

SYLLABUS

B2

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.....	22
Band descriptors.....	23

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	B2	Track IV	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
-------------------------	-----------	----------	---

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
- *Vantage.* 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 take an active part in conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking.
- I can evaluate advantages & disadvantages, and participate in reaching a decision in formal or informal discussion.
- I can sustain my opinions in discussion by providing relevant explanations, arguments and comments
- I can use the telephone to find out detailed information, provided the other person speaks clearly, and ask follow up questions to check that I have understood a point fully.

Spoken Production

- I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.
- I can develop a clear argument, linking my ideas logically and expanding and supporting my points with appropriate examples.
- I can present a topical issue in a critical manner and weigh up the advantages and disadvantages of various options.
- I can summarise information and arguments from a number of sources, such as articles or reports, discussions, interviews, presentations, etc.

- I can summarise orally the plot and sequence of events in a film or play.

LISTENING

- I can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.
- I can understand in detail what is said to me in standard spoken language.
- I can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.
- I can follow TV drama and the majority of films in standard dialect.
- I can understand TV news, current affairs, documentaries, interviews, talk shows, etc.

READING

- I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.
- I can understand articles, reports and reviews in which the writers express specific points of view (e.g., political commentary, critiques of exhibitions, plays, films, etc).
- I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.

- I can understand the main points in formal and informal letters relating to my personal and professional interests, with occasional use of a dictionary.

WRITING

- I can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process.
- I can write clear, detailed descriptions on a variety of subjects related to my field of interest
- I can express news, views and feelings in correspondence, and respond to those of the other person.
- I can write standard formal letters requesting or communicating relevant information, following a template.

STRATEGIES

- I can use standard phrases like “That’s a difficult question to answer” to gain time and keep the turn while formulating what to say.
- I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.
- I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.
- I can make a note of “favourite mistakes” and consciously monitor speech for them.

Courses

Guided learning hours

The A2 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

- Adjectives and adverbs
- Future continuous
- Future perfect
- Future perfect continuous
- Mixed conditionals
- Modals – can't have, needn't have
- Modals of deduction and speculation
- Narrative tenses
- Passives
- Past perfect
- Past perfect continuous
- Phrasal verbs, extended
- Relative clauses
- Reported speech
- Will and going to, for prediction
- Wish
- Would expressing habits, in the past

Vocabulary

- Collocation
- Colloquial language

Functions

- Critiquing and reviewing
- Describing experiences
- Describing feelings and emotions
- Describing hopes and plans
- Developing an argument
- Encouraging and inviting another speaker to continue, come in
- Expressing abstract ideas
- Expressing agreement and disagreement
- Expressing opinions
- Expressing reaction, e.g. indifference

- Interacting informally, reacting, expressing interest, sympathy, surprise, etc.
- Opinion, justification
- Speculating
- Taking the initiative in interaction
- Synthesizing, evaluating, glossing info

Topics

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

Discourse Markers

- Connecting words expressing cause and effect, contrast etc.
- Discourse markers to structure formal speech
- Linkers: although, in spite of, despite
- Linkers: sequential – past time – subsequently

Scheme of assessment

For A2 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
- essay
- 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.
Limited	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.