

Prep Curriculum Handbook

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Introduction

Işık University School of Foreign Languages (SFL) Prep School is committed to teaching English as a foreign language to the students who are admitted to English-medium programmes. This commitment is reflected in our mission statement:

Mission Statement: Işık University School of Foreign Languages (SFL) delivers a quality higher education by enabling students to acquire the language skills in English to pursue their academic studies and professional careers. It also establishes a learning environment in which students can develop 21st century skills such as autonomous learning, critical thinking, and embracing diversity.

At the beginning of the academic year, the new students have to take the Placement Test. The ones who answer at least 55 of the 80 questions correctly in the Placement Test are eligible to sit the Proficiency Exam, which determines whether a student is competent enough to start their degree programme. The students who cannot pass the Proficiency Exam, who cannot give at least 55 correct answers on the Placement Test, and who do not take the Placement Test at all are placed in the Prep Programme according to their scores (if any). The details of the Placement Test and Proficiency Exam assessment are covered in the [Testing & Assessment Guide](#).

Three Levels in the Prep School

The Prep Programme curriculum consists of three levels, which are called tracks in our institution.

Track 1: A0-A1

Track 2: A1+ – A2

Track 3: A2 – A2+

While tracks 1 and 2 are two-semester programmes, track 3 is a one-semester programme. Each academic semester is divided into two modules in the Prep School to track students' progress more closely.

The target exit level for all tracks is B1+ according to the CEFR. However, our learning objectives are aligned with the Global Scale of English (GSE) Academic (See Appendix: [Prep Learning Objectives by Level](#)).

Tables 1, 2, and 3 show the target progress for tracks 1, 2, and 3 respectively.

Table 1: Progress through Track 1

TRACK 1

	Module 1	Module 2	Module 3	Module 4
B1+				■
B1			■	
A2+		■		
A2	■			
A1 & Below	■			

Table 2: Progress through Track 2

TRACK 2

	Module 1	Module 2	Module 3	Module 4
B1+				■
B1			■	
A2+		■		
A2	■			

Table 3: Progress through Track 3

TRACK 3

	Module 1	Module 2
B1+		■
B1	■	
A2+	■	

In order to help students reach the aimed exit level, the teaching hours differ across tracks, with track 1 the highest number of contact hours, and track 3 lowest.

With the pandemic, Işık University Prep School had to adapt to online education in a short time. The experience has enabled the curriculum designers and the programme practitioners to adopt certain aspects of the flipped learning methodology. The Prep Programme now is mainly face-to-face with online asynchronous learning materials on two major LMS platforms: Blackboard materials created by the Online Education Coordinator and Curriculum & Testing Unit with the support of teachers, and My English Lab by Pearson. The asynchronous online materials are not always in the form of homework assignments traditionally assigned after a particular lesson. A considerable amount of the work expected from Prep students consists of learning activities/self-study work either to get ready for a particular lesson or reinforce face-to-face activities in class. In this sense, the programme has been designed in such a way that learners have increased responsibility for their own learning.

The current Prep curriculum was revised in the summer of 2022 to reflect these new approaches to teaching. With the integration of asynchronous online components, the face-to-face contact hours have decreased, but the overall hours of learning have not changed much. Table 4 shows the overall teaching and learning hours (divided into synchronous face-to-face and asynchronous online) by track.

Table 4: Overall Teaching & Learning Hours

Each module is approximately 7 weeks in the Prep Programme. The following numbers are the same for all four modules, except for Track 3, which is a two-module (one-semester) programme.

	Sync F2F	Async Online	Semester Total	Academic Year / Term
TRACK 1	270	120	390	780
TRACK 2	270	90	350	700
TRACK 3	270	90	350	350

Tables 5, 6, and 7 show the weekly course hours throughout the academic year (module by module) according to track. The teaching and learning hours are given per week in each table. Each module is approximately 7 weeks.

Table 5: Module 1 Weekly Course Hours by Track

	MODULE 1					
	Sync F2F			Async Online		
	Core	RW	LS	Core	RW	LS
TRACK 1	11	RL: 7	NA	4	RL: 2	NA
TRACK 2	8	7	3	2	2	2
TRACK 3	8	7	3	2	2	2

Table 6: Module 2 Weekly Course Hours by Track

	MODULE 2					
	Sync F2F			Async Online		
	Core	RW	LS	Core	RW	LS
TRACK 1	8	7	3	4	2	2
TRACK 2	8	67	3	2	2	2
TRACK 3	8	7	3	2	2	2

Table 7: Module 3-4 Weekly Course Hours by Track

	MODULE 3-4					
	Sync F2F			Async Online		
	Core	RW	LS	Core	RW	LS
TRACK 1	8	7	3	4	2	2
TRACK 2	8	7	3	2	2	2
TRACK 3	NA	8	6	NA	4	2

Curriculum Design and Learning Objectives

As stated in the previous section, the learning objectives of the Prep programme are aligned with GSE Academic descriptors. The reason for the selection of GSE as our reference is that Işık University Prep programme aims to equip the students with the necessary linguistic and communicative skills and competence to be able to follow English-medium degree programmes. For this reason, the programme must be academic in scope. With its learning objectives clearly articulated for an academic setting, GSE Academic descriptors serve this purpose.

Table 8 gives the educational aims of the Prep Programme in general terms.

Table 8: Educational Aims of the Prep Programme

Educational Aims	
PEA 1	Depending on their level of English, at the end of a two or one-semester Prep education, students can follow faculty courses in English-medium degree programmes.
PEA 2	At the end of the programme, students acquire academic skills that include extensive reading, analysing a text, taking notes in lectures delivered in English, and using a written or oral content in their own writing or speaking.

Table 9 gives the programme outcomes of the Prep Programme in general terms.

Table 9: Programme Outcomes of the Prep Programme

Programme Outcomes	
PO1	In order to reach B1+ according to CEFR, acquiring the necessary basic vocabulary and language knowledge
PO2	Understanding and analysing written texts and speeches related to professional, school, and daily life
PO3	Effective note taking in lectures delivered in English and prioritising the information in the notes
PO4	Expressing oneself fluently and effectively in topics related to professional, school, and daily life
PO5	Exchanging basic opinions in conversations on basic academic topics related to one's field, and participating in class discussions

Table 10 shows the education aims – programme outcomes matrix.

Table 10: Educational Aims - Programme Outcomes Matrix

Işık University SFL PREP (English Preparatory Programme) Revision Date: August 2022		Programme Outcomes				
Educational Aims	PO1	PO2	PO3	PO4	PO5	
Depending on their level of English, at the end of a two or one-semester Prep education, students can follow faculty courses in English-medium degree programmes.						
At the end of the programme, students acquire academic skills that include extensive reading, analysing a text, taking notes in lectures delivered in English, and using a written or oral content in their own writing or speaking.						

Prep Courses & Course Materials

The Prep Programme curriculum has been designed with certain learning objectives to fulfil the programme educational aims and the general outcomes. In the “Course Descriptions and General Outcomes” sections of this handbook, the listed outcomes are general in scope. [Prep Curriculum Learning Objectives](#) (Appendix) include all the detailed learning objectives for linguistic development, receptive and productive skills throughout the academic year (from A0 to B1+). The Prep Curriculum Learning Objectives are divided into 5 categories: Core, Reading, Writing, Listening, and Speaking. The learning objectives under each category are the learning objectives of the three courses in the Prep Programme. The learning objectives are covered in four modules (over the course of seven weeks) with a separate set of weekly syllabuses that are shared with the teacher and the students at the beginning of each module.

1. **Core:** The Core course in the Prep programme aims to help learners acquire linguistic competence progressively. The language teaching approach of the course is situational and grammar in context, whereby “learners move from comprehension to communication within a clear and consistent structure.”¹ The grammar/language points are introduced in context, in which learners are encouraged to inquire about the language point in question. The introduction stage is followed by language presentation, which is strongly advised to be less teacher-centred by the curriculum designers. In the focused practice stage, learners have a chance to practice the target language point in a controlled way. Most of the activities in this stage are assigned as homework to spare more time for communicative practice, which is the final stage. The grammar points recycle systematically, which enables learners to internalise the meaning and use of the studied structures over time. There is systematic study of speaking skills and fluency as well as accuracy and the course is closely linked to the Listening & Speaking program. As much as the conditions allow it, the Core course teacher is also the teacher for the L&S course.

Empower series (A1-A2-B1+) was selected this year for the Core course for its integrated-skills approach, focus on communication skills and academic skills at the same time, and rich online extension and video activities. Most of the activities and the materials in the Cambridge University Press platform constitute the asynchronous online component of the course.

2. **Reading & Writing Course:** The Reading & Writing in the Prep programme aims to improve learners’ reading and writing skills progressively. More specifically, this course is designed in such a way that learners will be ready to embark on undergraduate studies, which heavily involve academic reading and writing.

Over the years, we have written our own course books (*Lighthouse Reading & Writing* series) for the Reading & Writing courses at three levels (A2 through B2 levels). These course books are published by Işık University Press. In 2021 the third edition of the series was published.

3. **Listening & Speaking Course:** The Listening & Speaking in the Prep programme aims to improve learners’ listening and speaking skills progressively. More specifically, this course is designed in such a way that learners will be ready to embark on undergraduate studies, which heavily involve listening to lectures and asking/answering questions on certain course content in the English language.

Over the years, we have written our own course books (*Lighthouse Listening & Speaking* series) for the Listening & Speaking courses at three levels (A2 through B1+ levels). These course books are published by Işık University Press. In 2021 the third edition of the series was published. The Speaking component of the course also relies on the *Empower* series used in the Core program. As both courses are offered by the same teacher, the teacher has the flexibility to use both books as needed to support the skills development.

¹ “Welcome to Focus on Grammar” section of the *Focus on Grammar* course book series.

4. **Reading & Listening:** This is a seven-week course at the beginning of the academic year for track 1 students (A0-A1). The course aims to familiarise students with informative texts (reading and listening) provided they are short and appropriate to the level while building the vocabulary foundation necessary for more complex and longer texts.

We use Lighthouse Reading & Listening (A0-A1) as the coursebook of this course, which was written by our coordinators and published by Işık University Press. In 2021, the third edition of the book was published along with all the other skills course books from the same series.

Course Descriptions & General Outcomes

Core 1.1 – PREP 1111

This course is designed for Track 1 students in the first semester. The course is a grammar course that aims to build the necessary foundation for more complex skills and language development. A situational and functional approach is adopted in which the target points are presented in relevant situations and contexts.

Level: A0-A2

General Outcomes

1. Can interact with others in class provided they speak clearly and slowly.
2. Can give brief information about themselves or someone they are familiar with in speech and in writing.
3. Can differentiate between daily routines / general truths and what is happening at the moment of speech.
4. Can describe places, people, and actions using a simple range of language.
5. Can express abilities, necessities, obligations, advice, and prohibitions provided that the situations are clear.
6. Can express plans and predictions about the future.
7. Can narrate a short past event or habit with clear signposting.
8. Can talk about experiences.

Core 1.2 – PREP 1112

This course is designed for Track 1 students in the second semester. The course is a grammar course that aims to build the necessary foundation for more complex skills and language development. A situational and functional approach is adopted in which target points are presented in relevant situations and contexts.

Level: A2-B1+

General Outcomes

1. Can make comparisons between things and actions using a variety of language.
2. Can narrate a story using a range of tenses together.
3. Can differentiate between experience and a past story.
4. Can differentiate between active and passive voice.
5. Can describe a process using the passive voice.
6. Can make deductions about the past.
7. Can express regrets and wishes using a variety of languages.
8. Can add variety to their written and spoken language using more complex structures.

Core 2.1 – PREP 1211

This course is designed for Track 2 students in the first semester. The course is a grammar course that aims to build the necessary foundation for more complex skills and language development. A situational and functional approach is adopted in which the target points are presented in relevant situations and contexts.

Level: A1+-A2

General Outcomes:

1. Can interact with others in the class.
2. Can describe places, people, and actions using a simple range of language.
3. Can differentiate between daily routines / general truths and what is happening at the moment of speech.
4. Can express abilities, necessities, obligations, advice, and prohibitions provided that the situations are clear.
5. Can express plans and predictions about the future.
6. Can narrate a short past event or habit with clear signposting.
7. Can talk about experiences.
8. Can make comparisons between things and actions using a variety of language.

Core 2.2 – PREP 1212

This course is designed for Track 2 students in the second semester. The course is a grammar course that aims to build the necessary foundation for more complex skills and language development. A situational and functional approach is adopted in which the target points are presented in relevant situations and contexts.

Level: A2-B1+

General Outcomes:

1. Can make comparisons between things and actions using a variety of languages.
2. Can narrate a story using a range of tenses together.
3. Can differentiate between experience and a past story.
4. Can differentiate between active and passive voice.
5. Can describe a process using the passive voice.
6. Can make deductions about the past.
7. Can express regrets and wishes using a variety of languages.
8. Can add variety to their written and spoken language using more complex structures.

Core 3.1 – PREP 1311

This course is designed for Track 3 students in the first semester. The course is a grammar course that aims to build the necessary foundation for more complex skills and language development. A situational and functional approach is adopted in which the target points are presented in relevant situations and contexts.

Level: A2-B1+

General Outcomes:

1. Can talk about the present, past and future events/situations in context provided there are clear adverbs of frequency.
2. Can differentiate between experience and a past story.
3. Can make comparisons between things and actions using a variety of languages.
4. Can differentiate between active and passive voice.
5. Can describe a process using the passive voice.

6. Can make deductions about the past.
7. Can express regrets and wishes using a variety of languages.
8. Can add variety to their written and spoken language

Reading & Listening 1 – PREP 1611

This course is designed for Track 1 students in the first module (the first seven weeks of the fall semester). The course aims to familiarise students with informative texts (reading and listening) provided they are short and appropriate to the level while building the vocabulary foundation necessary for more complex and longer texts.

Level: A0-A1+

General Outcomes:

1. Can identify the topic and the main idea of a short informative or descriptive reading text and speech.
2. Can extract specific information from simple descriptive and informative texts and speeches.
3. Can identify what a word or phrase refers to in a reading text.
4. Can extract key factual information such as dates, numbers, and quantities from a presentation.
5. Can write a basic summary of a simple text using the original wording and paragraph order.
6. Can identify cause and effect relationships in a simple text and speech, if clearly signaled.
7. Can recognize contrasting ideas in a structured text and speech when signaled by discourse markers.
8. Can derive the probable meaning of simple unknown words from short, familiar contexts.

Reading & Writing 1.1 – PREP 1121

This course is designed for Track 1 students in the second module (the second seven weeks of the fall semester). The course aims to introduce students to reading skills such as skimming and scanning, topic and main idea, understanding the gist of a text, and the basics of paragraph writing on areas of personal and professional interest.

Level: A1+-A2

General Outcomes:

1. Can identify the topic of a short informational text.
2. Can distinguish the paragraph's main ideas and simple supporting details.
3. Can extract key information from simple academic texts if guided by questions.
4. Can guess the meanings of unknown words from familiar contexts.
5. Can write a descriptive paragraph about people, places, and events.
6. Can justify a personal opinion in a paragraph using simple connectors.

Reading & Writing 1.2 – PREP 1122

This course is designed for Track 1 students in the second semester. The reading component of the course aims to improve learners' reading skills through texts that are academic in content and style. The writing component of the course aims to develop critical thinking skills by means of a response essay.

Level: A2+B1+

General Outcomes:

1. Can distinguish the paragraph's main ideas and supporting details.
2. Can extract key information from academic texts if guided by questions.
3. Can guess the meanings of unknown words from familiar contexts.

4. Can make simple inferences using contextual clues.
5. Write a response to a short reading text on simple academic topics in the form of an essay.
6. Can summarise a short academic text.
7. Can use textual information to support their argument in writing.
8. Can paraphrase ideas or sentences from a short text in their own writing.
9. Can use simple cohesive devices to connect ideas in a logical way.

Reading & Writing 2.1 – PREP 1221

This course is designed for Track 2 students in the first semester. The reading component of the course aims to improve learners' reading skills through informative and descriptive texts. The writing component of the course aims to build response essay writing skills.

Level: A2-A2+

General Outcomes:

1. Can identify the topic of a short informational text.
2. Can distinguish the paragraph's main ideas and simple supporting details.
3. Can extract key information from simple academic texts if guided by questions.
4. Can guess the meanings of unknown words from familiar contexts.
5. Write a response to a short reading text on familiar topics in the form of an essay.
6. Can summarise a short text on a familiar topic.
7. Can paraphrase ideas or sentences from a short text in their own writing.
8. Can use textual information to support their argument in writing.

Reading & Writing 2.2 – PREP 1222

This course is designed for Track 2 students in the second semester. The reading component of the course aims to improve learners' reading skills through texts that are academic in content and style. The writing component of the course aims to improve and revise essay writing and summarization of simple informational texts that are not longer than 600 words.

Level: A2+-B1+

General Outcomes:

1. Can distinguish the paragraph's main ideas and supporting details.
2. Can extract key information from academic texts if guided by questions.
3. Can guess the meanings of unknown words from familiar contexts.
4. Can make simple inferences using contextual clues.
5. Write a response to a short reading text on simple academic topics in the form of an essay.
6. Can summarise a short academic text.
7. Can use textual information to support their argument in writing.
8. Can paraphrase ideas or sentences from a short text in their own writing.
9. Can use simple cohesive devices to connect ideas in a logical way.

Reading & Writing 3.1 – PREP 1321

This course is designed for Track 3 students in the first semester. The reading component of the course aims to improve learners' reading skills through texts that are academic in content and style. The writing component of the course aims to build simple essay writing skills and summarization of simple informational texts that are not longer than 600 words.

Level: A2+B1+

General Outcomes:

1. Can distinguish the paragraph's main ideas and supporting details.
2. Can extract key information from academic texts if guided by questions.

3. Can guess the meanings of unknown words from familiar contexts.
4. Can make simple inferences using contextual clues.
5. Write a response to a short reading text on simple academic topics in the form of an essay.
6. Can summarise a short academic text.
7. Can use textual information to support their argument in writing.
8. Can paraphrase ideas or sentences from a short text in their own writing.
9. Can use simple cohesive devices to connect ideas in a logical way.

Reading & Writing 3.2 – PREP 1322

This repeat course is designed for Track 3 students in the second semester. The reading component of the course aims to improve learners' reading skills through texts that are academic in content and style. The writing component of the course aims to build simple essay writing skills and summarization of simple informational texts that are not longer than 600 words.

Level: A2+B1+

General Outcomes:

1. Can distinguish the paragraph's main ideas and supporting details.
2. Can extract key information from academic texts if guided by questions.
3. Can guess the meanings of unknown words from familiar contexts.
4. Can make simple inferences using contextual clues.
5. Write a response to a short reading text on simple academic topics in the form of an essay.
6. Can summarise a short academic text.
7. Can use textual information to support their argument in writing.
8. Can paraphrase ideas or sentences from a short text in their own writing.
9. Can use simple cohesive devices to connect ideas in a logical way.

Listening & Speaking 1.1 – PREP 1131

This course is designed for Track 1 students in the second module (the second seven weeks of the fall semester). The course aims to introduce students to listening and note-taking skills and simple conversational skills and strategies.

Level: A1+-A2

General Outcomes:

1. Can identify the overall topic and the main parts of a short lecture not longer than 800 words.
2. Can distinguish the important details in a lecture and note them down.
3. Can identify the purpose of examples.
4. Can understand simple definitions in a lecture on familiar topics.
5. Can start and maintain a conversation on familiar topics provided that the speaker speaks clearly and slowly.
6. Can ask for more information in a conversation.
7. Agree and disagree and express their opinion.
8. Can connect their opinion to those of others in a short conversation.

Listening & Speaking 1.2 – PREP 1132

This course is designed for Track 1 students in the second semester. The listening component of the course aims to improve learners' listening and note-taking skills through texts that are academic in content and style. The speaking component of the course aims to improve conversational skills on topics of academic and professional interest.

Level: A2+B1+

General Outcomes:

1. Can note down important details and explanations in a simple academic lecture.
2. Can identify different logical relationships (cause-effect, contrasting) between ideas in a lecture.
3. Can understand the purpose of an example in a lecture.
4. Can understand definitions in a lecture.
5. Can take notes using signs and abbreviations.
6. Can start and maintain a conversation on an academic topic related to their field using a variety of conversational strategies.

Listening & Speaking 2.1 – PREP 1231

This course is designed for Track 2 students in the first semester. The course aims to introduce students to listening and note-taking skills and simple conversational skills and strategies.

Level: A1+-A2

General Outcomes:

1. Can identify the overall topic and the main parts of a short lecture not longer than 1000 words.
2. Can distinguish the important details in a lecture and note them down.
3. Can identify the purpose of examples.
4. Can understand simple definitions in a lecture on familiar topics.
5. Can start and maintain a conversation on familiar topics provided that the speaker speaks clearly and slowly.
6. Can ask for more information in a conversation.
7. Agree and disagree and express their opinion.
8. Can connect their opinion to those of others in a short conversation.

Listening & Speaking 2.2 – PREP 1232

This course is designed for Track 2 students in the second semester. The listening component of the course aims to improve learners' listening and note-taking skills through texts that are academic in content and style. The speaking component of the course aims to improve conversational skills on topics of academic and professional interest.

Level: A2+B1+

General Outcomes:

1. Can note down important details and explanations in a simple academic lecture.
2. Can identify different logical relationships (cause-effect, contrasting) between ideas in a lecture.
3. Can understand the purpose of an example in a lecture.
4. Can understand definitions in a lecture.
5. Can take notes using signs and abbreviations.
6. Can start and maintain a conversation on an academic topic related to their field using a variety of conversational strategies.

Listening & Speaking 3.1 – PREP 1331

This course is designed for Track 3 students in the first semester. The listening component of the course aims to improve learners' listening and note-taking skills through texts that are academic in content and style. The speaking component of the course aims to improve conversational skills on topics of academic and professional interest.

Level: A2+B1+

General Outcomes:

1. Can note down important details and explanations in a simple academic lecture.
2. Can identify different logical relationships (cause-effect, contrasting) between ideas in a lecture.
3. Can understand the purpose of an example in a lecture.
4. Can understand definitions in a lecture.
5. Can take notes using signs and abbreviations.
6. Can start and maintain a conversation on an academic topic related to their field using a variety of conversational strategies.

Listening & Speaking 3.2 – PREP 1332

This repeat course is designed for Track 3 students in the second semester. The listening component of the course aims to improve learners' listening and note-taking skills through texts that are academic in content and style. The speaking component of the course aims to improve conversational skills on topics of academic and professional interest.

Level: A2+B1+

General Outcomes:

1. Can note down important details and explanations in a simple academic lecture.
2. Can identify different logical relationships (cause-effect, contrasting) between ideas in a lecture.
3. Can understand the purpose of an example in a lecture.
4. Can understand definitions in a lecture.
5. Can take notes using signs and abbreviations.
6. Can start and maintain a conversation on an academic topic related to their field using a variety of conversational strategies.

Appendix: Prep Curriculum Learning Objectives

	CORE LEARNING OBJECTIVES	READING LEARNING OBJECTIVES	WRITING LEARNING OBJECTIVES	LISTENING LEARNING OBJECTIVES	SPEAKING LEARNING OBJECTIVES
B1+	can follow the chronological order of events in simple narratives	can make simple inferences based on information in a short article	can use limited discourse devices to link sentences smoothly into connected discourse.	can extract key details from a simple academic presentation or lecture, if delivered slowly and clearly	can respond to opinions expressed by others
	can describe past events in appropriate chronological order	can recognise the organisational structure of a paragraph in a simple academic text	can write a review of (respond to) a simple text, using appropriate conventions, if provided with a model.	can recognise that ideas in a simple presentation or lecture are similar when signalled by discourse markers	can briefly give reasons and explanations for opinions, plans and actions
	can use common connectors to tell a story or describe an event in writing	can understand cause and effect relationships in a simple academic text, if signalled clearly	can write a conclusion to a simple response essay, if provided with a model.	can identify details that support a point of view in a simple presentation or lecture aimed at general audience	can report the opinions of others using simple language
	can follow the instructions in an informative text /lecture to accomplish simple tasks.	can identify the sources of information in a simple academic text	can take notes while analysing a simple text to respond to it in a simple structured essay	can identify the use of clarification language in a. Simple presentation or lecture	can answer questions about the content of a lecture aimed at a general audience
	can write a short description of a real or imagined event	can recognise common discourse markers in a simple academic text	can write a simple analysis of a structured text	can recognise that a joke has been made, even if the meaning is not understood	can speak in general terms about environmental problems
	can talk about an imagined event or speculation such as regret	can understand the writer's purpose in a simple academic text, if guided by questions	can take notes on key points during a well-structured lecture on a familiar topic	can distinguish between advantages and disadvantages in a simple presentation or lecture	can suggest pros and cons when talking about a topic, using simple language

can understand the description of imagined events such as regrets or past speculations	can distinguish between fact and opinion in a simple academic text	can edit and improve one's own writing, if provided with clear feedback	can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic	can ask someone for clarification during a conversation / discussion on academic topics
can follow the description of a simple process	can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions	can support a main idea with explanations, examples and reasons in a structured essay on a familiar topic	can distinguish between main ideas and supporting details in a simple presentation or lecture on a topic of their field	can develop an argument using common fixed expressions
can write a description of a simple process.	can recognise examples and their relation to the idea they support	can write bullet points to summarise key points in a structured text.	can recognise discourse markers that compare and contrast ideas	can summarise information from a simple academic text or lecture
can paraphrase and report what other people say	can infer meaning in a simple academic text, in order to answer specific questions	can summarise a short academic text	can recognise the repetition of the same topic in extended presentations or lectures	can initiate, maintain and close a conversation on less familiar topics, with guidance
can understand the description of future events, predictions and possibilities	can distinguish between different viewpoints in a simple academic text	can show a simple relationship between a main point and an example in a structured text.	can recognise that a speaker has summarised ideas in a simple presentation or lecture	can use a basic repertoire of conversation strategies to maintain a conversation
can describe future events, prediction and possibilities in writing and speaking	can guess the meaning of unfamiliar words from context	can introduce a counter-argument in a simple discursive text using a variety of linking words	can recognise that a speaker is clarifying points they have made in a simple presentation or lecture	can use synonyms or define the features of something to gloss an unknown word or a word that they cannot remember



	can understand the passive structures in simple texts	can recognise that ideas are parallel in a simple academic text	can justify informed opinion based on short simple texts	can recognise cause-effect relationship in a simple presentation or lecture when signalled by discourse markers	can explain the main points and the reasons of a problem
	can make passive sentences	can recognise significant points and arguments in straightforward newspaper articles on familiar topics	can use appropriate outlines to organise ideas	can infer opinions in a simple presentation or lecture	can suggest cause and effect when discussing an academic topic
		can follow the chronological sequence of events in an academic text using numbers, times and dates		can predict the content of a simple presentation or lecture by listening to the introductory statements	can express agreement or disagreement in a manner that shows they were actively listening to the other person
		can identify key information in an extended text or article		can distinguish facts from opinions in a simple presentation or lecture	
		can recognise contrasting ideas in a structured text when signalled by discourse markers		can recognise discourse markers that introduce supporting examples	
		can distinguish between active and passive voice in an academic text		can recognise the use of language that expresses doubt in a simple presentation or lecture	
		can identify different types of supporting details in a simple academic text, in order to		can recognise examples and their relation to the idea they support	



		answer specific questions			
		can understand relationships between ideas in a simple academic text, if guided by questions		can recognise that ideas in a simple presentation or lecture contrast when signalled by stress	
				can follow classes and training courses on a range of subjects, provided the content is simple	
				can follow most of a clearly structured presentation within their own field	
				can extract the meaning of unknown words from context if the topic is familiar	
				can deduce the general meaning of a passage from context in a longer, structured text	
				can recognise the use of persuasive language in a simple presentation or lecture	
				can recognise that a new topic has been introduced in a presentation or lecture when signalled by	

				discourse markers	
B1	can give basic advice in writing and speaking	can make basic inferences or predictions about text content from headings, titles or headlines	can write a simple outline for a piece of writing to organise ideas, given a model	can follow the main points in a simple audio recording aimed at general audience	can paraphrase a simple factual statement related to a familiar topic
	can describe experiences, feelings and reactions	can scan short texts to locate specific information	can write a basic paragraph containing a topic sentence and related details, if provided with a model	can identify chronological sequence in a recorded narrative or text	can talk about a familiar topic with visual support
	can follow the description of people and objects expressed in more complex structures	can identify key subject vocabulary in written descriptions	can use common discourse markers to show order of importance	can recognise when a speaker is checking that the listener has understood something in a conversation conducted slowly and clearly	can use simple fixed expressions (e.g. I see) to keep a conversation going
	can describe in writing and speaking a story or a past event with a simple linear sequence	can skim a short text to identify its main purpose	can express a personal opinion in a simple academic text	can extract key factual information such as dates, numbers, and quantities from a simple lecture or presentation	can express belief, opinion, agreement and disagreement politely
	can follow the linear sequence of a story or a past event	can skim a simple text to identify key concepts	can use simple cohesive devices in a simple academic text	can follow familiar topic if the speaker is clear and avoids idiomatic usage	can explain the meaning of a word or phrase using simple language
	can describe a future event or activity in writing and speaking	can generally understand straightforward factual texts on familiar topics	can write an introduction to a simple essay, if provided with a model	can follow the main points of short lectures on familiar topics if delivered in clear standard speech	can convey simple relevant information emphasising the most important point
	can understand future plans and	can identify the topic sentence of	can write a basic summary of a	can identify a speaker's point	can give or seek personal views



	possibilities	a paragraph	simple text using the original paragraph order	of view in a simple presentation or lecture aimed at general audience	and opinions in discussing topics of interest
	can describe past events, activities or personal experiences	can distinguish between fact and opinion presented in simple texts on familiar topics	can paraphrase information from a simple text, if guided by questions	can get the gist of explanations of unfamiliar cultural practices and customs, if delivered slowly and clearly	can initiate, maintain and close simple face-to-face conversation on familiar topics
	can use a range of common connectors to show chronological order	can derive the probable meaning of few unknown words from short, familiar contexts	can write a clear thesis statement, if provided with a model	can identify specific information in a simple presentation or lecture aimed at a general audience	can ask and answer basic questions in a simple academic discussion / conversation
		can recognise the writer's point of view in a simple academic text, if guided by questions	can take notes on a simple lecture aimed at general audience	can follow the linear structure of a short lecture	can ask someone to clarify what they have just said
		can identify key information in a simple academic text, if guided by questions		can infer opinions in a simple presentation or lecture, if guided by questions	can give simple reasons to justify a viewpoint on a familiar topic
		can predict the content of a simple academic text, using headings, images and captions		can recognise emphasis through intonation and stress if guided by questions	
		can scan a simple academic text to find specific information			
		can identify the main topic and related ideas in a structured text			
		can understand the relationship between a main			

		point and an example in a structured text			
		can understand the main idea of a passage using textual clues			
A2+	can describe simple story or a past event using basic time expressions	can understand basic opinions expressed in simple language in short texts	can make comparisons between people, places or things	can recognise when speakers agree and disagree in a conversation conducted slowly and clearly	can communicate in routine tasks requiring simple, direct exchanges of information
	can describe future plan, intentions and predictions	can make basic inferences from simple information in short texts	can rewrite their own simple texts to correct mistakes, if provided with clear feedback	can follow a simple conversation or narrative about familiar, everyday activities	can say how they or someone else feels, giving brief reasons
	can describe ability, possibility, requests, permissions and advice	can extract key information from a simple academic text, if guided by questions	can summarise a short text using the original wording from the text	can identify activities occurring in the past in short, simple dialogues	can ask and answer questions about basic plans and intentions
	can describe necessity and expectations	can identify specific information in a simple factual text	can write a thesis statement in response to a direct question	can follow the sequence of events in a short, simple dialogue or narrative	can ask and answer questions about habits and routines
	can understand comparison between familiar things in written or oral contexts	can understand short, simple narratives and biographies	can use simple connectors to organise their paragraphs	can follow the main points in a simple audio recording, if provided with written supporting material	can initiate, maintain and close simple, restricted face-to-face conversations
	can understand the difference between ability, possibility, permission, advice and necessity in simple and clear contexts.	can scan a simple text, identifying the main points	can introduce the topic of a text they are writing	can understand enough to respond to direct requests expressed slowly and clearly	can give basic advice using simple language

	can make simple, direct comparisons between two people or things using common adjectives	can follow the sequence of actions or events in a text on a familiar topic		can make basic inferences in basic conversations on familiar everyday topics	can use simple language to describe personality and emotions
	can ask for, give or refuse permission	can identify the main topic and related ideas in a simple structured text		can understand standard speech on familiar matters, with some repetition or reformulation	can participate in short conversations in routine contexts on topics of interest
	can explain what they like or dislike about something			can generally identify the topic of discussion around them when conducted slowly and clearly	
	can ask and answer questions about past times and past activities			can understand enough to manage simple routine exchanges without undue effort	
				can derive the probable meaning of simple, unknown words from short, familiar contexts	
				can take notes about the significance of dates and numbers	
A2	can describe routines	can understand short, simple texts about everyday activities	can write short texts describing favourite objects, possessions, or animals / pets	can recognise phrases and content words related to basic personal and family information	can initiate and respond to simple statements on very familiar topics

can describe a picture or an event that is taking place at the time of speech	can understand simple descriptions of people's physical appearance	can write short texts about themselves to give their cultural and educational background	can extract key factual information such as prices, times, and dates from short, clear, simple announcements	can talk about familiar topics using a few basic words and phrases
can understand simple instructions in familiar settings	can find specific, predictable information in everyday material	can convey simple logical relationships (such as cause-effect and contrast) in simple, short texts	can recognise phrases and content words related to familiar topics	can make requests related to immediate needs using basic fixed expressions
can give simple instructions	can extract specific information from simple informational texts related to everyday life	can describe real people in simple, short texts	can identify key words and phrases in descriptions of someone's appearance	can ask for repetition and clarification when they don't understand, using basic fixed expressions
can ask for personal information	can get the gist of short, simple narratives, with visual support		can understand information related to someone's daily routines, hobbies, likes and dislikes	can talk about everyday things
can talk about likes and dislikes in relation to familiar topics using simple language	can understand the general meaning of short, simple informational material and descriptions if there is visual support		can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly	can express agreement using simple fixed expressions
can give directions on how to get to a place, if provided with visual aids	can identify basic biographical information in short simple texts about other people		can understand simple, everyday conversations if conducted slowly and clearly	can handle common everyday transactions



	can describe hobbies and activities using simple language	can identify key information in short, simple factual texts from the headings and pictures		can understand the main information in short, simple dialogues about familiar activities if spoken slowly and clearly	can use brief, everyday expressions to ask for and give personal details
	can give a short description of their home, family and job, school or work given some help with vocabulary	can read a simple text and extract factual details		can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly	can start or end a short conversation using basic fixed expressions
	can ask others if they can do everyday activities using simple languages, given a model				can make excuses using basic fixed expressions
	can describe skills and abilities using simple language				can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly
	can use simple language to describe people's appearance				can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help
	can ask and answer questions about everyday life				can give simple opinions using basic fixed expressions
	can talk about their life using simple language				

	can describe their hometown or city using simple language				
A1 & Below	can tell the time and date in basic formats	can understand short, simple descriptions of objects, people, animals and places given visual support	can write sentences to give personal details	can recognise simple formal and informal greetings	can ask for the spelling of a word
	can describe themselves and their family	can follow short, simple written directions	can use capital letters appropriately	can understand basic classroom instructions	can introduce themselves, where they live, their hobbies and interests in a basic way
	can describe someone's life and routines	can extract personal details in a limited way	can write a few basic sentences introducing themselves	can understand cardinal numbers from 1 to 1000	can greet people, ask how they are and react to simple news
	can describe the position of things or where they are in a picture using a few simple fixed expressions	can understand basic factual statements relating to pictures or simple texts	can write the topic of a very short, simple paragraph on familiar, everyday topics	can understand ordinal numbers from 1 to 100	can accurately repeat clearly spoken words, phrases and short sentences
	can understand simple instructions in class	can understand simple phrases related to familiar, everyday activities	can spell a range of common names, jobs, etc.	can understand the main information when people introduce themselves	can read aloud short, familiar fixed expressions in a way that can be understood
	can give simple instructions in classroom	can understand familiar phrases in a simple text	can write dates using digits and words	can understand questions addressed carefully and slowly	can ask basic questions about objects
	can express simple abilities		can write times using digits and words	can understand the date and time of the day	can ask for things using basic language
	can describe objects in a basic way		can write sentences about familiar objects	can extract the names of people or places from short, simple dialogues, if delivered slowly	can make a few basic requests related to immediate personal needs



			and clearly	
can introduce someone in a basic way			can understand basic questions about objects in pictures or in their immediate surrounding	can use basic words and phrases to show politeness
			can understand basic questions about likes and dislikes	
can say what someone's job is, using familiar job names			can distinguish between "can" and "can't"	
can express ability or lack of ability with regard to basic activities using "can" or "can't"			can understand basic statements about where things or people are, if spoken slowly, clearly and supported by pictures	
can ask and answer questions about nationality			can follow speech which is very slow and carefully articulated, with long pauses	
can ask and answer when someone was born			can understand the spelling of a familiar name	
can say the alphabet				
can ask and answer basic questions about family and friends in a limited way				
can understand the letters of the alphabet				