LEVEL A1

COMMUNICATIVE OBJECTIVES
Here you will find a detailed list of what you will be able to do by the end of your A1 level course.

SPOKEN INTERACTION
- I can use basic greeting and leave taking expressions.
- I can ask how people are.
- I can interact in a simple way, asking and answering basic questions, if I can repeat, repair and get help.
- I can ask and answer (simple personal) questions, like "What's your name?", "How old are you?" if the other person speaks slowly and is very helpful.

LISTENING
- I can understand simple words and phrases, like "excuse me", "sorry", "thank you", etc.
- I can understand the days of the week and months of the year.
- I can understand times and dates.
- I can understand numbers and prices.

WRITING
- I can write simple sentences about myself, for example where I live.
- I can write about myself and what I do.
- I can write simple sentences, for example, name, address, date of birth.
- I can establish contact with people using simple words and phrases.
- I can very simply describe where I live.
- I can very simply describe myself and my family.
- I can very simply describe where I live.

SPOKEN PRODUCTION
- I can give personal information (address, telephone number, nationality, age, family and hobbies).
- I can understand very simple forms well enough to give basic personal details (for example, name, address, date of birth).
- I can recognise names, words and phrases I know and use them to understand very simple sentences if there are pictures.
- I can very simply ask somebody to repeat what they said.
- I can very simply describe myself and my family.
- I can very simply describe where I live.

READING
- I can understand forms well enough to give basic personal details (for example, name, address, date of birth).
- I can understand very simple sentences if there are pictures.
- I can understand words and phrases on everyday signs (for example, "station", "car park", "no parking", "no smoking", "keep left").

STRATEGIES
- I can very simply describe where I live.
- I can very simply describe myself and my family.
- I can understand forms well enough to give basic personal details (for example, name, address, date of birth).
- I can very simply describe where I live.
- I can very simply describe where I live.

GRAMMAR AND VOCABULARY OBJECTIVES
To learn how to use English in these situations, you will need to know most of these language areas.

GRAMMAR
- Adjectives: common and demonstrative
- Adverbs of frequency
- Comparatives and superlatives
- Going to
- How much/how many and very common uncountable nouns
- I'd like
- Imperatives (+/-)
- Possessive adjectives
- Possessive s
- Prepositions, common
- Questions
- Present continuous
- Present simple
- Pronouns: simple, personal
- Questions
- Present simple
- To be, including questions/negatives
- Verbs – basic

VOCABULARY
- Food and drink
- Nationalities and countries
- Personal information
- Things in the town, shops and shopping
- Verbs – basic

LANGUAGEx WORK
This is the type of language work you'll be studying with your teacher. These phrases will be useful in the classroom and beyond.

- I can ask how people are.
- I can understand times and dates.
- I can understand numbers and prices.
- I can understand very simple forms well enough to give basic personal details (for example, name, address, date of birth).
- I can understand very simple sentences if there are pictures.
- I can understand words and phrases on everyday signs (for example, "station", "car park", "no parking", "no smoking", "keep left").
- I can give personal information (address, telephone number, nationality, age, family and hobbies).
- I can ask and answer (simple personal) questions, like "What's your name?", "How old are you?" if the other person speaks slowly and is very helpful.
- I can use basic greeting and leave taking expressions.
- I can ask how people are.
- I can interact in a simple way, asking and answering basic questions, if I can repeat, repair and get help.
- I can ask and answer (simple personal) questions, like "What's your name?", "How old are you?" if the other person speaks slowly and is very helpful.
- I can understand very simple forms well enough to give basic personal details (for example, name, address, date of birth).
- I can understand very simple sentences if there are pictures.
- I can understand words and phrases on everyday signs (for example, "station", "car park", "no parking", "no smoking", "keep left").
- I can give personal information (address, telephone number, nationality, age, family and hobbies).
- I can ask and answer (simple personal) questions, like "What's your name?", "How old are you?" if the other person speaks slowly and is very helpful.
- I can use basic greeting and leave taking expressions.
- I can ask how people are.
- I can interact in a simple way, asking and answering basic questions, if I can repeat, repair and get help.
- I can ask and answer (simple personal) questions, like "What's your name?", "How old are you?" if the other person speaks slowly and is very helpful.

- We have three cats and one dog.
- 45 Euros per night.
- 15.
- My name is Carlos.
- She's taller than Michelle.
- I'm from the north of China.
- I have a cup of tea every morning.
- She eats fruit every day.
- When did you arrive?
- We are from South America.
- When is the gym open?
- We are from South America.
- We always go shopping on Saturdays.
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COMMUNICATIVE OBJECTIVES
Here you will find a detailed list of what you will be able to do by the end of your A2 level course.

SPOKEN INTERACTION
- I can ask people how they feel in different situations. For example: “Are you hungry?” or “Are you OK?” and say how I feel.
- I can ask and answer simple questions about home and country, work and free time, likes and dislikes.
- I can ask and answer simple questions about a past event. For example: the time and place of a party, who was at the party and what happened there.
- I can make and accept apologies.
- I can make and accept invitations, or refuse invitations politely.

SPOKEN PRODUCTION
- I can describe myself, my family and other people.
- I can describe my education, my present or last job.
- I can describe my hobbies and interests.
- I can describe my home and where I live.
- I can understand what I did at the weekend or on my last holiday.
- I can talk about my plans for the weekend or my next holiday.

LISTENING
- I can understand short, simple texts containing familiar vocabulary including international words.
- I can understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly.
- I can understand short, clear and simple messages at the airport, railway station etc. For example: “The train to London leaves at 4.35.”
- I can understand the main points in short, simple news items and descriptions if I already know something about the subject. For example: news about sport or famous people.
- I can understand short simple messages from friends. For example: e-mails, web chats, postcards or short letters.

WRITING
- I can write a simple message, for example to make or change an invitation or an appointment to meet.
- I can write short messages to friends to give them personal news or to ask them a question. For example: a text message or a postcard.
- I can complete a questionnaire with information about my educational background, my job, my interests and my skills.
- I can write about things and people I know well using simple language. For example: descriptions of friends, what happened during the day.

STRAATEGIES
- I can start a conversation.
- I can explain what I don’t understand and ask simply for clarification.
- I can start, maintain, or end a short conversation in a simple way.
- I can ask somebody to repeat what they said in a simpler way.

COMMUNICATIVE GOALS
Here you will find a detailed list of what you will be able to do by the end of your A2 level course.

GRAMMAR AND VOCABULARY OBJECTIVES
To learn how to use English in these situations, you will need to know most of these language areas.

GRAMMAR
- Adjectives – comparative – use of than and and definite article
- Adjectives – superlative – use of definite article
- Adverbial phrases of time, place and manner
- Adverbs of frequency
- Articles – with countable and uncountable nouns
- Countables and Uncountables: much/many
- Future Time (will and going to)
- Gerunds
- Going to
- Imperatives
- Modals – can/could
- Modals – have to
- Modals – should
- Past continuous
- Past simple
- Phrasal verbs – common
- Possessives – use of ‘s’
- Prepositional phrases (place, time and movement)
- Prepositions of time: on/in/at
- Present continuous
- Present continuous for future
- Present perfect
- Present perfect continuous
- Present perfect simple past
- Questions
- Verbs + ing/intensive/like/want–would like
- Wh-questions in past
- Zero and 1st conditional

VOCABULARY
- Adjectives: personality, description
- Feelings
- Food and drink
- Things in the town, shops and shopping
- Travel and services

LANGUAGE WORK
This is the type of language work you’ll be studying with your teacher. These phrases will be useful in the classroom and beyond.

- On Sundays I visit my mother.
- Ekaterina is tall and slim.
- I will see you tomorrow.
- She’s going to have an operation in October.
- Nannette’s playing basketball tonight.
- He has lost his wallet.
- Have you got your results yet?
- Have you ever been to Greece?
- Have they come back from the supermarket?
- If I stay in the sun I get a headache.
- Could I use your computer? Yes. Of course you can.
- This could be England’s best chance.
- I have to go to Madrid tomorrow. I’ve got a job interview.
- You should stay in and study tonight. You’ve got an exam on Friday.
- Would you like a piece of cake / cup of tea?
- You need as much information as possible.
- He must hurry. We are late.
- We will stay there 5 days and visit Herakleum and then Pompeii. After that we will go to Procida, but I don’t like it. Finally we stayed a week in Capri.
- Somebody stop him!
LEVEL B1

COMMUNICATIVE OBJECTIVES
Here you will find a detailed list of what you will be able to do by the end of your B1 level course.

SPOKEN INTERACTION
- I can start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest.
- I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.
- I can have simple telephone conversations with people I know.
- I can ask for and follow detailed directions.
- I can briefly explain and justify my opinions.
- I can start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest.
- I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.
- I can have simple telephone conversations with people I know.
- I can ask for and follow detailed directions.
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COMMUNICATIVE OBJECTIVES

Here you will find a detailed list of what you will be able to do by the end of your B2 level course.

SPOKEN INTERACTION
- I can take an active part in conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking.
- I can evaluate advantages & disadvantages and participate in reaching a decision in formal or informal discussion.
- I can sustain my opinions in discussion by providing relevant explanations, arguments and comments.
- I can use the telephone to find out detailed information; provided the other person speaks clearly and ask follow-up questions to check that I have understood a point fully.

SPOKEN PRODUCTION
- I can give clear, detailed descriptions on a wide range of subjects related to my field of interest.
- I can develop a clear argument, linking my ideas logically and expanding and supporting my points with appropriate examples.
- I can present a topical issue in a critical manner and weigh up the advantages and disadvantages of various options.
- I can summarise information and arguments from a number of sources, such as articles or reports, discussions, interviews, presentations, etc.
- I can summarise orally the plot and sequence of events in a film or play.

LISTENING
- I can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.
- I can understand in detail what is said to me in standard spoken language.
- I can follow TV drama and the majority of films in standard dialect.
- I can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.
- I can follow TV drama and the majority of films in standard dialect.
- I can understand the main points in formal and informal letters relating to my personal and professional interests, with occasional use of a dictionary.

READING
- I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.
- I can understand articles, reports and reviews in which the writers express specific points of view (e.g., political commentary, critiques of exhibitions, plays, films, etc.).
- I can rapidly grasp the content and the significance of news, articles, and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.
- I can understand the main points in formal and informal letters relating to my personal and professional interests, with occasional use of a dictionary.

WRITING
- I can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process.
- I can write clear, detailed descriptions on a variety of subjects related to my field of interest.
- I can express news, views and feelings in correspondence, and respond to those of the other person.
- I can write standard formal letters requesting or communicating relevant information, following a template.

STRATEGIES
- I can use standard phrases like “That's a difficult question to answer” to gain time and keep the turn while formulating what to say.
- I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.
- I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.
- I can make a note of “favourite mistakes” and consciously monitor speech to those of the other person.

COMMUNICATIVE VOCABULARY OBJECTIVES

To learn how to use English in these situations, you will need to know most of these language areas.

GRAMMAR
- Adjectives and adverbs
- Future continuous
- Future perfect
- Future perfect continuous
- Mixed conditionals
- Modals – can’t have, needn’t have
- Modals of deduction and speculation
- Narrative tenses
- Past perfect
- Past perfect continuous
- Phrasal verbs, extended
- Relative clauses
- Reported speech
- Will and going to, for prediction
- Would expressing habits, in the past

VOCABULARY
- Collocation
- Colloquial language

LANGUAGE WORK

This is the type of language work you’ll be studying with your teacher. These phrases will be useful in the classroom and beyond.

- She screamed in anger at how stupid her brother had been.
- I was tired. I’d been working for sixteen hours.
- I will have left the charity.
- It could be argued/asserted that…
- Another argument for/against…is…
- One reason why…
- As far as I am concerned this has nothing to do with the issue.
- No way! I don’t believe it.
- I remember what happened quite clearly.
- Despite the rain we all had a great time.
- Go on.
- I’m all ears.
- I’m being eaten alive by these mosquitoes.
- Let’s get back to the issue under discussion, shall we?
- I was tired. I’d been working for sixteen hours.
- I’ve lost the books that I borrowed from the library.

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- This time next year, I’ll be working in Japan and earning good money.
- She won’t have left by then.
- If I had studied harder, I’d be at university now.
- If I’d got that job I applied for I’d be working in London.
- I wish today wasn’t Monday.
- Let’s splash out on a bottle of champagne.
- I’ll take you up on that offer.
- They reported that the volcano might erupt at any time.
- I told her I had to go.
- I’ve lost the books that I borrowed from the library.
- Shelly and Bryan’s poetry, which used to be compulsory, has now been dropped from the syllabus.
- You should have asked her earlier. It’s too late now.
- I knew we might have to pay to get in.
- What can I have done with the keys? He can’t have lost them again.
- He went straight to work.
- Next draw a straight line across the top of the paper.
- The weather forecast is good. Nevertheless, you always need to be careful in the mountains.
- The resort has a range of luxury accommodation to offer.
- There’s no hurry. Let’s just chill out for an hour or two.
COMMUNICATIVE OBJECTIVES
Here you will find a detailed list of what you will be able to do by the end of your C1 level course.

WRITING
- I can write clear, well-structured texts on complex subjects
- I can present points of view in a paper, developing an argument, highlighting the most important points, and supporting my reasoning with examples.
- I can put together information from different sources and relate it in a coherent summary.
- I can summarise orally long, demanding texts.

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