Course Outline

The course runs across five levels, mapped to the Common European Framework of Reference (CEFR). At every level, students build topic vocabulary and functional language through themes linked to the United Nations' 17 Sustainable Development Goals.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
A1–A1+	A2	B1	B2	C1–C1+
Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate	Advanced

LEVEL 1
A1

Elementary

CEFR A1–A1+

This level covers and revises basic topic vocabulary linked to the 17 SDGs.

TOPICS

- Countries, nationalities and languages
- Family
- Numbers and times
- Interests, hobbies and activities
- Food and meals
- Health
- Customs and celebrations
- Weather, seasons and climate
- Shopping and fashion
- Places and home life
- Jobs

LANGUAGE PRACTISED

- Introducing themselves
- Meeting and greeting people
- Describing people
- Talking about daily routines
- Talking about likes and dislikes
- Buying things and asking for prices
- Talking about ability and inability
- Describing places
- Talking about feelings and emotions
- Giving opinions
- Ordering food and drink
- Asking simple questions
- Conducting a survey

LEVEL 2
A2

Pre-Intermediate

CEFR A2

This level builds on students' topic vocabulary, revising and developing functional language and real-world grammar. Students learn to communicate on a variety of topics linked to the 17 SDGs.

TOPICS

People
Holidays
Shopping
School and work
Hobbies and sports
Food
Weekend and seasonal activities

LANGUAGE PRACTISED

- Talking about daily lives and routines
- Describing personalities
- Talking about life experiences
- Talking about jobs and personal qualities
- Making predictions about the future
- Making comparisons
- Expressing opinions
- Expressing agreement and disagreement
- Talking about shopping and money
- Describing future cities
- Talking about free time
- Talking about childhood habits and memories
- Talking about and creating stories

LEVEL 3
B1

Intermediate

CEFR B1

At this level, students learn a range of techniques to expand their vocabulary, while grammatical concepts are reinforced. They learn to communicate on a variety of topics linked to the 17 SDGs.

TOPICS

People and personality
Travel
Fashion and media
Technology
Learning a foreign language, skills and abilities
Health and fitness

LANGUAGE PRACTISED

- Introducing themselves and each other
- Describing locations, people and things
- Describing food and food preparation
- Discussing past and present habits
- Talking about different lifestyles
- Discussing differences
- Creating a news bulletin
- Expressing opinions
- Making deductions
- Talking about possibility, probability and certainty
- Making predictions

LEVEL 4
B2

Upper-Intermediate

CEFR B2

Students refine and develop their topic vocabulary and grammatical competence, and learn to communicate on a variety of topics linked to the 17 SDGs.

TOPICS

Personal identity
Personal values and ideas
The environment
The world of work
Consumerism
Crime
The future
Happiness
Social media
Lifestyle

LANGUAGE PRACTISED

- Asking for and giving personal information
- Making predictions about the future
- Discussing hypothetical and imaginary situations
- Discussing contemporary issues such as television and celebrity
- Discussing the advantages and disadvantages of different options
- Creating stories using conditional language
- Debating and developing arguments

LEVEL 5
C1

Advanced

CEFR C1–C1+

At this level, students take an active role in identifying the areas of language they need to improve and learning how to do so effectively. They work with authentic texts, practise listening to a variety of native and non-native accents, and begin to identify aspects of phonology such as word stress, sentence stress and intonation.

TOPICS

Identity
Hopes and dreams
Relationships
Communication
Youth behaviour
The internet and media
Consumerism, money and designer goods
International events
Equal opportunities
Social issues
The future of the planet
Scientific developments

LANGUAGE PRACTISED

- Taking part in discussions about education, health, social media and the future of energy
- Using tentative language
- Using idiomatic language and metaphor in the contexts of personality and food
- Debating abstract and cultural topics with a good range of expression