

## Common Reference Levels

## Global scale

<b>Proficient user</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts coherently. Can express him/herself spontaneously, fluently, and precisely, differentiating finer shades of meaning even in more complex situations.
	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices
<b>Independent user</b>	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while traveling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
<b>Basic user</b>	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. Can interact positively provided the other person talks slowly and clearly and is prepared to help.

**General English Level 2: Common European Framework A1+ (Elementary)****Learning objectives and typical syllabus**

<b>Area</b>	<b>Objectives</b> (adapted from descriptors from Common European Framework and European Language portfolio level 2)
<b>Speaking interaction and production objectives</b>	You will be able to: <ul style="list-style-type: none"> <li>• Communicate in simple and routine tasks on familiar topics and activities</li> <li>• Simply describe your family and other people, living conditions, your educational background, and your present or most recent job.</li> </ul>
<b>Listening objectives</b>	You will be able to: <ul style="list-style-type: none"> <li>• Understand phrases and common vocabulary in common areas e.g. very basic personal and family information, shopping, the local area, and employment.</li> <li>• Understand the main point in short, clear, simple messages and announcements.</li> </ul>
<b>Reading objectives</b>	You will be able to: <ul style="list-style-type: none"> <li>• Read very short, simple texts.</li> <li>• Find specific, predictable information in advertisements, prospectuses, menus, and timetables.</li> <li>• Understand short simple personal letters.</li> </ul>
<b>Writing objectives</b>	You will be able to: <ul style="list-style-type: none"> <li>• Write short, simple notes and messages.</li> <li>• Write a simple personal letter, for example thanking someone.</li> </ul>

<b>Grammar Syllabus</b>	<b>Vocabulary and Topical Syllabus</b>	<b>Functional Syllabus</b>
<b>Review phase:</b> <ul style="list-style-type: none"> <li>• Verb BE</li> <li>• Personal pronouns</li> <li>• Possessive adjectives</li> <li>• Indefinite articles</li> <li>• This / That / These / Those</li> <li>• Adjectives</li> <li>• Imperatives / Let's</li> <li>• Present simple</li> <li>• Word order in</li> </ul>	<ul style="list-style-type: none"> <li>• Days of the week, numbers 0 - 20</li> <li>• Greetings</li> <li>• The world, numbers 21 - 100</li> <li>• Classroom language</li> <li>• Things</li> <li>• Colours, adjectives, modifiers: quite/very/really</li> <li>• Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Giving / justifying opinions</li> <li>• Talking about routines and habits</li> <li>• Talking about intentions</li> <li>• Describing experiences</li> <li>• Talking about feelings</li> <li>• Making comparisons</li> <li>• Inviting</li> </ul>

questions		
<ul style="list-style-type: none"> <li>● Whose</li> <li>● Possessive Case ('s)</li> <li>● Prepositions of time (at, in, on) and place (at, in, to)</li> <li>● Position of adverbs and expression of frequency</li> <li>● Can / Can't</li> <li>● Present continuous</li> <li>● Object pronouns</li> <li>● Like + (verb + -ing)</li> <li>● Revision: be or do</li> <li>● Past simple of be (was / were)</li> <li>● Past simple (regular and irregular verbs)</li> <li>● There is / there are some / any + plural nouns</li> <li>● There was / There were</li> <li>● Countable and accountable nouns; a/an, some / any</li> <li>● Quantifiers: how much / how many, a lot of, etc.</li> <li>● Superlative adjectives</li> <li>● Be going to (plans); future time expressions</li> <li>● Adverbs (manner and modifiers)</li> <li>● Verbs + to + infinitive</li> <li>● Articles</li> <li>● Present perfect</li> <li>● Present perfect vs past simple</li> </ul>	<ul style="list-style-type: none"> <li>● Verb phrases</li> <li>● Jobs</li> <li>● Question words</li> <li>● Family</li> <li>● Everyday activities</li> <li>● Adverbs and expressions of frequency</li> <li>● Verb phrases: buy a newspaper, etc.</li> <li>● Verb phrases</li> <li>● The weather and seasons</li> <li>● Phone language</li> <li>● The date; ordinal numbers</li> <li>● Music</li> <li>● Word formation: paint - painter</li> <li>● Past expressions</li> <li>● Go, have, get</li> <li>● The house</li> <li>● Prepositions: place and movement</li> <li>● Food</li> <li>● Food containers</li> <li>● High numbers</li> <li>● Places and buildings</li> <li>● Holidays</li> <li>● Verb phrases</li> <li>● Common adverbs</li> <li>● Verbs that take infinitive</li> <li>● The internet</li> <li>● Irregular past participles</li> <li>● More irregular past participles</li> </ul>	<ul style="list-style-type: none"> <li>● Making decisions</li> <li>● Describing and buying things</li> <li>● Talking about possibility</li> <li>● Expressing hopes</li> <li>● Talking about rules and obligations</li> <li>● Giving instructions</li> <li>● Making offers</li> <li>● Advising and suggesting</li> <li>● Apologising</li> <li>● Congratulating</li> </ul>