



İSTANBUL
KENT
ÜNİVERSİTESİ

Geleceğin Bu Kent'te

SCHOOL OF FOREIGN LANGUAGES

ENGLISH PREPARATORY PROGRAM

2024-2025

CURRICULUM HANDBOOK

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01 MISSION & VISION

1.1 Mission

Kent University School of Foreign Languages English Preparatory Program is committed to empowering all students to become globally competent, critical thinkers through quality-assured, inclusive foreign language instruction. We foster a multicultural, sustainable learning environment that cultivates innovation, adaptability, and academic excellence.

1.2 Vision

English Preparatory Program aims to be globally recognized in foreign language education, cultivating a generation of innovative, critical thinkers empowered to shape a sustainable and interconnected world.



02 VALUES

- Student-Centered Excellence
- MultiCultural
- Innovation and Adaptability
- Critical Thinking and Problem-Solving
- Inclusivity and Diversity
- Quality Assurance and Accountability
- Sustainability
- Transparency
- Collaboration
- Lifelong Learning
- Respect



03 EDUCATIONAL PHILOSOPHY

The education philosophy of Kent University School of Foreign Languages English Preparatory Program is committed to a student-centered approach, ensuring each learner's needs and potential are addressed and nurtured. The program's core values include student-centered excellence, multiculturalism, innovation, adaptability, critical thinking, problem-solving, inclusivity, diversity, quality assurance, accountability, sustainability, transparency, collaboration, and lifelong learning. These values guide actions and decisions, ensuring that we provide an education that not only meets academic standards but also prepares students to contribute positively to the community. We are dedicated to creating an environment where students can thrive and become proactive members of a sustainable future.



04 CURRICULUM POLICY & PHILOSOPHY

4.1 Policy

The Kent University School of Foreign Languages English Program implements a student-centered, integrated, and competency-based curriculum. This approach prioritizes the unique needs of each learner, ensuring that instruction is tailored to nurture individual potential. The curriculum is designed to foster active student engagement, promoting a personalized learning experience. As an integrated system, it connects language instruction with real-world, interdisciplinary applications, encouraging students to apply their knowledge in practical, diverse contexts. The competency-based design focuses on measurable skill development, such as global competence, critical thinking, and adaptability, aligning with the school's mission to prepare students for a sustainable, interconnected world.

4.2 Philosophy

At the heart of the English Preparatory Program's curriculum philosophy is the belief in fostering a holistic, student-centered learning environment. The curriculum integrates different subjects and disciplines, allowing students to develop critical thinking and problem-solving abilities in a multicultural context. By focusing on competency-based education, the school ensures students acquire practical skills beyond academics, equipping them for lifelong learning and success in a rapidly evolving global society.



05 EDUCATIONAL TECHNIQUES

At the heart of the Kent University English Preparatory Program's educational approach lies a commitment to nurturing globally competent, critical thinkers. KEPP prioritizes student-centered excellence, tailoring our instruction to meet the unique needs and potential of each learner. By fostering a multicultural learning environment, it encourages students to embrace diverse perspectives, which is essential for innovation and adaptability.

Critical thinking and problem-solving are central to the curriculum, empowering students to analyze complex global issues and develop creative solutions. KEPP emphasizes sustainability, both in content and approach to education, ensuring that methods are future-focused and environmentally conscious.

KEPP's commitment to quality assurance and accountability ensures maintaining high academic standards while remaining transparent to practices. Collaboration is encouraged at every level, from student-teacher interactions to partnerships with the broader community, enhancing the learning experience and reinforcing our dedication to lifelong learning.



05 MODULE DESCRIPTIONS

The English Preparatory Program at Kent University School of Foreign Languages is structured around a comprehensive modular system that is both student-centered and competency-based. This curriculum is divided into four sequential modules, each spanning a minimum of seven weeks. Within each module, students engage with integrated language skills—such as reading, writing, listening, and speaking—in a cohesive framework that encourages the gradual development of linguistic proficiency and confidence.

Designed to be responsive to individual learning progress, the modular approach allows students to consolidate core skills before advancing to more complex language tasks. Each module builds directly on the knowledge and competencies acquired in the previous one, ensuring that learning is both cumulative and continuous. This system not only promotes mastery of essential language skills in a structured yet adaptable way but also prepares students for academic success and effective communication in diverse, real-world contexts. By the end of the program, students are equipped with a robust set of language skills tailored to their academic and professional aspirations, embodying the university's commitment to nurturing capable, confident English users.



06 LEVEL DESCRIPTIONS

6.1 A1

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

6.2 A2

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

6.3 B1

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.



6.4 B2

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. 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.

6.5 Proficiency

Can understand a wide range of demanding, longer texts, and recognise 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 organisational patterns, connectors and cohesive devices.



07 LEVEL OBJECTIVES

7.1 CEFR Level A1

7.1.1 Grammar

Students can understand and use the verb 'be' in positive, negative, and question forms with subject pronouns to make basic descriptions on basic information about people.
Students can identify and use singular and plural nouns correctly.
Students can apply demonstrative adjectives and demonstrative pronouns in sentences
Students can use possessive 's and possessive adjectives to indicate ownership and relationships.
Students can use 'there is' and 'there are' to describe the existence of singular and plural nouns.
Students can understand and give commands using imperatives in both positive and negative forms
Students can use verbs in the simple present tense to describe routines, habits, and general truths.
Students can understand and use adverbs of frequency to describe how often actions occur.
Students can use 'can' and 'can't' to express abilities and limitations.
Students can understand and use the simple past tense of 'be' correctly.
Students can formulate sentences and questions in the simple past tense using regular verbs.
Students can identify and use irregular verbs in the simple past tense
Students can differentiate between countable and uncountable nouns and use appropriate quantifiers (much, many, a lot of).
Students can express requests and offers using 'would like' followed by nouns or verb phrases.
Students can use object pronouns correctly in sentences.
Students can compare people, things, and actions using adjectives in comparative form
Students can use the present continuous tense to talk about actions happening now.
Students can understand and use '-ing' forms as subjects of sentences.
Students can formulate superlative forms of adjectives to compare three or more items or express superiority.
Students can express future plans and intentions using 'going to'



7.1.2 Reading

Students can identify and distinguish between nouns and pronouns in sentences and short passages.
Students can identify and interpret numerical information such as telephone numbers, address or age presented in sentences and paragraphs.
Students can identify proper nouns and comprehend the significance and context conveyed by proper nouns in sentences and passages.
Students can recognize and differentiate between nouns, verbs, and adjectives in sentences and paragraphs.
Students can utilize headings to locate specific information and understand the organization of a text.
Students can identify and extract important words and phrases from texts for note-taking purposes.
Students can comprehend the main ideas and supporting details by focusing on key vocabulary in texts.
Students can identify and understand the use of conjunctions (such as "and" and "but") in connecting ideas within sentences and paragraphs.
Students can scan texts to locate specific details or information.
Students can identify topic sentences and understand their role in introducing main ideas in paragraphs.
Students can read and comprehend graded readers at A1 level of difficulty.
Students can skim through texts to have an overview or general understanding of texts.
Students can infer and guess the meanings of unfamiliar words or phrases based on context clues.



7.1.3 Writing

Students can use level words and phrases accurately while listening and reading a text of their level to: a. fill in forms with personal details. b. give short answers to questions about texts they read and listen to c. compare missing information about the texts they read and listen to.
Students can follow basic punctuation rules (apostrophes, commas, full stops/periods, exclamation marks, question marks and capital letters) in sentences while writing a text of their level.
Students can apply subject-verb agreement rules to ensure consistency in writing.
Students can incorporate "also" and "too" appropriately to add information or agreement in sentences.
Students can use "for example" to support ideas and provide further explanation in sentences and paragraphs.
Students can maintain correct word order in sentences and paragraphs for clarity and coherence.
Students can use "because" to provide reasons and explanations in sentences and paragraphs.
Students can incorporate sequence words (first, next, then, finally, etc.) to organize events or steps in writing with the purpose of guiding readers through a series of actions or ideas.
Students can use "but" to connect contrasting ideas or information in sentences and paragraphs effectively for creating logical relationships in writing.
Students can use descriptive adjectives to enhance details and imagery in written descriptions.
Students can incorporate contractions (e.g., I'm, you'll, they're) to write informally and conversationally.
Students can write descriptive paragraphs of 150-200 words on familiar topics to answer the question at hand by organizing ideas and using vocabulary acquired throughout the level.
Students can use time expressions (e.g., yesterday, last week, in the future) to provide temporal details in narratives or descriptions.



7.1.4 Listening

Students can identify and comprehend key content words and main ideas in basic spoken discourse.
Students can listen for and understand numerical information presented in spoken language.
Students can listen to a basic informative speech to fill in missing information on forms, etc.
Students can recognize and understand contractions with 'be' and simple present tense in spoken sentences.
Students can listen for and extract specific details and facts from spoken passages.
Students can answer multiple choice questions while listening to a speech of related level.
Students can identify and distinguish between statements and questions in spoken dialogue.
Students can listen attentively to recognize the starting and ending points of sentences in spoken discourse.
Students can utilize visual aids or context clues to enhance understanding of spoken information.
Students can listen for and understand specific details in spoken language.
Students can focus on listening for individual words within sentences to grasp their meanings.
Students can identify the main ideas, transitions, and segments within spoken presentations.
Students can recognize and distinguish between different voices or speakers in spoken recordings.



7.1.5 Speaking

Students can engage in greetings to exchange basic personal information.
Students can introduce themselves or others giving general information.
Students can ask and answer questions using appropriate question words to exchange information.
Students can ask for and give directions and talk about the position of places to clarify locations.
Students can describe daily habits or routines.
Students can ask for and tell the time.
Students can ask for help, clarification or repetition in a conversation.
Students can discuss abilities and skills in conversations
Students can express excuses and apologize in various situations.
Students can make plans and arrangements using dates and time expressions.
Students can order food and drink in a restaurant or café setting.
Students can take part in role-play situations where offers are made, accepted or refused.
Students can make comparisons between things, people or places.
Students can narrate an experience using related basic grammar structures of past uses.
Students can express opinions and preferences, and make suggestions in conversations.
Students can ask and answer personal questions about hobbies, interests, and preferences.
Students can describe future plans and intentions.
Students can take part in role-play scenarios involving accepting and refusing invitations politely.



7.1.6 Vocabulary

Students can learn nationalities and jobs.
Students can learn numbers and personal items.
Students can learn prepositions of place, locations in town and rooms in a house.
Students can learn habit/routine verbs, prepositions of time: in, on, at and family members.
Students can learn vocabulary related to travel and transportation, suffixes for jobs
Students can learn vocabulary related to sports and activities
Students can learn dates, months, ordinal numbers, and vocabulary related to weather
Students can learn time expressions and vocabulary related to clothes
Students can learn descriptive adjectives, and vocabulary related to food/drink and furniture
Students can learn vocabulary related to geography and vacation
Students can learn vocabulary related to education and work
Students can learn vocabulary related to celebrations



7.2 CEFR LEVEL A2

7.2.1 Grammar

Students can identify and use the verb "have" in affirmative and negative sentences.
Students can formulate questions using the verb "be" in present tense.
Students can differentiate between the uses of "have" as a main verb and as an auxiliary verb.
Students can distinguish between possessive adjectives and possessive pronouns.
Students can classify nouns as countable or uncountable and use appropriate quantifiers.
Students can apply possessive pronouns in sentences to indicate ownership.
Students can construct sentences in simple present tense.
Students can use adverbs of frequency to modify simple present tense sentences.
Students can create subject and object questions in simple present tense.
Students can differentiate between "how much" and "how many" for countable and uncountable nouns.
Students can apply quantifiers (e.g., "a few", "a little", "lots of") correctly in sentences.
Students can use "there is" and "there are" appropriately in affirmative, negative, and interrogative sentences.
Students can differentiate between the uses of verbs followed by the infinitive and the gerund.
Students can apply present continuous tense in statements, questions, and negative sentences.
Students can use "have to" and "don't have to" to express obligation and absence of obligation.
Students can use the past tense of the verb "be" in affirmative and negative sentences. Students can formulate past simple tense sentences with regular and irregular verbs. Students can create past simple questions using appropriate auxiliary verbs.
Students can use "must", "must not", and "can't" to express obligation, prohibition, and impossibility in past tense. Students can construct sentences in past continuous tense with appropriate auxiliary verbs. Students can differentiate between past simple and past continuous tenses in context.
Students can use "going to" and "will" to express future intentions and predictions. Students can apply future tense structures in statements, questions, and negative sentences. Students can differentiate between the use of articles ("a/an", "the", and no article) in context.
Students can use "-ing" forms as gerunds and participles in various sentence structures. Students can form comparative and superlative adjectives to compare two or more items. Students can apply comparative and superlative structures in sentences accurately.
Students can use present perfect tense with "for" and "since" to indicate duration and starting point of actions. Students can apply present perfect tense with "just", "already", and "yet" to indicate recentness of actions. Students can use present perfect tense with "ever" and "never" to discuss experiences and their absence.
Students can construct zero conditional sentences to express general truths and facts. Students can formulate first conditional sentences to talk about possible future outcomes.
Students can differentiate between zero and first conditionals in terms of structure and usage.



7.2.2 Reading

<p>Students can identify and underline adjectives in sentences and short paragraphs.</p> <p>Students can describe the function of adjectives in modifying nouns.</p> <p>Students can differentiate between adjectives and other parts of speech (nouns, verbs).</p>
<p>Students can identify the target audience of a text based on language and content.</p> <p>Students can determine the purpose of a text (e.g., to inform, persuade, entertain).</p>
<p>Students can identify instances of "but" and "however" in sentences and paragraphs.</p> <p>Students can understand the contrasting function of these linking words.</p>
<p>Students identify and label different parts of speech (nouns, verbs, adjectives, adverbs) in sentences.</p> <p>Students can explain the role and function of each part of speech in a sentence.</p>
<p>Students can identify and underline cause and effect relationships using words like "because", "as", and "so".</p> <p>Students can construct sentences that show cause and effect relationships using these words.</p>
<p>Students can scan a text to locate specific information (e.g., dates, names, facts).</p> <p>Students can use headings, subheadings, and keywords to guide scanning.</p>
<p>Students can identify information by recognizing a range of level words, phrases, and grammatical structures in a reading text of about 450-550 words of their level.</p>
<p>Students can identify the gist/ main idea of a reading text of their level by using some/any of the following strategies:</p> <ul style="list-style-type: none"> • previewing the text rapidly • interpreting visual and contextual clues • reading rapidly • reading intensively • focusing on headings, first and last lines of paragraphs • identifying key ideas, concepts • skipping large chunks of information
<p>Students can identify specific information in a reading text of their level by using some /any of the following strategies:</p> <ul style="list-style-type: none"> • reading rapidly • reading intensively, • identifying key concepts and ideas, • skipping large chunks of information. • searching rapidly through a text for contextual clues and key words
<p>Students can identify the main idea of paragraphs or short passages.</p> <p>Students can differentiate between main ideas and supporting details.</p>
<p>Students can identify subject and object pronouns (e.g., he/him, she/her, they/them) in sentences.</p> <p>Students can understand how pronouns refer back to nouns previously mentioned in the text.</p>
<p>Students can use context clues to determine the meaning of unfamiliar words or phrases.</p> <p>Students can identify synonyms, antonyms, and explanations that help define unknown vocabulary.</p>
<p>Students can preview a text by skimming headings, subheadings, and visuals.</p> <p>Students can predict the content and purpose of a text based on previewing techniques.</p>
<p>Students can identify statements expressing opinions or viewpoints in a text.</p> <p>Students can differentiate between factual information and opinions.</p>
<p>Students can interpret information presented in visuals (charts, graphs, diagrams) within a text.</p> <p>Students can explain how visuals enhance understanding of textual information.</p> <p>Students can analyze data presented in visuals to support or explain key points in a text.</p>
<p>Students can deduce meanings of words and phrases from context in a reading a text of their level by using and identifying the relationship between contextual clues.</p>
<p>Students can infer the intended audience, author's attitude and purpose in a text of their level by using some/any of the following strategies:</p> <ul style="list-style-type: none"> • reading rapidly, • reading intensively, • identifying key concepts and ideas, • skipping large chunks of information.



7.2.3 Writing

Students can use level words and phrases accurately while listening and reading a text of their level to a. give short answers to the questions about the texts they read and listen to b. complete missing information about the texts they read and listen to in the genres for their level
Students can convey messages by writing accurate and meaningful sentences using a range of level words, phrases, and grammatical structures.
Students can follow basic punctuation rules (apostrophes, commas, full stops/ periods, exclamation marks, question marks, dashes, and capital letters) when writing texts of their level.
Students can convey messages by writing opinion paragraphs of 150-200 words on familiar topics to answer the question at hand and by organizing ideas (organizing information by time and order of importance, writing topic, supporting, and concluding sentences, and using linkers and sequence markers) and taking purpose and audience into consideration.
Students can rewrite given sentences in their level without changing their meaning.
Students can summarize texts such as: • short stories • graded readers by extracting the main ideas and expressing them in their own words in a text of 100-150 words
Students can write effective and appropriate paragraphs in a range of genres including topic sentences.
Students can write their opinion paragraph and they will be given a feedback about their text. Therefore, students will be graded according with their text written.
Students can write their opinion paragraph and they will be given a feedback about their text. Therefore, students will be graded according with their text written.
Students can read a short story and answer five questions, each requiring a paragraph response. Thereby, students will be graded according with their text written.
Students can write two e-mails: one formal, possibly addressed to a teacher or a job application requiring appropriate formal language and structure, and one informal, addressed to a friend or a family member allowing relaxed lingual tone. Therefore, students will be graded according with their text written. On the other hand, students will understand the nuances between formal and informal language, their ability to tailor requests accordingly, and their overall writing proficiency.
Students can write a reason paragraph between 150-200 words, expressing their ideas on a given topic. Students can discuss the topic briefly and provide various examples. Students can write their reason paragraphs based on their brainstormed ideas
Students can write short basic descriptions of past events and activities. Students can take a short, simple message if they are able to ask the speaker to repeat and reformulate it.
Students can write simple sentences about their educational background and present or past job. Students can write descriptions of everyday personal experiences. Students can make basic informal suggestions in writing



7.2.4 Listening

Students can recognize a range of level words, phrases, and grammatical structures in a listening of their level of 1-5 minutes to do tasks including: a. completing sentences b. filling in missing information on forms, tables, etc. c. answering multiple choice questions while listening
Students can identify the gist/ main idea of a listening text of their level by a. interpreting contextual clues b. listening for key words
Students can infer who the speakers are, what the situation is, the speaker's attitude and purpose of a listening text of their level by a. interpreting contextual and audio/visual clues b. identifying key words
Students can identify key words and phrases in descriptions of someone's appearance and clothes.
Students can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly.
Students can understand information related to people's daily routines.
Students can understand simple, everyday conversations if conducted slowly and clearly.
Students can follow short, simple social exchanges.
Students can recognise simple, fixed expressions used in small talk.
Students can recognise phrases and content words related to basic personal and family information.



7.2.5 Speaking

Students can develop and deliver a presentation a chosen historical figure, sportsperson, fictional character or idol etc. Thereby, students can enhance their research, organizational and presentation skills. Students will be graded according with their presentation performance.
Students can work in pairs to create an interview based on the character they want to be. Students can write questions and answer for their character making a handout at the same time their partner will do the same. Students can perform the interview in the class.
Students can describe an image projected on the board by their teacher using the Present Continuous Tense. Students can take turns describing what is happening in the picture to their classmates.
Students can deliver a presentation about a city or a district they have chosen, highlighting its favorable aspects. Students can use 'there is', 'there are' and modals while preparing for this descriptive speaking performance.
Students can introduce themselves confidently in formal and informal settings. Students can ask and respond to basic introductory questions (e.g., name, origin, hobbies). Students can use appropriate greetings and farewells in different contexts.
Students can describe physical appearance and personality traits of oneself and others. Students can use adjectives and adverbs to provide detailed descriptions. Students can engage in role-play activities to practice describing people.
Students can talk about future plans and intentions using "going to" and "will" future forms. Students can discuss short-term and long-term goals related to studies, career, or personal life.
Students can share personal goals and ambitions for the future. Students can use future tense structures to discuss aspirations and career objectives.
Students can describe daily routines and habitual actions using present simple tense. Students can discuss frequency adverbs (e.g., always, often, sometimes) in context. Students can compare and contrast personal routines with those of classmates.
Students can describe the layout, furniture, and decor of a room or living space. Students can use spatial prepositions (e.g., next to, opposite, between) to provide details.
Students can talk about hobbies and leisure activities using appropriate vocabulary. Students can explain why a particular hobby is enjoyable or interesting.
Students can give practical advice and recommendations related to a specific topic.
Students can describe a childhood friend's personality, interests, and memorable experiences. Students can use past tense verbs to narrate events and anecdotes from childhood.
Students can use descriptive adjectives to enhance storytelling and narrative skills.
Students can express preferences and interests using appropriate vocabulary and expressions. Students can discuss reasons for likes and dislikes with supporting details.
Students can describe significant changes or transformations in personal life or environment. Students can discuss reactions, adjustments, and outcomes related to changes



7.2.6 Vocabulary

Students can learn personality adjectives.
Students can learn words to describe relationships.
Students can learn forms with verb+preposition.
Students can learn time expressions of Simple Present.
Students can learn prepositions of place. Students can learn words to describe food.
Students can learn words related to hobbies and skills. Students can learn time expressions of Present Continuous.
Students can learn adverbs of manner and words about vacation.
Students can learn time expressions in stories.
Students can learn verbs for predictions.
Students can learn the forms with adjective + prepositions.
Students can learn collocations with for and since.
Students can learn noun suffixes: -tion & -ment.
Students can learn words related to climate change.



7.3 CEFR LEVEL B1

7.3.1 Grammar

Students can describe routines and things that are always true by using the simple present tense
Students can use present continuous tense to talk about things happening now or around now.
Students can use different question words to ask about different types of information
Students can use tag questions with be and do to check information or to ask someone if they agree with them
Students can use the positive, negative and question forms with be in simple past tense with past time expressions.
Students can talk about things that existed or didn't exist somewhere in the past or ask about things in a place in the past by using there was/there were
Students can describe a continuing action interrupted by a shorter action by using the past continuous tense
Students can differentiate simple past and past continuous tense and to use "when" with them
Students can talk about regular actions that they did in the past but do not do now/ situations that were true in the past but not now/ to compare the past and the present/ when the action only happened once or to talk about one period of time or the number of times by using used to
Students can use present perfect simple with for and since to talk about the period of time up to the present and when an activity started.
Students can differentiate present perfect and simple past tenses
Students can talk/ write about actions or states in the present perfect by using yet, already, never, ever, still
Students can talk/ write about a completed action in the past which has some relevance to the present (e.g. a present result) by using the present perfect tense
Students can talk/ write about repeated actions by using the present perfect tense
Students can make decisions and promises at the time of speaking by using 'will'
Students can describe an action with a predictable result using 'will'
Students can describe future plans, predictions and intentions by using 'be going to'
Students can talk about the future by using simple present tense after the words when, if, as soon as, before, and after
Students can use the present continuous or be going to to talk about future plans.
Students can use comparative/superlative adjectives by using more ... than, the ... -est, the most..., less..., as ... as
Students can use two or more adjectives to describe people or things
Students can use adjectives ending in -ed to talk about a person's feelings
Students can use adjectives ending in -ing to talk about a quality someone or something has



Students can use quantifiers both, several, most, all, too much/too many, a little/a few, a lot, and enough to talk about the number of people and things
Students can identify and use verbs with two objects
Students can use deductions about the present with must, have to, and can't
Students can make predictions using will and might
Students can use adverbs a little, pretty, much, and really
Students can make requests and ask for and give permissions using can, could, and may
Students can use be able to to talk about ability and possibility in present, past, and future tenses
Students can use may, might, and could to talk about possibilities in the present and future and to make deductions
Students can talk about events and the results that always follow by using zero conditional. Students can give instructions by using zero conditional.
Students can talk about a possible action or situation in the future and the result or effect that follows by using first conditional.
Students can give advice by using first conditional.
Students talk about unlikely events or imaginary situations and their possible results by using second conditional.
Students can use reflexive pronouns when the person/animal who does the action (the subject) is also the person/ animal affected by it.
Students can talk about events, processes and procedures by using simple present/ simple past passive. Students can talk/ write about objects, people or places by using a or an with singular nouns Students can talk/ write about a specific person or thing if known by both parties by using the. They can use the for the second mentioned things. Students can talk/ write about objects, people or places by using no article with plural nouns or things in general Students can talk/ write about objects, people or places by using indefinite pronouns and adverbs (somebody, something, everybody, everywhere, anybody, anything...).
Students can talk about actions or events that happened before something else/ a particular time in the past by using past perfect. Students can differentiate past simple and past perfect by using past simple for the most recent action and past perfect for the first action. Students can define a person or a thing by using relative pronouns who, which and that.
Students can use the to-infinitive after an adjective or another verb to give the reason for doing something. Students can use the to-infinitive after verbs for discussing plans and intentions (agree, decide, hope...), certain other verbs (need, learn...).
Students can use the -ing form or to-infinitive after some certain verbs.



7.3.2 Reading

Students can identify information by recognizing a range of level words, phrases, and grammatical structures; a. in a reading text of 450-500+ words b. literary book of their level c. in an academic article
Students can make basic inferences or predictions about text content from headings, titles or headlines.
Students can identify the gist/ main idea of a reading text of their level by using some/any of the following strategies: a. previewing the text rapidly b. interpreting visual and contextual clues c. reading rapidly d. reading intensively e. focusing on headings, first and last lines of paragraphs f. identifying key ideas, concepts g. skipping large chunks of information
Students can identify specific information in a reading text of their level by using some /any of the following strategies: a. reading rapidly b. reading intensively, c. identifying key concepts and ideas, d. skipping large chunks of information. e. searching rapidly through a text for contextual clues and key words
Students can recognize text cohesion at individual word level (pronouns, nouns) by using contextual clues in a reading text of their level to identify anaphoric references.
Students can deduce meanings of words and phrases from context in a reading a text of their level by using and identifying the relationship between contextual clues.
Students can infer the intended audience, author's attitude and purpose in a text of their level by using some/any of the following strategies: a. reading rapidly, b. reading intensively, c. identifying key concepts and ideas, d. skipping large chunks of information.
Students can differentiate facts from opinions in a reading text of their level.
Students can take notes on a simple academic text.
Students can understand the main information from simple diagrams (e.g. graphs, bar charts).
Students can understand cause and effect relationships in a simple academic text, if clearly signalled.
Students can analyze a character in a literary text by making conclusions about a character based on direct and indirect descriptions.
Students can recognise contrasting ideas in a structured text when signalled by discourse markers.
Students can recognize common prefixes to guess the meanings of unfamiliar words.
Students can recognize words with more than one meaning by using the context.



7.3.3 Writing

Students can use informal expressions in emails to people they know well.
Students can write a basic paragraph containing a topic sentence and related details, if provided with a model
Students can write an introduction to a simple essay, if provided with a model.
Students can write a conclusion to a simple essay, if provided with a model.
Students can use level words and phrases accurately while listening and reading a text of their level to: a. write short answers to reading and listening questions b. complete missing information
Students can convey messages by writing accurate and meaningful sentences using a range of level words, phrases, and grammatical structures.
Students can follow basic punctuation rules (apostrophes, commas, full stops/periods, exclamation marks, question marks, dashes, and capital letters) when writing texts of their level
Students can convey messages by writing opinion essays of around 300 words, to answer the question at hand, by organizing ideas by writing accurate and meaningful sentences, by using a range of level words, phrases, and grammatical structures and by taking purpose and audience into consideration.
Students can rewrite given sentences in their level without changing their meaning.
Students can summarize literary and non-literary texts of their level in their own words in a text of 250+ words: a. by extracting the main ideas and expressing them b. by describing the plot of a book or film in some details c. by summarizing orally the plot and sequence of events in an extract from a literary book d. by making an effective summary and conclusion to a presentation
Students can add direct quotations to support ideas as either hooks in introduction paragraphs or in-text quoting
Students can complete a partly given fictional story while describing real or imaginary events/people.
Students can briefly give reasons and explanations for opinions, plans and actions.
Students can write short, simple notes, emails and messages relating to everyday matters.
Students can write a simple story or description of an event using basic time expressions.
Students can describe the key themes and characters in short narratives involving familiar situations that contain only high frequency everyday language
Students can recognise discourse markers that compare and contrast ideas.
Students can use a range of common connectors to show chronological sequence.
Students can use narrative tenses to describe events or tell a story in the past.
Students can use limited discourse devices to link sentences smoothly into connected discourse.
Students can use synonyms to describe or gloss an unknown word.



7.3.4 Listening

Students can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.
Students can listen to a short narrative and predict what will happen next.
Students can recognize a range of level words, phrases, and grammatical structures in a listening text of their level of 1-6 minutes to do tasks including: <ul style="list-style-type: none"> a. completing sentences b. filling in missing information on forms, tables, flowcharts, maps, etc. c. matching lists d. answering multiple choice questions while listening
Students can derive the probable meaning of simple, unknown words from short, familiar contexts.
Students can identify the gist/ main idea of a listening text of their level by <ul style="list-style-type: none"> a. interpreting contextual clues b. listening for key words
Students can identify specific information of a listening text of their level of 6-8 minutes by <ul style="list-style-type: none"> a. listening for key content words (names, dates, numbers, statistical information), b. listening for macro-markers (e.g. One of the problems was ..., Another interesting development is ...), micro-markers (e.g. now, right, so, because) c. listening for signal words and phrases (e.g. first, second, finally, for example, however) d. noting down key/ content words/ important information in an organized structure using abbreviations, symbols, headings, sub-headings and visual forms.
Students can recognise emphasis through intonation and stress, if guided by questions.
Students can infer who the speakers are, what the situation is, the speaker's attitude and purpose of a listening text of their level by <ul style="list-style-type: none"> b. interpreting contextual and audio/visual clues c. identifying key words d. analyzing the choice and register of language
Students can recognise a speaker's feelings or attitudes.
Students can understand the level of formality of a situation when a person speaks.
Students can recognize statements used as questions.



7.3.5 Speaking

Students can express opinions using simple language.

Students can convey messages/ information in the form of a monologue in a presentation/video of 3-5 minutes by using a range of level words, phrases, and grammatical structures so as to perform functions including:

- a. expressing and justifying an opinion
- b. presenting and analyzing a problem
- c. talking about their needs, expectations, requirements
- d. narrating a story
- e. discussing films, books or plays in simple terms, using fixed expressions

Students can convey messages in a conversation with peers by interacting for about 4-6 minutes and by using a range of level words, phrases, and grammatical structures so as to perform functions including:

- a. Agreeing and disagreeing
- b. Making recommendations and suggestions
- c. Giving advice
- d. Giving reasons
- e. Expressing opinions
- f. Asking about and expressing preferences
- g. Discussing problems, possibilities, options and possible solutions
- h. Asking for and discussing advantages and disadvantages
- i. Accepting and rejecting ideas considering the consequences
- j. Responding to a suggestion
- k. Presenting and analyzing a situation
- m. Recommending an action
- p. Reaching a consensus
- q. Carrying out a simple informal interview
- r. Explaining in some detail which character they most identified with and why

Students can show interest in conversation using fixed expressions.

Students can ask for, follow and give detailed directions.



7.3.6 Vocabulary

Students can learn adverbs of frequency and manner in the correct position.
Students can learn phrases with time with different parts of speech (adjective, preposition, verb)
Students can learn a range of nouns from adjectives and verbs with common suffixes.
Students can learn a range of common phrasal (separable) and prepositional (inseparable phrasal) verbs
Students can learn nouns and prepositions (to, of, for, in)
Students can learn agent nouns (-er, -or, -ist, -ian)
Students can learn collocations with get
Students can learn a range of common prefixes with verbs.
Students can learn a range of common prefixes enhancing the meaning of adjectives.
Students can learn to form adjectives from nouns with common affixes.
Students can learn a range of adverbial intensifiers with adjectives.
Students can learn phrasal verbs with two particles



7.4 CEFR LEVEL B2

7.4.1 Grammar

Students can talk / write about narrative experiences through utilizing dramatic present in narratives. Students can differentiate between Present Perfect and Present Perfect Continuous
Students can talk / write about questions types: subjects, direct/indirect, questions with prepositions
Students can use the narrative tenses in a range of common situation. Students can differentiate between Past Perfect Simple and Past Perfect Continuous
Students can talk / write and describe their habits and routines by using: a. Be used to, and get used to in order to refer to present habits and routines b. Used to, and would in order to refer to past habits and routines c. Present continuous with always, continually, constantly and other adverbs of frequency to express negative attitude
Students can use contrast clauses (e.g. even though, although, in spite of, despite, whereas, while) to draw attention to information that contrasts in a surprising or unexpected way
Students can use articles: a. to refer to proper nouns that talk about specific locations such as cities, countries, geographical features, or buildings. b. To use the definite article to refer back to something already mentioned. c. To generalize about persons, things, or situations using plural nouns/noun phrases with no (zero) article.
Students can refer to groups and sub-groups using neither, either, each and all with noun phrases.
Students can accurately use the phrases every one of and each of in sentences, understanding their meanings and appropriate contexts.
Students can use modals of obligation and necessity (e.g. must, shouldn't, have to and need to) to talk about what is obliged to do or what is necessary.
Students can use modals of lack of obligation and necessity (e.g. don't have to and don't need to) to talk about what is not obliged to do or what is not necessary.
Students can use modals of permission and prohibition (e.g. can and may) to talk about what is permitted or allowed.
Students can use modals of regret (e.g. should have and shouldn't have + past participle) to express regret or disapproval about something in the past.
Students can use past modals of deduction (e.g. must have + past participle and must not have + past participle, can't or couldn't have, might/could/may have + past participle) to make deductions about something in the past



Students can differentiate between verb + -ing and to infinitive with same or different meaning in a sentence (e.g. remember/forget, regret, stop, and try, etc.)
Students can write and talk about other uses of -ing form such as: a. Adjective/noun + preposition + -ing form b. Adjective/noun + to infinitive c. Noun + be + to infinitive d. Something/nothing/anything, etc. + to infinitive e. Too + adjective + to infinitive
Students can use relative clauses (defining relative clause and non-defining relative clause) to connect a sentence to a noun phrase (e.g. that, who, which, whose, where, and when)
Students can correctly use defining (restrictive) and non-defining (non- restrictive) relative clauses.
Students can omit the relative pronoun in defining (restrictive) relative clauses
Students can order a sequence of events using an appended clause with present participle or 'having' + past participle.
Students can express the information more concisely in a sentence by using Participle Clauses
Students can express preferences with would rather + infinitive.
Students use would rather in questions to ask about preferences or to give options
Students can use reporting verbs (e.g. verb + to + infinitive, verb + person + to + infinitive, verb + (preposition) + -ing, verb + person + preposition + -ing, verb + (that) + clause, verb + person + (that) + clause), reported questions (e.g. ask, want to know, wonder), and reported speech (e.g. say and tell) in order to: a. describe beliefs and opinions using verbs of judgement and evaluation in the passive. b. report orders, requests and advice with infinitive clauses. c. make statements about appearance using 'seem/appear' (+ 'like/that') with complement clauses. d. speak about information acquired from others using 'hear' + '(that +)' complement clause. e. use 'it is/was believed/reported that' + VP to report beliefs, reports, rumours, etc. f. express beliefs and opinions with 'is/are/was/were' + 'thought/believed to...'
Students can differentiate structures with verbs which are followed by infinitive with to (e.g. agree, aim, appear, arrange, choose, expect, hope, learn, offer, plan, refuse, tend, want, wish) and which are followed by infinitive without to (e.g. make and let)
Students can use to infinitive with nouns and adjectives in addition to verbs (+ objects) and in purpose clauses (e.g. adjective or noun + to infinitive, noun + be + to infinitive, something, nothing, anything, etc. + to infinitive, too + adjective + to infinitive)
Students can express purpose clauses with infinitive to talk about the reasons why someone does something.
Students can express purpose using 'so as to' with infinitive clauses



Students can describe beliefs and opinions using verbs of judgement and evaluation in the passive
Students can describe actions by emphasizing the action rather than the doer by using the passive form with be + past participle
Students can use the passive future (e.g. will, be going to, future perfect)
Students can use the passive perfect forms (e.g. the present of past perfect of be + participle of the main verb)
Students can describe what someone does for them, usually when they have arrange it by using have / get something done
Students can give extra emphasis or intensity by using so, such and other adverbs.
Students can use a range of adverbial intensifiers with adjectives.
Students can use an adverb before and adjective to say, “to what extent” or “how much.” (e.g. gradable adjective, non-gradable adjectives)
Students can use conjunctions such as unless, in case and as long as and time conjunctions a-such as when, as soon as, while, before etc. followed by a present tense and future tense.
Students can differentiate between second conditional, third conditional and mixed conditionals.
Students can use a range of complex conjunctions in conditional statements (all three types).
Students can describe present or future outcomes of a hypothetical situation using 'unless'.
Students can use 'I wish/if only' to express wishes related to the present, past or future



7.4.2 Reading

<p>Students can identify information by recognizing a range of level words, phrases, and grammatical structures:</p> <ul style="list-style-type: none">a. in a reading text of 650-750+ words of their level.b. in a literary book of their level.c. in an academic article
<p>Students can identify the gist/ main idea of a reading text of their level by using some/any of the following strategies:</p> <ul style="list-style-type: none">a. previewing the text rapidlyb. interpreting visual and contextual cluesc. reading rapidlyd. reading intensivelye. focusing on headings, first and last lines of paragraphsf. identifying key ideas, conceptsg. skipping large chunks of information
<p>Students can identify specific information in a reading text of their level by using some /any of the following strategies:</p> <ul style="list-style-type: none">a. reading rapidlyb. reading intensivelyc. identifying key concepts and ideasd. skipping large chunks of informatione. searching rapidly through a text for contextual clues and key words
<p>Students can recognize text cohesion at individual word level (pronouns, nouns) by using contextual clues in a reading text of their level to identify both anaphoric and cataphoric references.</p>
<p>Students can deduce meanings of words and phrases from context in a reading a text of their level by using and identifying the relationship between contextual clues.</p>
<p>Students can infer the intended audience, author's attitude and purpose in a text of their level by using some/any of the following strategies:</p> <ul style="list-style-type: none">a. reading rapidly,b. reading intensively,c. identifying key concepts and ideas,d. skipping large chunks of information.e. summarizing key eventsf. describing the key concepts, characters, and settingg. highlighting crucial information
<p>Students can describe present or future outcomes of a hypothetical situation using 'unless'.</p>



Students can understand the plot of extended narratives written in standard, non-literary language.
Students can recognize and understanding chronology in a narrative
Students can identify examples supporting an argument and a counterargument in a linguistically complex academic text.
Students can analyze and accurately interpret the meanings of homographs within complex academic texts.
Students can recognize and understand simple metaphors in an academic text.
Students can recognize and understand correspondence containing idiomatic or non-standard language
Students can recognise the valid generalization line of a written argument.
Students can discern and comprehend the relationship between reasons and consequences within complex academic texts.
Students can discern and comprehend the addition and contrast linking words within complex academic texts.



7.4.3 Writing

Students can use level words and phrases accurately while listening and reading a text of their level to: a. give short answers to reading and listening questions b. complete missing information about texts they read and listen to
Students can convey messages by writing accurate and meaningful sentences using a range of level words, phrases, grammatical structures, and discourse markers for time and sequence.
Students can follow punctuation rules when writing texts of their level (apostrophes, commas, full stops/periods, exclamation marks, question marks, dashes, and capital letters) when writing texts of their level
Students can write effective and appropriate paragraphs in a range of genres including topic sentences, main and supporting arguments.
Students can produce coherent and cohesive opinion and argumentative essays of round 300+ words, which fully address the question at hand by writing accurate and meaningful sentences, by using a range of level words, phrases, and grammatical structures and by taking purpose and audience into consideration.
Students can paraphrase given sentences/ a given text by expressing ideas in the sentence/ text in their own words
Students can summarize literary and non-literary texts of their level in their own words in a text of 300+ words: a. by extracting the main ideas and expressing them b. by describing the plot of a book, article or film in some details c. by summarizing information from several simple academic texts e. by making an effective summary and conclusion to a presentation f. by writing bullet points to summarize key points in an academic article.
Students can systematically develop an argument giving the reasons and results linking words for or against a point of view.
Students can support a main idea with explanations and examples in a structured paragraph on a familiar topic.
Students can signal that two ideas are similar or different when writing a simple academic text by using discourse markers.
Students can make the content of a text on a subject in their fields of interest more accessible to a target audience and purpose by adding examples, reasoning and explanatory comments.
Students can accurately employ paraphrasing, direct quotes, and reported speech within complex academic texts in order to express the ideas of others.
Students can use synonyms in order to avoid repetition in writing.
Students can develop an argument with appropriate highlighting of significant points and relevant supporting detail.
Students can develop an argument with appropriate usage of addition and contrast linking words.



Students can make the content of a text on a subject in their fields of interest more accessible to a target audience and purpose by adding examples, reasoning and explanatory comments.
Students can accurately employ paraphrasing, direct quotes, and reported speech within complex academic texts in order to express the ideas of others.
Students can use synonyms in order to avoid repetition in writing.
Students can develop an argument with appropriate highlighting of significant points and relevant supporting detail.
Students can develop an argument with appropriate usage of addition and contrast linking words.



7.4.4 Listening

Students can recognize a range of level words, phrases, and grammatical structures in a listening text of their level of 2-7 minutes to do tasks including:

- a. completing sentences
- b. filling in missing information on forms, tables, flowcharts, maps, etc.
- c. matching lists
- d. answering multiple choice questions while listening

Students can identify the gist/ main idea of a listening text of their level by

- a. interpreting contextual clues
- b. listening for key words

Students can identify specific information of a listening text of their level of 9-10 minutes by

- a. listening for key content words (names, dates, numbers, statistical information),
- b. listening for macro-markers (e.g. One of the problems was ..., Another interesting development is ...), micro-markers (e.g. now, right, so, because)
- c. listening for signal words and phrases (e.g. first, second, finally, for example, however, in comparison)
- d. noting down key/ content words/ important information in an organized structure using abbreviations, symbols, headings, sub-headings and visual forms.

Students can infer who the speakers are, what the situation is, the speaker's attitude and purpose of a listening text of their level by

- a. interpreting contextual and audio/visual clues
- b. identifying key words
- c. analyzing the choice and register of language

Students can extract the meaning of unknown words from context if the topic discussed is familiar.

Students can infer:

- a. attitude and mood in discussions by using contextual, grammatical and lexical cues.
- b. speakers' opinions in conversations on familiar everyday topics.

Students can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.

Students can recognise that a speaker has paraphrased ideas in a simple presentation or lecture.

Students can recognize and understand vague language in informal conversation in order to identify the important information in what the person is saying.



7.4.5 Speaking

Students can convey messages/ information in the form of a monologue in a presentation of 9-10 minutes by using a range of level words, phrases, and grammatical structures to perform functions including:

- a. Describing past experiences, feelings, emotions, attitudes, hopes and plans
- b. Giving precise information
- c. Expressing abstract ideas, certainty, probability, doubt
- d. Generalizing and qualifying
- e. Speculating, and hypothesizing
- f. Expressing opinions and shades of opinion
- g. Critiquing and reviewing
- h. Developing an argument
- i. Conceding a point
- j. Defending a point of view
- k. Responding to counterarguments & refutations
- l. Presenting the summary of a given text.
- m. Presenting the summary of an academic article
- n. Summarizing opposing arguments in writing, including supporting evidence.
- o. Creating an academic research poster to present research in their field of study
- p. Summarizing orally information from different spoken sources, reconstructing arguments to present the overall result.
- r. Summarizing orally the plot and sequence of events in an extract from a literary book or academic article

Students can demonstrate comprehension of the poster presentation task, including requirements and assessment criteria.

Students can conduct research on the chosen topic, gathering relevant and reliable information.

Students can organize content logically, ensuring a clear introduction, body, and conclusion.

Students can create visually appealing and informative posters using graphics, charts, and images to support the presentation content.

Students can employ appropriate academic vocabulary relevant to the presentation topic.

Students can demonstrate control over grammatical structures and syntax to ensure clarity and accuracy in written and spoken language.

Students can use clear pronunciation and appropriate intonation to enhance understanding and engagement during the presentation.

Students can deliver the presentation confidently, maintaining good posture, eye contact, and appropriate body language.

Students can use techniques to engage the audience, such as asking questions, inviting feedback, and responding to questions effectively.

Students can manage presentation time effectively, ensuring all key points are covered within the allotted time.

Students can show the ability to analyze information critically and synthesize it into coherent points.



Students can identify and understand the main ideas and key details of the given text.
Students can condense the text into a coherent summary that includes the essential points while omitting unnecessary details.
Students can structure the summary logically with a clear beginning, middle, and end, ensuring smooth transitions between points.
Students can summarize orally information from different spoken sources, reconstructing arguments to present the overall result.
Students can summarize the plot and sequence of events orally in an extract from a literary book or academic article.
Students can demonstrate comprehension of the poster presentation task, including requirements and assessment criteria.
Students can conduct research on the chosen topic, gathering relevant and reliable information.
Students can organize content logically, ensuring a clear introduction, body, and conclusion.
Students can create visually appealing and informative posters using graphics, charts, and images to support the presentation content.
Students can employ appropriate academic vocabulary relevant to the presentation topic.
Students can demonstrate control over grammatical structures and syntax to ensure clarity and accuracy in written and spoken language.
Students can use clear pronunciation and appropriate intonation to enhance understanding and engagement during the presentation.
Students can deliver the presentation confidently, maintaining good posture, eye contact, and appropriate body language.
Students can use techniques to engage the audience, such as asking questions, inviting feedback, and responding to questions effectively.
Students can manage presentation time effectively, ensuring all key points are covered within the allotted time.
Students can show the ability to analyze information critically and synthesize it into coherent points.



Students can comprehend the main ideas, supporting details, and arguments presented in the article.
Students can analyze the author's purpose, perspective, and tone.
Students can condense the article into a clear and concise summary, highlighting the essential points without omitting important details.
Students can accurately represent the content and viewpoints of the article.
Students can show critical thinking by discussing the implications, significance, and potential impact of the article's content.
Students can structure the presentation with a clear introduction, body, and conclusion.
Students can ensure smooth transitions between sections to maintain a coherent flow.
Students can demonstrate comprehension of the presentation task, including requirements and assessment criteria.
Students can conduct research on the chosen topic, gathering relevant and reliable information.
Students can organize content logically, ensuring a clear introduction, body, and conclusion.
Students can create visually appealing and informative posters using graphics, charts, and images to support the presentation content.
Students can employ appropriate academic vocabulary relevant to the presentation topic.
Students can demonstrate control over grammatical structures and syntax to ensure clarity and accuracy in written and spoken language.
Students can use clear pronunciation and appropriate intonation to enhance understanding and engagement during the presentation.
Students can deliver the presentation confidently, maintaining good posture, eye contact, and appropriate body language.
Students can use techniques to engage the audience, such as asking questions, inviting feedback, and responding to questions effectively.
Students can manage presentation time effectively, ensuring all key points are covered within the allotted time.
Students can show the ability to analyze information critically and synthesize it into coherent points.



Students can convey messages in a conversation with peers by interacting for about 9-10 minutes and by using a range of level words, phrases, and grammatical structures so as to perform functions including:

- a. Reassuring and encouraging
- b. Persuading
- c. Expressing agreement/ disagreement
- d. Expressing opinion
- e. Responding to counterarguments
- f. Offering facts or personal experience
- g. Expressing reaction
- h. Defending a point of view
- i. Reaching a consensus
- j. Expressing reaction, e.g. indifference
- k. Critiquing and reviewing
- l. Developing an argument
- m. Conceding a point
- n. Emphasizing a point, feeling, issue
- o. Defending a point of view
- p. Accurately interpret and explain information presented in charts, graphs, and infographics.
- r. Identify key trends, patterns, and significant data points.
- s. Formulate and express personal opinions and arguments based on the data and discussion topics.

Students can engage in a debate with their peers, interacting for about 30-40 minutes by using a range of level words, phrases, and grammatical structures so as to perform functions including:

- a. Presenting arguments
- b. Rebutting opposing views
- c. Supporting claims with evidence
- d. Persuading others
- e. Offering constructive criticism
- f. Expressing agreement or disagreement
- g. Asking clarifying questions
- h. Providing counter examples
- i. drawing conclusions



7.4.6 Vocabulary

Students can correctly use a range of common verb + preposition collocations with for, on, and against.
Students can form a range of nouns from adjectives and verbs with common suffixes.
Students can correctly place prepositions (particles) with phrasal (separable) and prepositional (inseparable phrasal) verbs.
Students can correctly use a range of common phrases for clarification.
Students can express various degrees of probability using adverbs.
Students can use a range of adverbial intensifiers with adjectives.
Students can differentiate and use a range of antonyms.
Students can correctly form a range of vocabulary for discussing a quotation or paraphrase.
Students can correctly use a range of common verb + preposition collocations with get, have, make, and take.
Students can use alternatives for the word thing.
Students can express lifestyle by using a range of common verb + noun, adjective + noun collocations.
Students can use a range of indefinite compound pronouns prefixed with inter-, pre-, trans-, pro-.



7.5 CEFR LEVEL PRE-FACULTY

7.5.1 Reading

Students can comprehend lengthy, complex texts in detail, regardless of their relevance to their area of specialty.
Students can interpret any correspondence with the occasional assistance of a dictionary, effectively understanding the main ideas and nuances.
Students can analyze news items, articles, and reports on a wide range of professional topics to quickly assess their content and relevance, determining whether further study is warranted.
Students can examine a variety of lengthy, complex texts encountered in social, professional, or academic contexts, identifying subtle details, attitudes, and both implied and stated opinions.
Students can follow lengthy, complex instructions on procedures, demonstrating a clear understanding of the steps involved and their implications.
Students can evaluate the structure and organization of complex texts, discerning how these elements contribute to the overall meaning and effectiveness of the communication.
Students can synthesize information from multiple sources, integrating diverse perspectives and arguments to form a comprehensive understanding of a given topic.
Students can critique arguments presented in lengthy academic articles or reports, assessing the validity of claims and the strength of supporting evidence.
Students can identify and interpret various literary devices and stylistic features in complex texts, analyzing their impact on meaning and reader engagement.
Students can navigate specialized vocabulary and terminology in professional or technical documents, inferring meanings from context and applying this understanding to enhance comprehension.



7.5.2 Writing

Students can articulate thoughts with clarity and precision, adapting language to engage the addressee effectively, including the use of emotional, allusive, and humorous expressions.
Students can provide clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing specific points, and concluding effectively.
Students can compose clear, well-structured texts on complex subjects, highlighting relevant issues, and elaborating on points of view with supporting arguments, reasons, and examples, concluding appropriately.
Students can create clear, detailed, and well-structured descriptions and imaginative texts in a confident, personal, and natural style that caters to the intended reader.
Students can draft clear, well-structured expositions of complex subjects, emphasizing significant issues and arguments.
Students can elaborate on and support viewpoints thoroughly, integrating subsidiary points, reasons, and relevant examples to enhance clarity and depth.
Students can critique various perspectives in written texts, evaluating the strengths and weaknesses of arguments and effectively articulating personal responses.
Students can synthesize information from multiple sources, integrating diverse viewpoints and data into cohesive, well-structured narratives or analyses.
Students can employ advanced grammatical structures and a wide range of vocabulary to enhance clarity and sophistication in written communication, adapting style and tone for different audiences and purposes.
Students can revise and edit written work critically, ensuring coherence, cohesion, and accuracy in language use while refining style and enhancing overall impact.



7.5.3 Listening

Students can follow extended speech on abstract, complex, and academic topics beyond their own field, demonstrating understanding of the main ideas and supporting details.
Students can interpret extended authentic conversations or interviews between native speakers about personal experiences, opinions, or perspectives on topics such as travel, lifestyle, or career, while grasping implied meanings, attitudes, and emotions conveyed through intonation and context.
Students can comprehend debates or discussions on current affairs, social issues, or controversial topics by analysing different viewpoints, arguments, and counterarguments presented by speakers.
Students can demonstrate comprehension of a wide range of spoken language materials, including straightforward and complex linguistic structures, by identifying implied meanings, attitudes, and opinions conveyed through intonation, tone, and context.
Students can analyse spoken academic discussions or lectures to identify main ideas, supporting details, and the speaker's purpose, effectively synthesizing information from diverse sources.
Students can differentiate between various accents and dialects in spoken English, adapting comprehension strategies to effectively interpret meaning and nuances in communication.
Students can evaluate spoken narratives or case studies, recognizing themes and character development while articulating the implications of the story on the audience's understanding.
Students can infer meaning from complex spoken texts that include technical vocabulary, demonstrating the ability to derive context-specific interpretations based on prior knowledge and situational cues.
Students can recognize and interpret rhetorical strategies and persuasive techniques in spoken discourse, assessing their effectiveness and impact on the audience's perception.
Students can respond to spoken critiques or feedback in academic or professional contexts by analysing the content and adjusting personal viewpoints or actions based on the insights provided.



7.5.4 Speaking

Students can present messages or information in the form of an oral presentation lasting 10-15 minutes, employing advanced vocabulary, phrases, and grammatical structures to convey complex ideas effectively.

Students can utilize a broad range of language to articulate thoughts clearly and appropriately across various general, academic, professional, or leisure topics without limiting self-expression.

Students can communicate fluently and spontaneously, demonstrating an effortless flow of language, while effectively navigating conceptually challenging subjects to maintain natural discourse.

Students can employ suitable phrases from a range of discourse functions to manage contributions in conversations, ensuring effective engagement with other speakers and maintaining control of the discussion.

Students can engage in debates or discussions on complex topics, articulating and defending personal viewpoints while respectfully addressing and countering opposing arguments.

Students can facilitate group discussions by prompting participation, asking clarifying questions, and summarizing key points to enhance collaborative dialogue and ensure shared understanding among speakers.

Students can adapt language and style to suit different contexts and audiences, demonstrating the ability to switch between formal and informal registers as appropriate.

Students can articulate nuanced opinions and emotions using a variety of expressions, idiomatic phrases, and rhetorical devices to enhance the effectiveness of their communication.

Students can negotiate solutions in discussions by employing persuasive language and strategies to reach agreements or compromises while considering the perspectives of others.

Students can reflect on feedback and adapt spoken responses, accordingly, demonstrating an awareness of audience reactions and adjusting communication strategies to improve clarity and engagement.

