

Below are Student Learning Outcomes for each course in each level

### **Reading and Writing Level 1**

At the end of this A2 level course students can understand short, simple texts containing high frequency vocabulary. They will be able complete tasks such as making predictions about a reading based on titles and headlines, answering questions about specific information, expressing opinions about information, identifying the order of events, identifying the main topic and related ideas in simple structured texts.

Students can write short paragraphs of basic descriptions of events and activities with simple topic sentences using the present, simple past or future tense. Students can identify basic parts of speech, use question words, a range of quantifiers and modal verbs.

### **Listening and Speaking Level 1**

At the end of this A2 level course students can identify main ideas and key details in a simple discussion, narrative, or lecture. They can infer meaning from a simple discussion, narrative, or lecture, recognize agreement and disagreement in conversation, and follow a sequence of events. Students can ask and answer simple questions, present information using basic transition and signal phrases, make suggestions, express opinions and describe future and past events. Students can reproduce some aspects of English word and sentence stress, connected speech, and reduced structure words.

### **Reading and Writing Level 2**

At the end of this B1 level course students can understand straightforward texts on subjects related to their fields of interest and find and understand general information. Students can identify the topic sentence of a paragraph, distinguish facts from opinions on familiar topics., recognize writer's point of view if guided by questions, identify main ideas and key details through skimming using guiding questions, predict content using headings, images, captions, and other contextual clues, scan to find specific information, identify formal and informal language based on vocabulary and discern meaning of non-academic vocabulary in context.

Students can write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence. Students can implement appropriate brainstorming strategies to plan paragraphs, write an appropriate topic sentence and develop a paragraph with relevant supporting sentences, write compound sentences using coordinating conjunctions, express duration of time using perfect and progressive tenses, write complex sentences using relative, adverb, and noun clauses. Students can identify parts of speech subject, verb, object and use gerunds and infinitives in sentences.

### **Listening and Speaking Level 2**

At the end of this B1 level course students can follow a lecture or a talk within their own field, provided that the subject matter is familiar and the presentation straightforward and clearly organized. Students can follow main points and changes in topic, identify the speaker's point of view, infer opinions, identify specific information, recognize emphasis through intonation and stress. Students can describe future plans, feelings and reactions with detail, ask and answer questions about simple academic discussions or presentations, present a story or information

using basic discourse markers, give simple reasons to justify a viewpoint, and sustain longer conversations.

### **Reading and Writing Level 3**

At the end of this B2 level class students can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. They can understand contemporary literary prose and can adapt style and speed of reading to different texts and purposes. Students can use numerical data in graphs and charts to answer reading comprehension questions, effectively summarize a text, identify examples to support an argument, logically organize an essay, including an introduction with thesis, body paragraphs with topic sentences and supporting details, and a conclusion, revise writing for accuracy and content, write in past time using correct forms of progressive and perfect tenses, clearly signal cause-effect, comparison, contrast, concession, addition, purpose, and time-order relationships using a variety of connectors and sentence structures, select and incorporate appropriate quotations for essays, cite sources in text using basic academic style.

### **Listening and Speaking Level 3**

At the end of this B2 level course students can understand standard speech spoken at a normal rate and follow even complex lines of argument provided the topic is reasonably familiar. They can understand the essentials of lectures and most TV news and current affairs programmes and can understand the majority of films in standard dialect. Students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They are able to take an active part in discussion in familiar contexts and can account for and sustain views clearly by providing relevant explanations and arguments.

Students can use pausing and phrasing effectively and recognize emphasis through intonation and stress, and use intonation to convey varying degrees of certainty; use real and unreal conditionals, active vs. passive voice, and complex verb tenses (with some inaccuracies): speculate about causes, consequences, or hypothetical situations; use common discourse markers to signal concession or revision of assumptions, follow clear lines of argument and recognize contrasting ideas; give a presentation that paraphrases information from simple academic texts, includes references to sources to support a position, and contains an effective summary and conclusion; recognize generalizations, repetitions, paraphrases, basic organizational structure of presentations and identify details that support a point of view.

### **Reading and Writing Level 4**

At the end of this C1 level course students can understand long and complex factual and literary texts, appreciating distinctions of style. They can understand specialized articles and longer technical instructions, even when they do not relate to their field. Students are able to write clear, well-structured text and express points of view at some length. They can write detailed expositions of complex subjects in a letter, an essay or a report. They can write different kinds of texts in a style appropriate to the reader in mind. Students can recognize an author's stance and/or purpose even when not explicitly stated, identify similarities and differences among different authors' stances on a single topic, evaluate the validity of an author's claims based on the evidence provided, critically evaluate the effectiveness of texts in a variety of genres; recognize literal versus metaphorical meaning in context, recognize nuance and shades of meaning of vocabulary in context identify and infer the meaning of field-specific vocabulary in

context, identify and accurately define Academic Word List entries in context; correctly cite academic sources, paraphrase and summarize linguistically complex technical texts, develop a stance supported by claims and evidence based on research, synthesize information from multiple linguistically complex texts, select and use accurate verb tenses and grammatically advanced sentence structures, use a wide range of connectors and cohesive devices to logically organize extended essays and research papers, write well-developed essays with a clear stance, supporting claims, and strong evidence and examples, use concise language to express ideas clearly, revise and edit papers with instructor guidance.

#### **Listening and Speaking Level 4**

At the end of this C1 level class students can understand lectures and discussions on complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar. They can understand even when the talk is not clearly structured and when relationships are only implied and not signaled explicitly. Students can express themselves fluently and spontaneously. They can use language flexibly and effectively for social and professional purposes and can formulate ideas and opinions appropriately and relate contributions skilfully to those of other speakers. Students can use real and unreal conditionals, active vs. passive voice, and complex verb tenses in prepared speech; use a range of cohesive devices in an academic presentation; clarify or elaborate on a complex point in an academic discussion using reformulation and paraphrase; describe conclusions drawn from a presentation or lecture; make detailed, evidence-based arguments in discussion or presentation; take effective notes on factual details and conceptual relationships from lectures or listenings; identify a speaker's point of view, opinions, or implied/unstated meanings and the details that support them; evaluate effectiveness of a presentation; recognize hypothetical argumentation and apply it in speaking.