

B1+

AIMS, CEFR DESCRIPTORS AND OBJECTIVES

READING SKILLS

By the end of the level, students can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
identify summary and paraphrase

LISTENING SKILLS

By the end of the level, students can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. take effective notes while listening to a simple, straightforward listening text on a familiar topic. extract key factual information from a phone conversation on a familiar topic. follow the linear structure of a short formal talk. infer opinions in a simple presentation or lecture, if guided by questions. identify a speaker's point of view in a simple presentation or lecture aimed at a general audience. identify details that support a point of view in a simple presentation or lecture aimed at a general audience. understand the key points about a radio programme on a familiar topic.

SPEAKING SKILLS

By the end of the level, students can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. exchange, check and confirm information, deal with less routine situations and explain why something is a problem. express thoughts on more abstract, cultural topics such as films, books, music etc.

WRITING SKILLS

By the end of the level, students can write clear, detailed texts on a variety of subjects related to his field of interest write effective and appropriate paragraphs in a range of genres (**process, compare and contrast, cause and effect, advantage and disadvantage, opinion**) . recognize the structure of a 3/5-paragraph essay.

GRAMMAR

By the end of the level, students will be able to talk about imaginary situations using the Second Conditional and I wish / If only. talk about hypothetical past results of a past action using the Third Conditional use 'I wish/if only ...' to express regrets and wishes about the past. describe present or future outcomes of a hypothetical situation using 'even if'. use 'in case' or 'in case of' to refer to future eventualities. talk about what other people have said using Reported

Speech. talk about someone's orders and questions using Reported Speech. use the Passive in a variety of tenses. use 'have' to refer to having things done by other people. use "could have..." to talk about the past possibilities. use 'do'/'did' as a general placeholder (substitute) for verbs. use parallel comparatives ('the' + comparative1, 'the' + comparative2). use a repeated comparative to emphasize the rate or amount of change. use 'one of/some of/among' in phrases with superlative adjectives. use a range of verbs with noun phrases plus verbs in the infinitive. construct phrases with '(not) worth ...', '(no) point ...', 'have difficulty', etc. for different purposes make questions with 'wh-' and 'whether/if' clauses.