<ul style="list-style-type: none"> • the use of the gerund after prepositions and phrasal verbs, as the subject of a sentence, after some verbs • the use of the infinitive after adjectives, to express a reason or purpose, after some verbs • the negative gerund and the negative infinitive • verbs used as both gerund and infinitive with no change in meaning • the use of the infinitive with a person (verb+person+infinitive without to) • the infinitive without to
	Verbs		
	Phrasal verbs (warm up, work out, be sent off, be knocked out)		
Relationships	Relationships	Conditionals & Wish Clauses	<ul style="list-style-type: none"> • First conditional and future time clauses (when, until, unless, after, as soon as, before) • Second conditional • choosing between first or second conditional • would/ wouldn't + to for imaginary situations • Third conditional
	Verb phrases		
Cinema	Kinds of film	Comparative & Superlatives	<ul style="list-style-type: none"> • Comparatives & Superlatives Revision • object pronouns after than and as • the same as • regular and irregular comparative adverbs • superlatives with adjective pronouns (e.g. My happiest memory) • superlatives with present perfect (e.g. The best book I have ever read) • <i>in</i> after superlatives
	Difference between word pairs and phrases		
	People and things		
	Verbs and verb phrases		
Photos	Parts of the body	Present Perfect	<ul style="list-style-type: none"> • Present Perfect vs Past Simple • usage with superlatives e.g. The worst movie she's ever seen. • ever, never, yet, already • passive form
	Possessive pronouns with parts of the body		
	Verbs related to the body		
Education	School subjects	Present Perfect Continuous	<ul style="list-style-type: none"> • Present Perfect vs Present Perfect Continuous • since/for • questions with how long • state and action verbs
	Words related to the school system in the UK and the US		
	Words related to discipline and exams		
	make, let, and allow		

Houses	Describing where you live using <i>in</i> or <i>on</i> (eg. in the country, on the second floor)
	Parts of a house
	The furniture or devices in a house
	Describing a house or a flat
Work	Verb phrases related to work
	Saying what you do
	Word-building
	Using the prepositions <i>at, for, in, or of</i>
Shopping	The difference between similar phrases related to shopping
	Making nouns from verbs
Encounters	Making adjectives and adverbs
Digital detox	Electronic devices
	Phrasal verbs related to devices
	Separable vs inseparable phrasal verbs
Idols and icons	Compound nouns
Crime	Words related to crime

	<ul style="list-style-type: none"> • affirmative, negative, interrogative forms • live and work used in both present perfect and present perfect continuous with no change in meaning
Past Continuous	<ul style="list-style-type: none"> • Narrative tenses revision • passive form
Passive	<ul style="list-style-type: none"> • affirmative, negative, interrogative forms • with all tenses and modals
Relative Clause	<ul style="list-style-type: none"> • defining relative clause revision • non-defining relative clause
Reported Speech	<ul style="list-style-type: none"> • Direct and reported speech revision: present simple, present continuous, present perfect, past simple, will, may, can, must (changing into <i>had to</i>) • the words changing while reporting • say and tell • reported questions (with both yes/no questions and information questions)
Past Perfect	<ul style="list-style-type: none"> • Narrative tenses revision