

YILDIRIM BEYAZIT UNIVERSITY SCHOOL OF FOREIGN LANGUAGES PREPARATORY SCHOOL CURRICULUM

Mission Statement

The mission of the School of Foreign Languages (SFL) at Yıldırım Beyazıt University (YBU), an English-medium university, is to provide its students with English language education in accord with the quality conditions applied at an international level. The main purpose of the SFL is to enable the students at YBU to improve the English language and study skills that they need to follow their departmental courses, to make an effective use of this language in their academic studies and professional lives by interacting in written and oral contexts. The SFL also aims to enable its students with the necessary skills to become independent language learners.

Structure of the Program

To achieve the mission and purposes of SFL at YBU, a program running on a modular system is applied. The seven modules in the program are named as Basic (A), Basic + (A+), Independent (B), Independent + (B+), Upper (C), Upper + (C+) and Advanced (C++). In relation to the level specifications of "Common European Framework (CEF)", the basis for the program curriculum by setting the international standards, these modules can be defined as follows:

Basic (A)

This module is the lowest level of language use at which the student can communicate in a short and simple way by asking and answering simple questions about familiar people, objects and places; can listen and understand words and/or short sentences if people speak slowly and clearly; can read and understand simple forms and short messages; can write short and simple sentences about familiar topics such as themselves, their families, places they know etc.; can show limited control of simple grammatical structures and has very basic repertoire of words and simple phrases on familiar topics.

Basic+ (A+)

This module reflects most of the features of **waystage** specification of CEF. At this level, a wide range of descriptors reflecting social functions such as using polite forms of greeting, making and responding to invitations or offers etc. appear. Thus, the student, at this level, can exchange ideas and information on familiar topics in predictable everyday situations; listen and understand what is said clearly, slowly, directly to them in simple everyday conversation; can identify general and specific information in simpler written material such as short newspaper articles, brochures, letters, emails etc.; can write short descriptions of people, places, processes and personal experiences in a unified and coherent paragraph ; can use some simple structures correctly and has adequate vocabulary to conduct everyday transactions about familiar situations.

Independent (B)

This module reflects a strong **waystage** performance together with a few features of **Threshold** specification of CEF. The same features at Basic + (A+) continue to be present but the student is more active and comfortable in simple and everyday conversation when compared to the previous level. At this level, the student can manage simple, routine everyday tasks without too much effort because s/he can use more grammatical structures accurately and has more extended vocabulary compared to the previous module.

At this level, the student can also perform a few of the goals of **Threshold** specification such as listening and understanding the main points in discussions, conversations and interviews; reading and understanding the main points in straightforward factual texts on subjects of personal and professional interest. Actually, the student can start, maintain and close simple face to face conversations, discussions and interviews on topics that are familiar or of personal interest.

Independent + (B+)

This module reflects most features of the **Threshold** specification of CEF and can be defined by two main features; the ability to maintain interaction and get across what they aim at in a variety of contexts and the ability to cope with common problems in life such as dealing with less routine situations on public transport and entering unprepared into conversations on familiar topics. In brief, the student at this level can follow in outline straightforward short talks, presentations and conversations on familiar topics provided these are delivered in clearly articulated standard speech; can maintain a conversation on topics that are familiar or of personal interest and can help to keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings; can read with more independently by using dictionaries and other reference sources when necessary; can write papers developing their argument with appropriate highlighting of significant points and relevant supporting details.

Upper (C)

This module represents a strong **Threshold** performance. The two features of B+ continue to be present with the addition of more descriptors. At this level, the student can understand in detail what is told to him in conversations; can follow the essentials of lectures and other forms of academic or professional presentations; can read and understand with a large degree of independence and can obtain information from highly specialized sources within his/her field; can give clear and systematically developed presentations; can write essays and reports which develop arguments systematically in a coherent and unified way. In fact, the student at this level can show relatively a high degree of grammatical control and has a sufficient range of vocabulary to give clear descriptions.

Upper + (C+)

This module includes a few features of **Vantage** level specifications. The focus on argument present at *Independent + (B+)* continues, this time with an emphasis on social discourse. Hence, the student can understand the spoken language even in noisy environment; communicate spontaneously and fluently so s/he can interact with native speakers comfortably. The other emphasis at this level is on language awareness as the student can correct their own mistakes if they led to misunderstanding or correct slips and errors if s/he is aware of them. As for reading, the student at this can understand not only articles in their area but also specialized articles outside their own field if they occasionally check with a dictionary.

Upper ++ (C++)

This module involves some features of **Vantage** level specifications. The emphasis on argument, effective social discourse and language awareness present at C+ continues. In addition, the student at this level can understand recordings in standard dialect likely to be encountered in social, academic and professional life; can read and understand specialized articles outside his/her field of study provided that he/she uses a dictionary to confirm his/her interpretation of terminology; can scan through long and complex texts, locating relevant ideas; can write clear and detailed descriptions of events and experiences by following established conventions of the genre concerned; can communicate spontaneously often showing remarkable fluency and ease of expression; has good grammatical control and wide range of vocabulary use but may experience difficulty with low frequency words.

*** The aforementioned descriptors regarding each module reveal that there is a spiral curriculum implemented at SFL at YBU, meaning that the goals and objectives of the previous and/or lower modules are repeated at each module and new goals and objectives relevant for the natural process of language learning are added.

*** Thus, the students are expected to achieve the goals and objectives of the module he/she is studying to pass on and continue his/her education on the following module. Those who cannot

accomplish the goals and objectives of the module he/she is studying are expected to repeat that module till they become successful. That's why there is the repeat group of each module. The goals and objectives of the repeated modules are the same but the materials they study change. In short, the students in the repeat groups try to achieve the same goals and objectives by means of different course materials like course books. Therefore, the syllabi for the repeat groups change while the goals and objectives remain the same.

*** In relation to the mission and main purpose of the SFL at YBU, the students are expected to complete at least most of the **Threshold** level specification of CEF to follow their departmental courses and to communicate adequately in written and oral contexts. This specification refers to *Independent + (B+)* and *Upper* modules in SFL's program. In brief, the students at YBU are expected to show that they have reached the *Independent + (B+)* level or above to complete their education at SFL.

Stages of Curriculum Development at Each Module

The process of curriculum development proceeds within the framework of international standards set in the CEF and EAQUALS, the policies of the School of Foreign Languages of Yildirim Beyazit University and the needs and interests of the students.

The three basic stages of curriculum development with some minor tasks under each stage can be described as follows:

-) Planning
 - statement of goals and specific objectives
 - preparation of Syllabi
 - selection and preparation of materials (both classroom materials and the materials for the Independent Learning Center (ILC)).
-) Implementation (in the classroom through teaching and learning activities and teacher training materials and tasks)
-) Evaluation
 - formative evaluation of the program through weekly meetings and classroom observations
 - summative evaluation of the program through surveys and yearly meetings
 - assessment of student achievement through assignments and tests.

Goals and Objectives for the Modules

In order to clarify what is meant by the modules in the program, some of the salient goals describing each have already been provided in the form of 'can do statements.' Yet, at each level there are other goals aimed, so in this section all the goals for the four language skills will be listed in relation to the specific objectives that are expected to be accomplished by the students

Basic (A) Module

Listening

The students can

-) understand what is said clearly and slowly in simple everyday conversation
 - respond to greetings, farewells, introductions; saying please, thank you, sorry.
 - respond to personal questions about themselves and other people like their names, nationalities, jobs, date of births etc. by filling in charts
-) understand specific information related to times, dates, numbers and prices
-) understand short, clear, simple messages and announcements at the airport, railway stations etc.
 - recognize information about descriptions of people
-) follow short, simple oral directions (e.g. how to go somewhere) and instructions (e.g. how to do something)

Speaking

The students can

-) use the simplest everyday polite forms of greetings, farewells, introductions; saying please, thank you, sorry.
-) ask and answer simple questions about themselves and other people if the other person speaks slowly and is very helpful
 - introduce themselves by giving personal information e.g. their names, their age, where they live
 - ask personal questions to other people e.g. "What's your name?", "How old are you?", "Where do you live?", "Where are you from?", "How are you?"
 - provide information about their daily routines and habits
 - ask information about the daily routines and habits of other people
-) describe themselves and other people
 - talk about their lives and countries
 - talk about people in their lives e.g. families and friends with or without visual support such as photos
 - describe what they like or don't like (with regard to sports, school, music)
 - describe what they or other people can or can't do / talk about abilities
-) describe objects, possessions and favorite things.
 - use simple words to describe something (e.g. its size, shape, color)
-) describe past activities and personal experiences
 - talk about their own and other's past experiences by using "simple past tense"
 - express their feelings and opinions about past events
 - ask about other's past experiences
-) ask for and give simple directions and instructions
 - ask for and give directions on how to get somewhere, how to travel or transport to somewhere
 - ask for and give instructions on how to use something
-) practice starting and ending conversations
-) make and respond to polite offers in role plays
-) order food and drink in role plays
-) make and respond to suggestions
-) make and respond to requests
-) talk about future arrangements
-) make themselves understood with short simple phrases, but often need to stop, try with different words
-) use some simple phrases for specific situations, but often make mistakes e.g. mixing up tenses

Reading

The students can

-) understand simple forms well enough to give basic personal details (e.g. names, addresses, date of births etc.)
-) understand short, simple greetings and/or messages on e.g. postcards, party invitations or in SMS messages
-) understand simple messages written by friends and colleagues
-) understand very simple instructions if they are supported by pictures and they know that type of information
 - follow short, simple written directions (e.g. how to go somewhere)
-) understand words and phrases on everyday signs e.g. "station", "car parking", "no smoking"
-) understand familiar names, words and basic phrases by reading very short simple texts.
 - recognize basic information in posters, advertisements or catalogues.
-) find basic information in posters, adverts and catalogues
-) understand the main points in short stories if there is visual support **(A+)**

- find out the order of events
-) comprehend short articles about people, jobs, places and possessions if there is a visual support (**A+**)
 - skim short texts to identify the gist or the main idea
 - scan short texts to recognize the specific information e.g. names, numbers, dates etc. to fill in charts or tables
 - find differences in pictures

Writing

The students can

-) write short simple phrases and sentences about themselves and other people (e.g. where they live, what they do etc.)
-) write a simple post card or greeting card about themselves or where they live
-) complete forms and/or questionnaires about their personal details (e.g. name, age, nationality, job, date of birth)
-) write short paragraphs about themselves (e.g. who they are, what they do, where they live, what they can do, what they like or dislike etc.)
-) write forum entries or forum replies about food, favorite seasons
-) describe places e.g. hometown
-) describe people e.g. family members, friends by writing simple sentences in a paragraph
-) describe objects e.g. size, shape, color etc.
-) write questions for an interview or a history quiz
-) write captions for photos in simple sentences
-) describe holidays by writing short paragraphs
-) use appropriate linkers (e.g. "and", "but", "because", "so") to connect ideas or sentences
-) write e-mails by using the appropriate phrases to start and end them
-) write very short descriptions of past events and personal experiences by using "simple past tense"
-) acquire how to check spelling
-) learn the alphabet

Vocabulary

The students can learn the related vocabulary items on the following themes

- countries, nationalities, places
- jobs
- adjectives describing people
- objects
- clothes
- colors
- food and drink
- transport, travel
- dates
- actions
- prepositions of place
- holiday activities
- money
- shopping

Basic+ (A+) Module

Listening

The students can

-) understand what is said clearly, slowly, directly to them in simple everyday conversation if there is a help
- provide simple basic information and/or answer questions about family, people, homes, work and hobbies
-) understand when people are talking about themselves and their families if they speak slowly and clearly, using simple words
-) understand people describing objects and possessions (e.g. color, size etc.)
-) understand simple directions how to get from X to Y on foot or by public transport, provided that people speak very slowly and clearly
-) understand instructions given to them in clear, slow speech
-) understand the main information in announcements if people talk very clearly
- identify short, clear and simple messages at the airport/ train station etc.
- recognize the basic information about weather reports, sports results etc.
-) follow changes of topic in TV news reports and understand the main information

Speaking

The students can

-) exchange simple information by asking and answering questions about themselves and other people.
- ask and answer questions to fill in information gaps in pair work activities
- ask and answer simple questions about things in the past
- ask for and give opinions
-) describe other people, places and possessions
-) describe themselves, their families and other people with or without visual support
- talk about daily routines/activities/habits
- express likes and dislikes
-) ask for and give directions to a place referring to a map or plan
-) have a short telephone conversation with people they know if they are prepared in advance (e.g. arranging to meet)
-) give a short informal talk about a familiar topic if prepared in advance
- express opinions
- talk about advantages and disadvantages of something
- give reasons for why something happens
-) deal with common aspects of everyday living such as travel, use public transport, buy tickets etc.
-) have short conversations with friends, and ask and answer simple questions about familiar topics (e.g. weather, hobbies, pets, music, sport)
-) socialize simply but effectively using the simplest common expressions and routines
-) generally communicate the main points of what they want to say, though they sometimes have to simplify them
-) correct basic mistakes in simple structures they have learned if they have time and a little help
-) know enough vocabulary for familiar everyday situations and topics, but need to search for the words and sometimes must simplify what they say
-) make and respond to suggestions
-) talk about numbers and quantities
-) make and respond to requests
-) express satisfaction /dissatisfaction/ enquire about satisfaction
-) Invite others to do something / accept and/or decline an offer or invitation
-) make and accept apologies
-) discuss different things to do, place to go etc.
-) express existence/ non-existence
-) describe past experiences and/or personal experiences by using simple past tense
-) describe plans, arrangements and alternatives
-) talk about continuing actions
-) express agreements/ disagreements and indifference

Reading

-) understand the main points in short, simple, everyday stories if there is visual support
 - find out the order of events
 - identify specific information to fill in charts and tables
-) understand short, simple texts containing familiar vocabulary including international words
 - skim short/simple texts to find out the gist or the main message
 - scan short/simple texts to identify the specific information such as numbers, dates, names, places
 - identify the relations within sentences in short texts by finding out the references
 - take notes on the important information in the short texts
-) find out the most important information in advertisements/web pages/ catalogues/ brochures//letters/emails etc.
-) understand the main points in short, simple news items and descriptions if they already know something about the subject
 - skim short newspaper articles to locate the heading or column
 - scan and identify specific information e.g. in newspaper articles
 - identify the most important information related to the e.g. news
-) locate specific information in lists and isolate the information required
 - find the most important information on leisure time activities, exhibitions and in information leaflets
-) understand clear instructions. e.g. how to operate a machine
 - follow written directions and instructions expressed in simple language
-) understand short simple messages from friends e.g. e-mails, letters etc.

Writing

Students can

-) write about their everyday life in simple phrases and sentences (e.g. people, places, job, school, family, hobbies etc.)
 - write short letters or e-mails, telling about everyday things to people they know
-) understand the organization of a coherent and unified paragraph
 - identify the parts of a paragraph
 - identify the topic and controlling idea in a topic sentence
 - identify topic sentences, supporting sentences, and concluding sentences in a paragraph
 - write topic sentences and concluding sentences for the given paragraphs
-) write coherent and unified paragraphs with simple sentences
 - practice brainstorming and outlining
 - practice writing topic sentences and concluding sentences
 - use common connectors and transitions to connect ideas
-) write descriptive paragraphs
 - describe people they know such as family members, friends, relatives etc.
-) write narrative paragraphs
 - write short descriptions of past activities and/or personal experiences such as past holidays
 - use the most important connecting words to tell a story (e.g. first, next, then, later etc.)
-) write process paragraphs
 - give instructions or directions on how to do something, tell a process-can use the most important connecting words to describe a process(e.g. first, next, then, thirdly, finally etc.)
-) complete simple questionnaires, standardized report forms
-) write a (restaurant) review
-) describe tables and graphs in a paragraph
-) write messages, short letters and emails to make arrangements or give reasons for changing them
-) write messages, short letters and emails to make or change and invitation or an appointment to meet

Vocabulary

The students can learn the related vocabulary items on the following themes

- places in a city
- months, seasons
- numbers (ordinal)
- jobs and places of work
- student life
- families
- dimensions
- festivals
- types of film
- water
- leisure activities
- sports
- holiday, travel
- transport
- colors
- time
- food and drink/ how much food and drink
- shopping, shops
- buildings
- body
- money
- green living
- rooms and furniture

The students can learn the following lexical structures

- Adjective+noun
- Adjectives
- Prepositions of movement

Independent (B)

Listening

The students can

-) understand the main points in discussions and conversations when they are told slowly and clearly
 - identify people/ places /things from a short conversation/description.
 - give or find out personal views and opinions in a discussion with friends.
-) understand enough of what people say to be able to meet immediate needs, provided they speak slowly and clearly
 - catch the main points in short, clear, simple messages/announcements/talks
 - identify the topic of a discussion when people speak slowly and clearly
-) follow the main points of discussion on TV or radio when people talk slowly and clearly, if they are familiar with the subject
 - extract the essential information in short recorded passages dealing with predictable everyday matters
 - take notes on the main points of discussion to fill in charts
-) comprehend the main points in discussions, conversations and interviews
 - recognize the main points of an interview to fill in charts
-) understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification at times
-) understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but they sometimes need help in understanding details
 - recognize the main points and some specific details in conversations/ interviews/ talks to complete the missing information in a given chart/text
 - follow the main points of extended discussion around themselves.

-) understand simple technical information such as operating instructions for familiar types of equipment

Speaking

The students can

-) handle most everyday situations e.g. shopping, eating out and checking travel times etc.
-) have short conversations with friends, and ask and answer simple questions about familiar topics (e.g. weather, hobbies, pets, music, sport) **(A+)**
-) start, maintain and close simple face to face conversations on topics that are familiar or of personal interest
 - perform interviews
 - talk about preferences
-) maintain a conversation or discussion but others may have trouble at times understanding what they mean to say
-) express and respond to feelings and attitudes like surprise, happiness, sadness, interest and disinterest
-) give and seek personal opinions in an informal discussion, agreeing and disagreeing politely
-) help to solve practical problems, saying what they think and asking others what they think
-) manage unexpected things that could happen on holiday e.g. needing a dentist or getting a bike repaired
-) make arrangements on the phone or in person e.g. booking flights, hotels, restaurants, cinemas etc.
-) find out and pass on uncomplicated factual information
-) ask for and follow detailed directions
-) talk in detail about their experiences, feelings and reactions
-) briefly explain and justify their opinions
-) make and respond to suggestions and give reasons
-) give descriptions on a variety of familiar subjects related to their interests
-) give a short prepared presentation on a familiar topic and answer questions
-) ask people to repeat or elaborate what they have just said
-) repeat what someone has said to confirm mutual understanding
-) ask for confirmation that a form is correct and correct some basic mistakes
-) use a word meaning similar when can't think of a word
-) keep a conversation going, but sometimes have to pause to plan
-) make the other person understand the points that are most important to them when they explain something
-) express themselves reasonably accurately in familiar, predictable situations
-) express agreement
-) describe people
-) express pleasure, likes and displeasure, dislikes
-) express satisfaction and dissatisfaction and inquire about satisfaction
-) express disappointment
-) express gratitude
-) expressing agreement and disagreement
-) Suggest a course of action
-) Signal non-understanding
-) Ask for clarification
-) Expressing how (un)certain one is of something
-) Advise others to do something
-) Offer assistance
-) express degrees of probability
-) express intention / enquire about intention
-) express preference
-) express future arrangements

Reading

The students can

-) understand short, simple texts on familiar subjects, which consist of high-frequency, everyday or job related language
-) understand short everyday stories about familiar subjects if the text is written in simple language
-) use reference books e.g. telephone directories to find what they want and understand the most important pieces of information e.g. size of apartments, power of cars etc.
-) understand the main points in short newspaper/ magazine stories, especially when they are illustrated
-) understand instructions expressed in simple language (e.g. public transport ticket machines, safety information, directions etc.)
-) understand simple texts, e-mails and letters from friends or colleagues e.g. saying when or where to meet
-) understand the main points in straightforward factual texts on subjects of personal and professional interest well enough to talk about them afterwards
 - skim and scan the texts to find relevant facts and information
 - locate lacking information in the paragraphs
-) find and understand the information they need in brochures, leaflets and other short texts relating to their interests
 - use the information in a text to draw a map/ to fill a chart / to match the given items.
 - scan texts to find the specific information that they need
-) understand the main points in short newspaper and magazine articles about current and familiar topics
 - read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text
-) understand private letters about events, feelings and wishes well enough to write back
 - recognize the purpose of emails/websites/letters
-) 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
 - guess the meaning of single unknown words from the context
 - deduce the meaning of expressions if the topic is familiar
-) identify the main conclusions in texts which clearly argue a point of view
-) understand the main points in short, clear formal letters relating to their personal or professional interests.

Writing

The students can

-) express personal views and opinions in writing (e.g. in paragraphs, letters, emails etc.)
-) write short, comprehensible, connected texts on familiar subjects
 - write compare/contrast paragraphs
 - write cause/effect paragraphs
 - write classification paragraphs
-) write simple texts about experiences or events (e.g. about a trip, holiday etc.)
-) write very brief reports which pass on routine factual information on matters relating to their field
-) write a short formal letter asking for or giving simple information
-) write emails or text messages to friends or colleagues to give or ask for simple information.
-) write a detailed description of a dream or imaginary event, including their feelings or reactions
-) use connecting words to link sentences into a coherent sequence, though there may be some "jumps."

Vocabulary

The students can learn the related vocabulary items on the following themes

- adjectives to describe people/personality adjectives
- weather
- media
- medical words
- landscapes; buildings
- adjectives to describe places
- ages
- science and crime
- sleep
- work; business
- global warming
- containers and materials
- sports

The students can learn the following lexical structures

- modifiers: quite, very, really, extremely
- nouns and verbs
- negative adjectives with prefixes such as un- and suffixes like -less
- nouns, adjectives and verbs with prepositions
- -ing/-ed adjectives

Independent + (B+)

Listening

The students can

-) follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech
- put given ideas in order while listening to conversations/interviews/talks.
-) catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear
- identify the main points of radio news bulletins and simple recorded material on topics of personal interest delivered relatively slowly and clearly
-) understand straightforward information about every day, study or work related topics, identifying both general messages and specific details, provided people speak clearly in a familiar accent
-) follow clear speech directed at them in everyday conversation in an accent that is familiar to them
-) follow a lecture or talk within their own field if the subject matter is familiar and the presentation clearly structured
-) understand information in announcements and other recorded, factual texts if they are delivered in clear standard speech
-) follow TV programs on topics of personal interest when people speak clearly

Speaking

The students can

-) follow much of what is said around them, when people speak clearly and don't speak idiomatically
-) start a conversation on topics that are familiar or of personal interest and can help to keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings
-) express their opinions on abstract topics like films and music, describe their reactions to them and ask people what they think
-) compare and contrast alternatives, discuss what to do, where to go etc.
-) give practical instructions on how to do something, e.g. cooking, using a software etc.

-) explain why something is a problem
-) make an effective complaint, e.g. in a shop or hotel
-) make routine telephone calls e.g. to make or cancel an order, booking or appointment
-) describe an incident or accident, making the main points clear
-) express their feelings about something that they have experienced, and explain why they felt that way
-) develop an argument well enough to be followed without difficulty most of the time
-) give a prepared presentation and answer clear questions
-) summarize non-routine information on familiar subjects from various sources and present it to others
-) make suggestions / agree to a suggestion
-) suggest a course of action
-) express intentions / enquire about intentions
-) advise someone to do something/Hypothetical possibility
-) express wants/desires / indicate a wish to continue
-) express obligation/logical necessity
-) express ability/inability/possibility
-) express that something is or is not permitted or permissible
-) advise somebody to do something
-) express wants/desires / likes/ dislikes /enquire about likes and dislikes
-) talk about regrets / critics / make excuses

Reading

The students can

-) look quickly through simple, factual texts in magazines, brochures or on a website and identify information that might be of practical use to them
-) understand the main points in straightforward texts on subjects of personal and professional interest
 - identify the main points and/or detailed information to locate lacking information in the paragraphs.
-) draw the main conclusions from texts which clearly argue a point of view
-) understand and follow clear instructions e.g. for a game, for the use of machines etc.
-) read simplified versions of novels, stories with a clear structure, with little use of a dictionary
 - guess the meaning of single unknown words from the context
 - deduce the meaning of expressions if the topic is familiar.
-) understand the main points in short, clear, formal letters relating to their personal and professional interests, provided they use a dictionary
-) read with a large degree of independence, using dictionaries and other reference sources selectively when necessary **(C)**
 - identify the main points and/or detailed information to locate lacking information in the paragraphs.
 - guess the meaning of single unknown words from the context
 - deduce the meaning of expressions if the topic is familiar.
-) rapidly grasp the significance of news, articles and reports on topics connected with their interests or their job, and decide if a closer reading is worthwhile
 - skim and scan the texts to find relevant facts and information
-) understand articles, reports and reviews in which the writers express specific points of views (e.g. political commentary, critiques of plays, films etc.)
 - recognize the main points of and the text to complete a summary chart.
 - take notes on the main points and specific information in the texts
 - identify the referents in texts
-) understand lengthy instructions, for example in a user manual for a TV or digital camera, for installing software as long as they can reread difficult sections
 - use the information in the reading text to draw a map/to fill a chart/to match the given items.

-) read short stories and novels written in a straightforward language and style, making use of a dictionary, if they are familiar with the story or the writer
-) understand the main points in formal and informal letters relating to their personal and professional interests, with occasional use of dictionary
-) understand in detail texts within their field of interest or the area of the academic or professional specialty **(C)**
 - recognize the main points of the text to complete a summary chart
 - take notes on the main points and specific information in the texts

Writing

The students can

-) write a paper which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options
 - identify the organization and parts of an essay
 - write classification essays
 - write persuasive essays
 - write cause/effect essays
-) write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on their correspondent's news and views
 - write formal letters
 - write CVs
 - write reports
-) write at length about topical issues even though complex concepts may be oversimplified
-) correct many of their mistakes in the process of writing
 - carry out editing and proofreading
-) write clear, detailed descriptions on a variety of subjects related to their field of interests
-) write real, clear descriptions of real or imaginary events and experiences
-) link what they write clear, well-organized text, though they may not always do this smoothly, so there may be some "jumps."

Vocabulary

The students can learn the related vocabulary items on the following themes

- personality adjectives
- travel expressions
- time and work
- language and language learning
- advertising
- business terms and roles
- design
- education and studying
- arts
- crime, technology, money

The students can learn the following lexical structures

- prefixes
- phrasal verbs
- allow, permit, let
- word combinations
- business word combinations
- abstract nouns
- adjective order

Upper (C)

Listening

The students can

-) understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect including technical discussions in their field of specialization
 - used a variety of strategies to achieve comprehension, including listening for main points, checking comprehension by using contextual clues
 - put the given ideas in order while listening to conversations/interviews/talks.
-) understand in detail what is said to them in standard spoken language
 - express opinions/agreements/disagreements on a given topic.
-) with some effort catch what is said around them, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way
-) follow the essentials of lectures, talks and reports and other forms of complex academic or professional presentations in their fields
 - take notes on main points while listening
 - take notes on specific information while listening
-) understand announcements and messages spoken in standard dialect at normal speed
 - use the information in a listening text to draw a map/to fill a chart/to match the given items.
-) understand TV news, current affairs, documentaries, interviews, talk shows etc.
-) follow lively conversations and discussions with several fast speakers, although they have a problem joining in
-) follow TV drama and the majority of films in standard dialect

Speaking

The students can

-) take an active part in extended conversation and discussion, expressing clearly their points of view, ideas and feelings naturally with effective turn-taking
-) evaluate advantages and disadvantages and participate in reaching a decision in formal and informal discussion
-) sustain their opinions in discussion by providing relevant explanations, arguments and comments
-) make a complaint effectively, explaining the problem and demanding appropriate action
-) find out and pass on detailed information reliably, face to face and on the phone, asking follow up questions and getting clarification when necessary
-) use the telephone to find out detailed information provided the other person speaks clearly, and ask follow up questions to check that they have understood a point fully
-) give clear detailed descriptions on a wide range of subjects related to their fields of interest
-) outline an issue or problem clearly, speculating about causes and consequences and weighing advantages and disadvantages of different approaches
-) develop a clear argument, linking their ideas logically and expanding and supporting their points with appropriate examples
 - participate in a debate
-) present a topical issue in a critical manner and weigh up the advantages and disadvantages of various sources
-) summarize information and arguments from a number of sources (such as articles, reports, discussions etc.) orally
-) summarize orally the plot and sequence of events in a film or play
-) intervene appropriately in discussion, exploiting a variety of language to do so
 - practice how to exchange ideas and ask for opinion.
 - initiate, maintain and end discourse naturally with effective turn-taking such as bargaining
-) help the development of a discussion by giving feedback, follow up what people say and relate their contribution to theirs
-) monitor their speech and correct slips and mistakes that they make

-) express themselves clearly and without much sign of having to restrict what they want to say
-) communicate fluently and spontaneously, even when talking at length about complex subjects
-) express agreements, disagreements politely
-) make predictions/ consider implications
-) express past ability/ inability
-) express past obligation
-) make past deductions
-) persuade and recommend action
-) talk about requirements
-) give advice on phone

Reading

The students can

-) read with a large degree of independence, using dictionaries and other reference sources selectively when necessary **(B+)**
 - identify the main points and/or detailed information to locate lacking information in the paragraphs.
 - guess the meaning of single unknown words from the context
 - deduce the meaning of expressions if the topic is familiar.
-) understand in detail texts within their field of interest or the area of the academic or professional specialty **(B+)**
 - recognize the main points of the text to complete a summary chart
 - take notes on the main points and specific information in the texts
-) rapidly grasp the content and significance of news, articles and reports on topics connected with their interests or their job and decide if a closer reading is worthwhile
-) understand articles, reports and reviews in which the writers express specific points of views (e.g. political commentary, critics of films, plays etc.)
-) understand lengthy instructions, for example in a user manual for a TV or digital camera, for installing software, as long as they can reread difficult sections
-) read short stories and novels written in straightforward language and style, making use of a dictionary, if they are familiar with the story or the writer
-) understand the main points in formal and informal letters relating to their personal and professional interests, with occasional use of a dictionary

Writing

The students can

-) use a range of language to express abstract ideas as well as topical subjects, correcting most of their mistakes in the process
 - carry out proofreading and editing
-) write clear, detailed descriptions of real and imaginary events and experiences
-) write a paper developing their argument with appropriate highlighting of significant points and relevant supporting details
 - identify the organization and parts of an essay
 - write classification essays
 - write persuasive essays
 - write cause/effect essays
-) write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on their correspondent's news and views
-) focus attention effectively on how they can formulate things, in addition expressing the message
-) monitor their writing and correct mistakes that they make

-) use a variety of linking words efficiently to mark clearly the relationships between ideas
-) maintain good grammatical control, may sometimes make mistakes but can correct them afterwards

Vocabulary

The students can learn the related vocabulary items and /or idioms on the following themes

-) communication
-) local environmental issues
-) sports
-) medial terms: people, conditions and treatments
-) illness and medicine
-) transport: methods and problems
-) safety features
-) literature: types of writing, people in literature
-) architecture; buildings; bridge
-) globalization
-) arts and artists
-) psychology
-) aspects of culture
-) technology

The students can learn the following lexical structures

- prefixes (e.g. self-; those expressing opposites)
- adverbs
- adjectives
- dependent prepositions
- word sets: light and dark, sounds
- abstract nouns
- Word combinations: globalization
- Word set: the media
- Adverb/adjective combinations
- Order of adjectives before a noun

C+

Listening

The students can

-) understand standard spoken language, live or broadcast, even in a noisy environment
-) understand in detail what is said to them in standard spoken language, even with an element of background noise
-) keep up with an animated conversation between native speakers
-) generally understand people they talk to. Only disorganized speech or idiomatic non-standard usage influence their ability to understand
-) follow lectures and presentations in their field, even if the language or the organization are both complex
-) understand viewpoints and attitudes in discussions on social, professional or academic subjects
-) understand announcements, instructions, telephone messages etc. even when they are spoken fast, provided they are in standard dialect
-) understand in detail TV documentaries, interviews, plays and films in standard language

Speaking

The students can

-) converse spontaneously without much sign of restricting what they say.
-) formulate ideas in different ways to ensure people understand exactly what they mean
-) keep up with a discussion and express their ideas and opinions clearly, precisely and convincingly even in formal meetings
-) carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies
-) understand and exchange complex information and advice in fields they have familiarity
-) use the telephone for a variety of purposes, including to establish contact with people they do not know, though they may need to ask for clarification if the accent is unfamiliar
-) give clear, well-developed, detailed descriptions on a wide range of subjects related to their interests, expanding and supporting their ideas with subsidiary points and relevant examples
-) develop an argument systematically, highlighting significant points and including supporting detail where necessary
-) give clear, well-structured presentation with highlighting of significant points and answer questions about the content
-) depart spontaneously from the prepared text and follow up interesting points raised by the audience when giving presentations
-) summarize orally information and arguments from a variety of sources, highlighting significant points
-) overcome gaps in vocabulary with paraphrase or alternative explanation
-) intervene appropriately in discussion, exploiting a variety of language to do so
-) help the development of a discussion by giving feedback, follow up what people say
-) monitor their speech and correct slips and mistakes that they make
-) express themselves clearly and without much sign of having to restrict what they want to say.
-) reformulate ideas in different ways to ensure people understand exactly what they mean
-) communicate fluently and spontaneously, even when talking at length about complex subjects
-) focus attention effectively on how they can formulate things, in addition expressing the message
-) maintain good grammatical control, may sometimes make mistakes but can correct them afterwards
-) choose different ways of saying things, depending on the person they are talking to and the context concerned

Reading

The students can

-) read with a large degree of independence, adapting style and speed of reading to different texts and purposes because they have a broad range of vocabulary
-) quickly scan through long and complex texts on topics of interest to locate relevant details
-) understand in detail texts within their field of interest or specialty
-) understand specialized articles outside their own field if they occasionally check with a dictionary
-) understand relating to their personal and professional interests if they occasionally check with a dictionary
-) understand lengthy instructions (e.g. for formal procedures in an academic, professional or health context) including details on conditions and warnings, as long as they can reread difficult sections
-) read novels and short stories with little use of a dictionary, after they have got used to the writer's style

Writing

The students can

-) use a range of language to express abstract ideas as well as topical subjects, correcting their mistakes in the process
- carry out proofreading and editing
-) write clear, detailed descriptions of real and imaginary events and experiences
-) present points of view in a paper, developing an argument, highlighting the most important points, and supporting their reasoning with examples
-) express themselves clearly and appropriately in personal correspondence, describing experiences, feelings and reactions in depth
-) focus attention effectively on how they can formulate things, in addition expressing the message
-) monitor their writing and correct mistakes that they make
-) use a variety of linking words efficiently to mark clearly the relationships between ideas
-) maintain good grammatical control, may sometimes make mistakes but can correct them afterwards
-) summarize the information in texts

C++

Listening

The students can

-) understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance, though they may need to confirm some details, especially if the accent is unfamiliar
 - take notes on the main points and specific information
 - summarize the main points and specific information
 - draw conclusions from the arguments or information
 - make inferences about the arguments or information
-) follow extended discussion even when it is not clearly structured and when relationships are only implied and not signaled explicitly
-) generally understand everybody they talk to, though they may need to confirm some details, especially if the accent is unfamiliar
-) follow most lectures, discussions and debates both within and outside their field
-) understand complex technical information such as instructions for operating equipment and specifications for products and services they know about
-) without too much effort follow films which contain a large amount of slang and a wide range of idioms
-) understand in detail an argument in a discussion program

Speaking

The students can

-) express themselves fluently and appropriately, adopting a level of formality appropriate to the circumstances and their relationship to the person they are talking to
-) understand and exchange complex, detailed information on topics with which they are not personally familiar, pinpointing key areas where further explanation or clarification is needed
-) keep up with animated discussions on abstract and complex topics with a number of speakers and can participate effectively when people start talking simultaneously
-) use the telephone for a variety of purposes, including solving problems and misunderstandings though they may need to ask for clarification if the accent is unfamiliar
-) give clear, well-structured, detailed descriptions of complex subjects
-) develop an argument systematically in well-structured speech, highlighting significant points and concluding appropriately
-) put together information from different sources and relate it in a coherent summary
-) monitor speech to repair slips
-) find alternatives to express what they want to say
-) express themselves fluently and spontaneously, except occasionally when speaking about a conceptually difficult subject
-) maintain a high degree of grammatical control in speech

-) formulate opinions and statements in a very precise manner in order to indicate their degree of agreement, certainty, concern, satisfaction etc.
-) use language flexibly and appropriately, adjusting their expression depending on who they are talking to

Reading

The students can

-) scan relatively quickly through books and articles within their field of interests and assess their relevance to their needs
-) understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, though they may need time to reread them
 - take notes on the main points and specific information in the texts
 - summarize the main points and specific information in the texts
 - draw conclusions from the arguments or information in the texts
 - make inferences about the arguments or information in the texts
-) understand complex texts where stated opinions and implied points of views are discussed
-) understand lengthy, complex manuals, instructions, regulations, and contracts in their fields
-) easily understand any correspondence with occasional use of a dictionary
 - deduce the meanings of words or expressions from context
-) read extensively, for example enjoying novels without consulting a dictionary unless they want to note precise meaning, usage, pronunciation

Writing

The students can

-) summarize long, demanding texts
-) write clear, detailed, well-structured and developed descriptions of personal experiences
-) write clear, well-structured texts on complex topics in an appropriate style with good grammatical control
-) write clear, detailed, well-developed descriptions of personal experiences
-) present points of view in a paper, developing an argument, highlighting the most important points, and supporting their reasoning with examples
-) express themselves clearly and appropriately in personal correspondence, describing experiences, feelings and reactions in depth
-) monitor their writing to improve formulation
-) use a wide range of vocabulary accurately
-) maintain a high degree of control
-) link their ideas into coherent text
-) use language flexibly and appropriately, adjusting their expression depending on who they are writing to