

Talenrijk Level Content Descriptions: English

Based on CEFR, Council of Europe ©

Level	Description of Competencies	Grammar	Vocabulary Topics
A1.1	Students have a basic knowledge of simple grammatical structures and sentence structures in a memorized repertoire. They can manage short and isolated phrases related to personal details and basic every-day situations. Students can link words or groups of words with very basic connectors ' <i>and</i> ' and ' <i>but</i> '. They can describe their immediate surroundings with simple vocabulary.	Personal Pronouns Present Simple Imperative Questions forms Adverbs of frequency Elementary Adjectives and opposite pairs Elementary prepositions of place Elementary prepositions of time <i>There is / are</i>	Introducing yourself Family members Describing people Parts of the body Numbers Jobs Hobbies Places where we live (cities, countryside, etc.) Basic food vocabulary
A1.2	Students can introduce themselves and describe their life and work with the use of simple vocabulary and grammatical structures. They can ask and answer questions and show interest in a conversation. They can follow speech that is slow and carefully articulated. They can understand very short, simple texts, messages and phrases used in most common everyday situations.	Present Continuous Present Continuous vs. Present Simple Simple Modals: can, can't, would like Possessive 's Verb +ing: <i>like, hate, love +ing</i> Countable and uncountable nouns <i>How many / much?</i> Indefinite article <i>a / an</i> .	Describing weather Describing what people are wearing Numbers Counting and asking questions about quantity Describing your possessions Expressing preferences Additional food and drink vocabulary Basic travel vocabulary

<p>A2.1</p>	<p>Students can use basic structures to describe themselves, their preferences and regular activities. They can describe their family and friends using wider vocabulary and smooth transitions in sentences (<i>but, because, which, that</i>). Student can talk about simple situations in the past.</p>	<p>Past Simple Word Order in Sentences Adjectives (comparative) Reflexive Pronouns Countable and uncountable nouns and quantifiers (<i>much/many/some/a lot</i>) Articles: indefinite and definite Polite requests: <i>Would like?</i> Prepositions of place and time – extension Basic modal verbs: <i>need / must</i></p>	<p>Important life events Describing and comparing images Past situations: holidays / trips Hotel reservations Sightseeing Basic email language Invitations to special events Basic telephone skills (saying a colleague isn't available, for example) Spell own (work) e-mail address</p>
<p>A2.2</p>	<p>Students can use simple sentences and attempt to build multi-clause sentences with simple connectors (<i>because, so, I think, maybe</i>). Students are comfortable with various simple question forms. Students can produce sentences using infinitives and simple gerunds (<i>I want to buy a coat / I like skiing</i>). Students can write simple email messages and participate in everyday social exchanges without undue effort.</p>	<p>Past Continuous Past Simple and Past Continuous Clauses with direct and indirect objects (<i>I can give you my book</i>). Verb + infinitive (in present and past) Wh-questions (<i>who, what, where, etc.</i>) Modals of advice: <i>should</i> Future Simple <i>Going to</i> (with future meaning) Polite requests: <i>Would like?</i> Simple phrasal verbs: <i>check in, look for, get back to, etc.</i></p>	<p>Describing past events with the use of Past Simple and Continuous (weekend, trip) Jobs and occupations Promises and announcements Describing plans in the future Simple phone conversations (e.g.: connecting someone to another colleague.) Making travel arrangements (bus, train, plane) Eating out, ordering. Spell own (work) e-mail address</p>

<p>B1.1</p>	<p>Students can exploit a wide range of simple language to deal with most situations that arise in their everyday lives (family, hobbies, work, travel and current events). They can express possibility of certain actions and make simple predictions. They can express their wishes and plans. They know how to describe someone’s personality and express their feelings. They can talk about relationships and health problems, give advice and recommendations. They can identify specific information in simple reading material, such as letters, brochures, ads and short newspaper articles.</p>	<p>Past Simple and Continuous Review Present Perfect Introduction Present Perfect Continuous Introduction Adverbs of time related to Present Perfect and Past Simple Intensifiers: <i>too, very, enough, etc.</i> Adjectives: Comparative and Superlatives Causative: <i>make somebody do something</i> Connecting words: cause and effect Modals of possibility: <i>may, might, can, could</i> Modals of obligation: <i>must, have to</i> Future Simple and non-future tenses with future meaning Present Participles <i>Whose</i> in relative clauses</p>	<p>Introducing news and recent events Describing work projects/hobbies that started in the past and are still in progress. Rules and regulations: public transport and space. Making predictions about the future, describing plans. Small talk: advisable and taboo topics. Being indirect in English: basic techniques. More emailing skills More telephoning (appointments, messages, etc) Spell own (work) e-mail address Spell other names etc, also be able to write them down with relevant punctuation.</p>
<p>B1.2</p>	<p>Students have a confident command of simple tenses (describing routine and non-routine matters related to their interests and professional field). They can identify situations that require Present Perfect. They can produce simple connected text on a variety of everyday topics. They can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for their opinions and plans. They can express thoughts on more abstract cultural topics, such as films, books and music.</p>	<p>Present Perfect and Present Perfect Continuous Review Present Perfect and Past Simple Review and Extended Practice Question Tags Modals in the Past: <i>should have, might have</i> Linking words: addition and contrast Simple Passive Causative: <i>Have(get) something done, Have somebody do something, Get somebody to do something.</i> Future Simple and Continuous Additional structures with the Future Meaning Conditionals ‘0’ and ‘1’ Verbs followed by Infinitive and Gerund</p>	<p>Describing professional responsibilities How things are made: processes and instructions News-related topics Cultural differences More telephoning skills (problem solving on the phone, work-related role plays.) Spell own (work) e-mail address Spell other names etc., also be able to write them down with relevant punctuation. More emailing skills</p>

<p>B2.1</p>	<p>Students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible without imposing strain on either party. They can highlight the personal significance of events and experiences, account for and sustain views by providing relevant explanations and arguments. They can express wishes that are not likely to happen and regrets over past situations.</p>	<p>Present and Past Tenses review Past Perfect Past Perfect Continuous Question Tags Review Adjectives and adverbs Adjectives with <i>-ed</i> and <i>-ing</i> Verbs with Gerunds and Infinitives Review Phrasal Verbs Future Continuous and Perfect Conditionals '2' and '3' <i>Would rather / Had better</i> Adverbial Clauses <i>with -ing</i>. Subordinate clauses with <i>that</i> Modals: <i>can't have / couldn't have / needn't have</i> Reported speech Question tags review</p>	<p>Imagining hypothetical situations: ideal job, ideal place to live Language for meetings and informal gatherings. Simple language for negotiations and bargaining Comparing countries and cultures Discussing news and trends: environment, history, technology, etc.</p> <p>Writing tasks and listening tasks using extended vocabulary. More telephoning skills (problem solving on the phone, work-related role plays.) Spell own (work) e-mail address Spell other names etc.,, also be able to write them down. Relevant punctuation. Start presentation skills More emailing skills More meetings skills</p>
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<p>B2.2</p>	<p>Students can use the language fluently and accurately on a wide range of general, leisure and professional topics marking clear relationship between ideas. They can communicate spontaneously with good grammatical control, self-correction and adopting a level of formality appropriate to the circumstances. They can keep up with a complex discussion by identifying supporting and opposing points of view.</p>	<p>Past and Present tenses – Review Conditional Sentences – Review Mixed Conditionals Dependent Prepositions Phrasal Verbs Linking words, extended <i>Wish</i> <i>Would and used to</i> for past habits Present habits: <i>be used to doing...</i> <i>Wh-</i> clauses as subjects (<i>What attracted me the most was a possibility of...</i>) Advanced Passive: <i>is thought to be, is obliged to do,</i> etc. Causative Review: <i>make/ have somebody do something</i> Idioms Collocations</p>	<p>Current affairs Complex discussions using opposing views Historic events and discussions Business success stories Writing tasks and listening tasks using extended vocabulary. Review telephoning skills (problem solving on the phone, work-related role plays.) Spell own (work) e-mail address Spell other names etc., also be able to write them down. More emailing skills More presentation skills More meetings skills Start negotiation skills Start extended writing/ report writing skills</p>
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<p>C1.1</p>	<p>Students can easily follow and contribute to complex interactions between third parties in a group discussion even on abstract and complex unfamiliar topics. They can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. They use structures mastered at earlier levels but with a much wider range of vocabulary and in consistently accurate ways.</p>	<p>Review of tense structures in Present, Past and Future <i>Find, believe, suppose, take + object + infinitive (I found it to be more interesting than....)</i> Advanced Passive with <i>assumed, discovered, felt, found.</i> Advanced Modal Verbs for polite and diplomatic constructions Accuracy with countable and uncountable nouns and their quantifiers (<i>few/little, fewer/ less, much/many</i>) Adverbs as modifiers: <i>uniquely detailed</i> Double Possessive (<i>my sister's husband's car</i>) Prepositional Phrases Phrasal verbs Idiomatic Expressions</p>	<p>Expressing opinions on complex topics related to current affairs, business and environment. Polite and diplomatic language for meetings and negotiations Advanced presentations language: introduction, sequencing, conclusion, Q&A. (Expressing congratulations, sympathy and condolences) Reading and listening tasks for overall comprehension and main details Review English alphabet, spelling own name, e-mail address etc. More emailing skills More presentation skills More meetings skills More negotiation skills More extended writing/ report writing skills</p>
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<p>C1.2</p>	<p>Students can participate in advanced discussions on a variety of professional and abstract topics. They can exploit a wide range of filler phrases and conversational signal posting phrases. They can produce coherent and fluent presentations and written texts on a variety of topics. Some fossilized errors and L1 intervention may be possible but are rare and self-corrected.</p>	<p>Review of tense structures in Present, Past and Future: mixed tenses practice Advanced passive Review of Conditional Constructions Advanced Prepositional Phrases Relative clauses Emphasis structures Punctuation Phrasal Verbs Idiomatic Expressions Collocations</p>	<p>Expressing opinions on complex topics related to current affairs, business, environment, etc. Expressing emphasis, disagreement, being able to interrupt. Polite and diplomatic language for meetings and negotiations Reading and listening tasks for overall comprehension and main details. Review English alphabet, spelling own name, e-mail address etc. Review emailing skills Review presentation skills More meetings skills More negotiation skills More extended writing/ report writing skills</p>
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C2	<p>Students can hold their own in formal discussions on complex issues by presenting and defending an articulate argument with near-native competence. They have a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. They can convey finer shades of meaning precisely by using a wide range of modification devices. They can backtrack and restructure around difficulties using techniques that are hard to detect. Students can understand and interpret critically virtually all forms of written language appreciating subtle distinctions of style and implicit meaning. No signs of having to restrict what they want to say.</p>	<p>Review of tense structures in Present, Past and Future: Mixed tenses practice Inversion with negative adverbials Inversion in conditional sentences Review of conditional sentences and their use in context (negotiations, wishes, polite requests regrets and performance evaluations) Advanced Prepositional Phrases Phrasal verbs, splitting Advanced Passive Voice Punctuation Idioms and sayings Advanced linking words Collocations</p>	<p>Discussion of complex topics related to everyday and professional life Cultural topics: cultural awareness Language for negotiations Language for meetings and presentations Advanced polite and diplomatic skills Review English alphabet, spelling own name, e-mail address etc. Review emailing skills Review presentation skills More meetings skills More negotiation skills More extended writing/ report writing skills</p>
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