

SYLLABUS

B1

English Preparatory Program

Main Course

Reading

Writing

Listening

Speaking

Integrated Skills

Contents

Introduction.....	3
Syllabus aims.....	4
Objectives.....	5
Courses.....	8
Course content.....	9
Scheme of assessment.....	11
Assessment objectives.....	13
Breakdown of assessment components.....	14
Grading and reporting.....	1
Band descriptors.....	1

Introduction

Common European Framework of Reference for Languages (CEFR) document generates the base in deciding the results of the curriculum and in preparing the syllabus of the Preparatory program, as well as British Council – EAQUALS: Core Inventory for General English, which is also based on the CEFR.

Independent User	B1	Track II	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
	B1+	Track III	Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

References

- *Common European Framework of Reference for Languages: Learning, Teaching, Assessment.* Cambridge University Press
- *British Council – EAQUALS Core Inventory for General English.* B. North, A. Ortega, Susan Sheehan
- *Threshold.* J.A. van Ek and JLM Trim. Cambridge University Press.

Syllabus aims

The aims of the syllabus, listed below, are the same for all learners and are to:

- develop the ability to understand the target language in a variety of registers
- enable the learner to communicate confidently and clearly in English
- form a sound base of skills, language and attitudes required for further study, work, and leisure
- develop insights into the cultures and civilisation of where English is spoken
- encourage positive attitudes to language learning and a sympathetic approach to other cultures
- further intellectual and personal development by promoting learning and social skills.

The aims of this syllabus are to enable learners to develop the language and skills needed for effective, sophisticated communication in English and to provide them with an opportunity to gain an insight into English-speaking societies around the world.

In addition to practising listening and reading, a particular attention to the promotion of accuracy and the wealth of structures in the more active skills of speaking and writing is aimed. It is hoped that an emphasis on grammar and syntax will result in an increased sophistication in the way learners can express their own ideas and build them into a cogent argument, whether orally or in writing.

Objectives

The communicative objectives of the track are designed to encourage learners to use their receptive and productive skills in a competent way.

SPEAKING

Spoken Interaction

- I can start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest.
- I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.
- I can have simple telephone conversations with people I know.
- I can ask for and follow detailed direction

Spoken Production

- I can give descriptions on a variety of familiar subjects related to my interests.
- I can talk in detail about my experiences, feelings and reactions.
- I can briefly explain and justify my opinions.
- I can give a short prepared presentation on a very familiar area (e.g. "My country") and answer clear questions.

LISTENING

- I can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.
- I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.
- I can follow clearly spoken, straightforward short talks on familiar topics.
- I can understand simple technical information, such as operating instructions for familiar types of equipment.

READING

- I can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.
- I can find and understand the information I need in brochures, leaflets and other short texts relating to my interests.
- I can understand the main points in short newspaper and magazine articles about current and familiar topics.
- I can understand private letters about events, feelings and wishes well enough to write back.

WRITING

- I can write short, comprehensible connected texts on familiar subjects.
- I can write simple texts about experiences or events, for example about a trip, describing my feelings and reactions.
- I can write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information.
- I can write a short formal letter asking for or giving simple information

STRATEGIES

- I can ask someone to clarify or elaborate what they have just said.
- I can repeat back part of what someone has said to confirm that we understand each other.
- When I can't think of a word, I can use a word meaning something similar and invite "correction" from the person I am talking to.
- I can ask for confirmation that a form is correct and correct some basic mistakes if I have time to do so.

Courses

Guided learning hours

The B1 level course in English Preparatory Program (EPP) consists of 160 hours of guided learning over the duration of the eight-week track.

Couse code	Course name	Guided hours
	Main Course	80
	Reading	16
	Writing	16
	Listening	16
	Speaking	16
	Integrated Skills	16

Course content

In the examinations, questions will be set on the following content:

Grammar

- Adverbs
- Broader range of intensifiers such as too, enough
- Comparatives and superlatives
- Complex question tags
- Conditionals, 0 and 1st
- Connecting words expressing cause and effect, contrast etc.
- Modals - must/can't deduction
- Modals – might, may, will, probably
- Modals – should have/might have/etc
- Modals: must/have to
- Past continuous
- Past simple
- Past tense responses
- Phrasal verbs, extended
- Present perfect/past simple
- Reported speech: say, tell
- Simple passive
- Wh- questions in the past
- Will and going to, for prediction

Vocabulary

- Collocation
- Colloquial language
- Things in the town, shops and shopping
- Travel and services
- Geography
- Jobs & services
- Education & learning

Functions

- Checking understanding
- Describing experiences and events
- Describing feelings and emotion
- Describing places
- Expressing opinions; language of agreeing and disagreeing
- Initiating and closing conversation
- Managing interaction (interrupting, changing topic, resuming or continuing)

Topics

- Books and literature
- Education
- Film
- Leisure activities
- Media
- News, lifestyles and current affairs

Discourse Markers

- Connecting words expressing cause and effect, contrast etc
- Linkers: sequential past time

Scheme of assessment

For B1 level in English Preparatory Program, students take all the components.

COMPONENT	WEIGHTING
Main Course Three Quizzes; one in-class, and two take-home online (100 marks each) One in-class Progress Test at the end of the track (100 marks)	30%
Integrated Skills One take-home online quiz (100 marks) One in-class Progress Test at the end of the track (100 marks)	10%
Reading One in-class quiz (100 marks) One in-class Progress Test at the end of the track (100 marks)	15%
Writing Two written papers; in-class (50 marks each) One in-class Progress Test at the end of the track (100 marks)	15%
Listening One in-class quiz (100 marks) One in-class Progress Test at the end of the track (100 marks)	15%
Speaking One in-class quiz (100 marks) One in-class Progress Test at the end of the track (100 marks)	15%

Assessment objectives

AO1	Understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books, and other forms of extended written and spoken material.
AO2	Manipulate the target language accurately in spoken and written forms to demonstrate an ability to choose appropriate examples of lexis and structure.
AO3	Select and present information, organising arguments and ideas logically.
AO4	Research and discuss aspects of the history, current affairs or cultures of countries where the target language is spoken.

Breakdown of assessment components

Main Course

The assessment of learners in this component is subdivided into six different examinations, whose total provides the final score for any learner's assessment in Main Course.

Tests may include a variety of question types, which are listed at the bottom of this chapter.

Main Course – Quiz 1

Paper based, 45 minutes, 100 marks

Learners answer multiple questions on the use of language and vocabulary combined with language skills of reading, writing, or listening.

Main Course – Quiz 2

Online, 100 marks

Learners answer multiple questions on the grammar, vocabulary combined with language skills of reading or listening.

Main Course – Quiz 3

Online, 100 marks

Learners answer multiple questions on the grammar, vocabulary combined with language skills of reading or listening.

Main Course – Progress Test

Paper based, 60 minutes, 100 marks

Learners answer multiple questions on the use of language and vocabulary combined with language skills of reading, writing, or listening.

Reading

The assessment of learners in this component is subdivided into two different examinations, whose total provides the final score for any learner's assessment in Reading.

Reading – Quiz 1

Paper based, 45 minutes, 100 marks

Learners answer multiple questions of reading and comprehension including reading subskills.

Reading – Progress Test

Paper based, 60 minutes, 100 marks

Learners answer multiple questions of reading and comprehension including reading subskills.

Writing

The assessment of learners in this component is subdivided into two different examinations, whose total provides the final score for any learner's assessment in Writing.

Writing – Quiz 1

Two written papers, 45 minutes (each), 50 marks (each)

Learners complete two writing tasks, each based on a different function. Both of the tasks carry equal weight (50%) in the calculation of the quiz score.

Writing – Progress Test

Written paper, 60 minutes, 100 marks

Learners complete a single writing task.

Listening

The assessment of learners in this component is subdivided into two different examinations, whose total provides the final score for any learner's assessment in Listening.

Listening – Quiz 1

Paper based, 45 minutes, 100 marks

Learners answer multiple questions of listening skills and subskills.

Listening – Progress Test

Written paper, 60 minutes, 100 marks

Learners answer multiple questions of listening skills and subskills

Speaking

The assessment of learners in this component is subdivided into four different examinations, whose total provides the final score for any learner's assessment in Speaking.

Speaking – Quiz 1

Project, 100 marks

Learners design and develop a project on the topic assigned. The presentation and/or the audio-visual recording of the project will be assessed.

Speaking – Progress Test

In-class, Interview/roleplay 100 marks

Learners act out the assigned roles in pairs which require language functions.

Integrated Skills

The assessment of learners in this component is subdivided into two different examinations, whose total provides the final score for any learner's assessment in Integrated Skills.

Integrated Skills – Quiz 1

Online, 100 marks

Learners answer multiple questions on the functional use of language in reading, and listening skills as well as use of language and vocabulary.

Integrated Skills – Progress Test

Written paper, 50 minutes, 100 marks

Learners answer multiple questions on language skills in an integrated way which include multiple skills, as well as functional language.

Question Types

- Multiple choice questions
- Identifying information
- matching questions
- short answer questions
- gap filling questions
- cloze test questions
- error correction questions
- transformation questions
- open ended questions
- completion questions
- sequence questions
- comprehension questions
- role-play
- project

Component	Subcomponent	Weighting within the component	Overall Weighting
Main Course	Quiz 1	20%	30%
	Quiz 2	10%	
	Quiz 3	10%	
	Progress Test	60%	
Reading	Quiz 1	40%	15%
	Progress Test	60%	
Writing	Quiz 1	40%	15%
	Progress Test	60%	
Listening	Quiz 1	40%	15%
	Progress Test	60%	
Speaking	Quiz 1	40%	15%
	Progress Test	60%	
Integrated Skills	Quiz 1	40%	10%
	Progress Test	60%	

Grading and reporting

The School of Foreign Languages (SFOL) reports achievement on a scale of 100. For ease of communication, the scale is subcategorized into five bands: Expert, Proficient, Apprentice, Limited, and Intermittent.

Learners should at least be reported as 'Proficient' to be considered successful at the track.

	Band	Grade
PASS	Expert	85-100
	Proficient	70-84
FAIL	Apprentice	50-69
	Limited	40-49
	Intermittent	0-39

Band descriptors

Band descriptions are provided to give an indication of the standards of achievement likely to have been shown by learners awarded particular grades. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

The following band descriptions indicate the level of attainment characteristic of the median of the given grade band.

Band	Band Description
Expert	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate words. Misunderstandings may occur in unfamiliar situations. Generally handles complex detailed argumentation well.
Proficient	Has generally effective command of the language despite some inaccuracies, inappropriate words and misunderstandings. Can use and understand fairly complex language particularly in familiar situations.
Apprentice	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
Novice	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
Intermittent	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.