

British Council – EAQUALS curriculum

	A1	A2	B1	B2	C1
FUTURE					
Future Time (going to)					
Future Time (present continuous)					
Future Time (will and going to)			Prediction	Prediction	Prediction
Future Continuous				Prediction	Prediction
Future Perfect					Prediction
Future Perfect Continuous					Prediction
MODALS: CAN					
Can/can't					
Can/could					
MODALS: POSSIBILITY					
Might, may, will, probably					
Must/can't (deduction)					
MODALS: OBLIGATION AND NECESSITY					
Have to					
Must/have to					
Should					
MODALS: PAST					
Should have/might have/etc					
Can't have, needn't have					

This table is an extract from the full version which will be published by the end of 2010. The language point appears at the level(s) at which it is considered of most relevance to the learner in the classroom.



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	A1	A2	B1	B2	C1
Functions	Directions Describing habits and routines Giving personal information Greetings Numbers Prices Telling the time	Describing people Describing places Describing things Describing habits and routines Describing past experiences Requests Suggestions Obligation and necessity	Checking understanding Describing experiences and events Describing feelings and emotion Describing places Expressing opinions; language of agreeing and disagreeing Initiating and closing conversation Managing interaction (interrupting, changing topic, resuming or continuing)	Describing experiences Describing feelings and emotions Describing hopes and plans Develop an argument Expressing agreement and disagreement Expressing opinions Interacting informally, reacting, expressing interest, sympathy, surprise etc. Opinion, justification Speculating Taking the initiative in interaction Encouraging and inviting another speaker to continue, come in Expressing abstract ideas Synthesizing, evaluating, glossing info Expressing reaction, e.g. indifference Critiquing and reviewing	Conceding a point Critiquing and reviewing constructively Defending a point of view persuasively Developing an argument systematically Emphasizing a point, feeling, issue Expressing attitudes and feelings precisely Expressing opinions tentatively, hedging Expressing reaction, e.g. indifference Expressing shades of opinion and certainty Responding to counterarguments Speculating and hypothesising about causes, consequences etc. Synthesising, evaluating and glossing information Expressing certainty, probability, doubt
Grammar	Adverbs of frequency Comparatives and superlatives Going to How much/how many and very common uncountable nouns I'd like Imperatives (+/-) Modal: Can/Can't/Could/Couldn't Nouns – regular/common irregular plural Past simple of "to be" Past Simple Possessive adjectives Possessive s repositions, common Prepositions of place Prepositions of time, including in/on/at Present continuous Present simple Pronouns: simple, personal Questions There is/are To be, including question+negatives Verb + ing: like/hate/love	Adjectives – comparative, – use of than and definite article Adjectives – superlative – use of definite article Adverbs of frequency Adverbial phrases of time, place and frequency – including word order Articles – with countable and uncountable nouns Countables and Uncountables: much/many Future Time (will and going to) Gerunds Imperatives Modals – can/could Modals – have to Modals – should Past Simple Past Continuous Phrasal verbs – common Possessives – use of 's, s' Prepositional phrases (place, time and movement) Prepositions of time: on/in/at etc Present continuous Present continuous for future Present perfect Present simple Question forms present simple Questions Verb + ing / infinitive: like / want-would like Zero and 1st conditional Wh-questions in past	Adverbs Broader range of intensifiers such as too, enough Comparatives and superlatives Complex question tags Conditionals, 2nd and 3rd Connecting words expressing cause and effect, contrast etc. Future Continuous Linkers: sequential, past time Modal – must/can't (deduction) Modals – might, may, will, probably Modals – should have/might have/etc Modals – would/should Modals: must/have to Past continuous Past perfect Past simple Past tense responses Present Perfect Continuous Present Perfect/Past simple Reported speech (range of tenses) Simple passive Wh- questions in the past will for prediction Phrasal verbs, extended	Adjectives and adverbs Future Perfect Linkers: although, in spite of, despite Mixed conditionals Modals – can't have, needn't have Modals of deduction and speculation Narrative tenses (revision) Passives Passives (revision) Past perfect Past Perfect Continuous Past simple Relative clauses Reported speech Wish/if only and regrets	Futures for prediction Inversion with negative adverbials Mixed conditionals in past, present and future Modals in the past Narrative tenses for experience, incl. passive Passive forms, all Wish/if only regrets
Discourse Markers	Connecting words, and, but, because	Linkers: sequential – past time	Linkers: sequential past time Connecting words expressing cause and effect, contrast etc	Linkers: sequential – past time – subsequently Connecting words expressing cause and effect, contrast etc. Linkers: although, in spite of, despite	Linking devices, logical markers Markers to structure and signpost formal and informal speech and writing
Vocabulary	Food and drink Nationalities and countries Personal information Things in the town, shops and shopping Verbs – basic	Things in the town, shops and shopping Food and drink Travel and services Adjectives: personality, description, feelings	Things in the town, shops and shopping Travel and services Collocation Colloquial language	Collocation Colloquial language	Collocation Colloquial language Approximating (Vague language) Differentiating to choose the best word in context Eliminating false friends Formal and informal registers Idiomatic expressions
Topics	Family life Hobbies and pastimes Holidays Work and jobs Shopping Leisure activities	Hobbies and pastimes Holidays Work and jobs Shopping Leisure activities Education	Leisure activities Education Film Books and literature News, lifestyles and current affairs Media	Film Books and literature News, lifestyles and current affairs Media Arts	Film Books and literature News, lifestyles and current affairs Media Arts

Core curriculum inventory

The inventory represents the core of English language taught at Common European Framework of Reference (CEFR) levels A1 to C1 in English. Only the features most commonly included at each level have been listed. In any particular context, teachers and syllabus writers would add other language points to this minimal core, based upon an analysis of the needs and interests of the learners concerned. Decisions on recycling of language have also been left to teachers and syllabus writers. The inventory can also be used by learners as a guide to essential language for self-directed study.

Teaching not testing

The core curriculum has been created with teachers and learners in mind. Each language point appears at the level(s) at which it is considered of most relevance to the learner in the classroom. Language testers should note that learners are not expected to have mastery of the language points at that stage. What we teach, what learners can do with the language, and what we test in examinations are not always identical.

Development methodology

- A number of sources were drawn on, including:
- an analysis of the language implied by CEFR descriptors
 - an analysis of content common to various CEFR-based language school syllabuses and popular coursebooks for English, and
 - a teacher survey.

Status

The inventory documents current best practice, and can be used in conjunction with databases of learner language like the forthcoming English Profile.

Fuller version

A fuller version of the Inventory, which will include sample scenarios with clusters of descriptors and language points, as well as advice on text-types, will be available by the end of 2010.