

LEARNING OBJECTIVES

Intermediate course B1/CEFR

- LO and assessment methods: Self-correcting exercises, end of unit/course assessments, live tutor-led 1:1/group assessment via virtual classroom

<p>UNIT 1 Skills practiced: Listening, reading and writing</p>	<p>*To Develop in depth understanding of the word classes *To learn vocabulary appropriate for Entry level 3/B1 *Produce descriptions of places, people and events *Understand and follow audio recorded instructions Listening:</p> <ul style="list-style-type: none"> • Listening comprehension • listen for and follow the gist of explanations and narratives • listen for detail in explanations/narratives <p>Writing:</p> <ul style="list-style-type: none"> • Plan and draft writing • Produce a structured answer (introduction, paragraphs, conclusion) • Use short paragraphs as a way of grouping ideas • Sequence chronological writing • Write in full sentences with 2 clauses. • Grammar and punctuation • Avoid repetition
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<p>UNIT 2</p> <p>Skills practiced: Reading, writing, working with different study materials Grammar Rewording</p>	<p>Perfect tenses: past, present and future</p> <p>Conditional forms</p> <ul style="list-style-type: none"> • Use all tenses appropriately in different contexts and situations • Recognise and understand the differences between tenses
	<ul style="list-style-type: none"> □ Understand that there is more than one way of talking about the past, present and future. □ Learn question and negative tense forms □ Give examples in specific tenses □ Ways of avoiding repetition □ Self-reflection (be able to reflect on own learning experience and progress)
<p>UNIT 3</p> <p>Skills practiced: Speaking/Listening Reading Writing</p>	<ul style="list-style-type: none"> ○ Identify appropriate Vocabulary and Functions (give personal information, ask/answer questions, describe and explain) To recognise and use in sentences Modal verbs □ Types of texts (be aware of the different purposes of texts) □ Participate in conversations, formal and informal about familiar and unfamiliar topics □ Differentiate between simple, complex and compound sentences.(2-3 clauses) □ Paragraph structure □ Understand and Use the Reading strategies taught in Unit 3 □ Event sequencing □ Be able to reflect on own learning experience and progress

<p>UNIT 4 Skills practiced: Writing Formal language Writing emails, letters</p>	<ul style="list-style-type: none"> □ More B1 vocabulary □ Using passive language □ More modal verbs □ Functions (show preference, compare/contrast, complain, give relevant details) □ Use connectives □ Formal Communication- write letters, emails etc.(layout, content: e.g. write letter to the water company, □ Writing a basic argument: selecting examples and evidence to support an argument □ Talk about work and job responsibilities/rights □ Form filling
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LEARNING OUTCOMES

B1 level/Entry level 3

LISTENING

I can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.

I can understand what is said to me in everyday conversations, but I sometimes need help in clarifying particular details.

I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.

I can follow clearly spoken, straightforward short talks on familiar topics.

I can understand the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.

I can understand simple technical information, such as operating instructions for familiar types of equipment.

READING

I can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.

I can find and understand the information I need in brochures, leaflets and other short texts relating to my interests.

I can understand the main points in short newspaper and magazine articles about current and familiar topics.

I can follow simple instructions, for example for a game, using familiar types of equipment or cooking a meal.

I can understand simplified versions of novels, and follow the story line in short stories with a clear structure, with some effort and regular use of a dictionary.

I can understand private letters about events, feelings and wishes well enough to write back.

SPOKEN INTERACTION

I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

I can express and respond to feelings and attitudes like surprise, happiness, sadness, interest and disinterest.

I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.

I can help to solve practical problems, saying what I think and asking others what they think.

I can find out and pass on uncomplicated factual information.

I can ask for and follow detailed directions.

I can manage unexpected things that could happen on holiday, e.g. needing a dentist or getting a bike repaired.

I can make arrangements on the telephone or in person, e.g. booking flights, hotels, rental cars, restaurants, cinemas, etc.

I can have simple telephone conversations with people I know.

SPOKEN PRODUCTION

I can give descriptions on a variety of familiar subjects related to my interests.

I can talk in detail about my experiences, feelings and reactions.

I can briefly explain and justify my opinions.

I can give a short prepared presentation on a very familiar area (e.g. "My country") and answer clear questions.

I can relate the main content of short texts I have read.

WRITTEN PRODUCTION

I can write short, comprehensible connected texts on familiar subjects.

I can write simple texts about experiences or events, for example about a trip, describing my feelings and reactions.

Working to a standard format, I can write very brief reports which pass on routine factual information on matters relating to my field.

I can write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information.

I can write a short formal letter asking for or giving simple information.

QUALITY OF LANGUAGE

I know enough vocabulary to talk about my family, hobbies and interests, work, travel, news and current events.

When I explain something, I can make the other person understand the points that are most important to me.

I can link a series of short phrases into a connected, sequence of points.

I can express myself reasonably accurately in familiar, predictable situations.

I can keep a conversation going, but sometimes have to pause to plan and correct what I am saying.

I can use simple expressions politely in a neutral way in everyday situations.