



# Level Exit Descriptors



## Level 1 (A1 & A2): By the end of this level, you will be able to:

<b>Reading</b>	➤ understand short simple texts on familiar topics which contain high-frequency vocabulary and everyday expressions
<b>Listening</b>	➤ understand / follow short simple speech which contains familiar phrases and expressions if it is articulated slowly and carefully
<b>Writing</b>	➤ produce a series of simple sentences linked with simple connectors on familiar topics (50-70 word count)
<b>Speaking</b>	➤ give simple descriptions of people/places/things ➤ initiate and respond to simple statements on familiar topics in predictable everyday situations

## Level 2 (A2 & B1): By the end of this level, you will be able to:

<b>Reading</b>	➤ understand main ideas and supporting details in short straightforward and clearly signalled texts on non-academic topics.
<b>Listening</b>	➤ understand main points and extract essential information provided the speech is articulated slowly and carefully
<b>Writing</b>	➤ write short descriptions of people/ places/ things/ activities (74-100 word count)
<b>Speaking</b>	➤ interact in simple and routine tasks which require exchange of information on familiar and personal matters ➤ describe people/places/events/experiences/personal interests in a basic way

## Level 3 (B1 & B1+): By the end of this level, you will be able to:

<b>Reading</b>	➤ understand main ideas, supporting details and make basic inferences in simple academic texts
<b>Listening</b>	➤ understand / follow the main points, extract specific information, make simple inferences in short talks, simple academic presentations or lectures aimed at a general audience if delivered slowly and clearly
<b>Writing</b>	➤ produce simple, straightforward and mostly coherent texts on a range of familiar topics
<b>Speaking</b>	➤ interact on topics which are familiar of interest or pertinent to everyday life with a degree of fluency and spontaneity ➤ give clear descriptions and prepared presentations by presenting information in a logical order ➤ give and seek personal views and opinions using simple language and by giving brief reasons and explanations

## Level 4 (B1+ & B2): By the end of this level, you will be able to:

<b>Reading</b>	➤ understand main information/ arguments/ details of relatively longer and more complex texts on a variety of topics but may experience difficulty with low frequency idioms ➤ understand/interpret numerical data in graphs/charts and the main message from complex diagrams and visual information
<b>Listening</b>	➤ understand and follow main points/arguments/details and make inferences in a straightforward presentation, lecture, or a technical discussion in their field
<b>Writing</b>	➤ write structured text clearly signalling main points and supporting details by using a range of linking words, phrases, adverbial clauses ➤ make brief comments about numerical information in graphs and charts (ENG)
<b>Speaking</b>	➤ interact fluently, naturally and spontaneously in tasks and situations that are less predictable with some confidence ➤ justify and sustain views clearly by providing relevant explanations and arguments in a simple academic discussion ➤ give clear, systematically developed descriptions and presentations on a wide range of subjects related to his/her field of interest with appropriate highlighting of significant points and relevant supporting details

*Although there may be minor breakdowns in communication*



# SPECIFIC LEARNING OBJECTIVES OF EACH LEVEL



**Level 1 (A1 & A2): Learning objectives that will be covered through the level in order to help students achieve exit level outcomes: Students can:**

<b>Reading</b>	<ul style="list-style-type: none"><li>➤ understand descriptions of places/people/things, short written notices, signs and instructions with visual support, and short, simple messages.</li><li>➤ understand simple questions and familiar phrases.</li><li>➤ follow short, simple instructions and directions.</li><li>➤ get the gist of short, simple narratives and simple informational material.</li><li>➤ find specific and predictable information in everyday materials.</li><li>➤ understand referencing words at a very basic level.</li></ul> <p>➤ <b>Texts:</b> menus, timetables, simple questionnaires/interviews, short simple descriptions and narratives, short simple personal letters/e-mails, notices/signs</p>
<b>Listening</b>	<ul style="list-style-type: none"><li>➤ understand basic questions and instructions.</li><li>➤ extract key factual information such as prices, times and dates from short clear, simple texts.</li><li>➤ get the gist of short, simple recorded texts about familiar topics if it is conducted slowly and clearly.</li><li>➤ recognise phrases and content words related to familiar topics.</li></ul> <p>➤ <b>Texts:</b> phone calls/messages, everyday transactions (shopping, eating out and etc.), simple announcements, everyday conversations, short simple interviews, simple stories.</p>
<b>Writing</b>	<ul style="list-style-type: none"><li>➤ complete a simple form with basic personal details.</li><li>➤ write series of simple sentences about someone's life/routines, family, personal interests and skills, possessions, plans and arrangements and etc.</li><li>➤ write short, simple notes and emails to friends.</li><li>➤ use basic punctuation (e.g. full stop, comma, question mark) and very basic connectors like 'and', 'but', 'so' and 'then'.</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>➤ ask and answer questions about everyday/personal matters.</li><li>➤ participate in simple conversations (making introductions, greetings and etc.) and everyday transactions (shopping, eating out and etc.).</li><li>➤ describe people/places/things in a simple way.</li><li>➤ give simple opinions using limited range of fixed expressions.</li></ul>

**Level 2 (A2 & B1): Learning objectives that will be covered through the level in order to help students achieve exit level outcomes: Students can:**

<b>Reading</b>	<ul style="list-style-type: none"><li>➤ understand short, simple narratives, biographies, short articles, and letters.</li><li>➤ identify specific information in simple letters, brochures and short articles and simple factual texts.</li><li>➤ follow the sequence of actions or events in a text on a familiar topic.</li><li>➤ extract key information from a simple academic text, if guided by questions.</li><li>➤ make basic inferences from simple information in a short text.</li><li>➤ identify the main topics and the purpose of the text.</li><li>➤ derive the probable meaning of simple unknown words from short, familiar contexts.</li><li>➤ understand simple references in a text.</li></ul> <p>➤ <b>Texts:</b> simple questionnaires/interviews, simple descriptions and narratives, simple personal letters/e-mails, notices/signs, short articles</p>
<b>Listening</b>	<ul style="list-style-type: none"><li>➤ understand standard speech on familiar matters, with some repetition or reformulation.</li><li>➤ follow the sequence of events in a short, simple dialogue or narrative.</li><li>➤ identify the topic of discussion around them when conducted slowly and clearly</li><li>➤ follow the main points of short talks on familiar topics if delivered in clear standard speech.</li><li>➤ identify key details, speakers, context, and relation between the speakers in a simple recorded dialogue or narrative.</li><li>➤ derive the probable meaning of simple, unknown words from short, familiar contexts.</li></ul> <p>➤ <b>Texts:</b> Monologues, short conversations, interviews, simple discussions, descriptions, instructions, announcements, narratives, short and simple podcasts</p>

<b>Writing</b>	<ul style="list-style-type: none"> <li>➤ write short texts describing places, people, things, everyday personal experiences or future events.</li> <li>➤ write a short narrative with a simple linear sequence.</li> <li>➤ write short, simple notes, e-mails, messages relating to everyday matters.</li> <li>➤ write simple texts expressing their opinions on everyday topics.</li> <li>➤ organize a text with most frequent connectors.</li> </ul>
----------------	--

<b>Speaking</b>	<ul style="list-style-type: none"> <li>➤ communicate in routine tasks requiring simple and direct exchanges of information</li> <li>➤ give a short talk about a familiar topic with visual support.</li> <li>➤ ask and answer simple questions and respond to simple statements in an interview.</li> <li>➤ give a description of everyday topics (people, places, experiences, events) in a simple way.</li> <li>➤ give or seek personal views and opinions in discussing topics of interests.</li> </ul>
-----------------	--

**Level 3 (B1 & B1+): Learning objectives that will be covered through the level in order to help students achieve exit level outcomes: Students can:**

<b>Reading</b>	<ul style="list-style-type: none"> <li>➤ identify main idea and key concepts by skimming a short academic text.</li> <li>➤ find specific information by scanning a simple academic text.</li> <li>➤ recognise the writer's point of view and purpose in a simple academic text, if guided by questions.</li> <li>➤ make simple inferences based on information given in a short article.</li> <li>➤ derive the probable meaning of simple unknown words from short, familiar contexts.</li> <li>➤ recognize examples and their relation to the idea they support.</li> <li>➤ distinguish between fact and opinion in a simple academic text.</li> <li>➤ distinguish between the main idea and related ideas in a simple academic text.</li> <li>➤ understand references.</li> <li>➤ <b>Texts:</b> academic texts on a variety of topics, magazine/ newspaper articles, blogs, reviews, reports, short story, letters, brochures.</li> </ul>
----------------	---

<b>Listening</b>	<ul style="list-style-type: none"> <li>➤ follow the main points of short talks on familiar topics if delivered in clear standard speech.</li> <li>➤ identify a speaker's point of view, attitude in a simple presentation or lecture aimed at a general audience.</li> <li>➤ identify specific information in a simple presentation or lecture aimed at a general audience.</li> <li>➤ take notes while listening to a simple, straightforward presentation or lecture on a familiar topic.</li> <li>➤ extract key details from a simple academic presentation, lecture or discussion on a familiar topic, if delivered slowly and clearly.</li> <li>➤ distinguish between main ideas and supporting details in familiar, standard texts.</li> <li>➤ infer opinions in a simple presentation or lecture if guided by questions.</li> <li>➤ <b>Texts:</b> simple presentation or lectures, discussions, podcasts, radio programmes, interviews, narratives.</li> </ul>
------------------	---

<b>Writing</b>	<ul style="list-style-type: none"> <li>➤ express a personal opinion in a simple academic text.</li> <li>➤ write a basic paragraph containing a topic sentence, related details and a concluding sentence, if provided with a model.</li> <li>➤ prepare a simple outline to organise ideas and information.</li> <li>➤ describe the sequence in a process when writing a simple text, using common discourse markers.</li> <li>➤ summarise factual information from a text (written or spoken) within their field of interest.</li> <li>➤ paraphrase information from a simple text, if guided by questions.</li> <li>➤ support a main idea with explanations and examples in a structured paragraph on a familiar topic.</li> <li>➤ use limited discourse devices to link sentences smoothly into connected discourse.</li> <li>➤ edit and improve a simple text by checking and correcting spelling, punctuation and grammar.</li> <li>➤ show a basic direct relationship between a problem and a solution in a simple structured text.</li> </ul>
----------------	---

<b>Speaking</b>	<ul style="list-style-type: none"> <li>➤ express belief, opinion, attitudes, agreement and disagreement using simple language and by giving brief reasons and explanations.</li> <li>➤ participate in a classroom discussion about an academic topic by making use of interactional strategies (e.g. asking for clarification, turn-taking).</li> <li>➤ give a simple rehearsed presentation on an academic topic in their field by using basic discourse markers to structure the presentation.</li> <li>➤ paraphrase information taken from several simple academic texts.</li> <li>➤ summarise factual information from a text (written or spoken) within their field of interest.</li> <li>➤ initiate, maintain and close simple, face-to-face conversations on familiar topics.</li> </ul>
-----------------	---

**Level 4 (B1+ & B2): Learning objectives that will be covered through the level in order to help students achieve exit level outcomes: Students can:**

**Reading**

- understand the main idea of relatively longer and more complex texts.
- identify the main line of argument in a simple academic text.
- distinguish supporting details from the main points in a text.
- locate relevant details by scanning quickly through longer and more complex texts.
- make inferences from a structured text.
- understand the author's tone, attitude, purpose, intended audience, and the type of texts.
- infer the meaning of new words using a variety of strategies.
- understand referencing words.
- 
- ENG- interpret the main message from complex diagrams and visual information.
- ENG –understand the numerical data in graphs and charts in a linguistically complex academic text, if guided by questions.
- **Texts:** academic texts on a variety of topics, magazine/ newspaper articles, blogs, reviews, reports, short story, letters, brochures.

**Listening**

- identify the main ideas and supporting details in a straightforward presentation, lecture or a technical discussion in their field.
- infer opinions in a presentation or lecture.
- recognize paraphrasing and repetition in a straightforward presentation, lecture or a discussion.
- understand speaker's tone, attitude, purpose, and intended audience.
- take notes while listening to a simple, straightforward presentation/lecture on a familiar topic.
- distinguish supporting details from the main points in a text.
- infer the meaning of new words
- **Texts:** simple presentation or lectures, discussions, podcasts, radio programmes, interviews, narratives.

**Writing**

- write a structured text clearly signalling main points and supporting details by using a range of linking words, phrases and adverbial clauses.
- respond to a written / spoken text by summarizing the main points & key points.
- write an academic report if provided with a model.
- ELL- write a simple argumentative essay.
- ENG –make brief comments about numerical information in graphs and charts.
- ENG – clearly signal problem and solution relationships in structured text.

**Speaking**

*Although there may be minor breakdowns in communication*

- exchange information on a wide range of topics within their field with some confidence.
- contribute to a conversation fluently and naturally provided the topic is not too abstract or complex.
- give clear and effective presentation on a wide range of subjects.
- participate in academic discussions by developing and expanding ideas.
- summarize a wide range of texts by discussing, contrasting points and main themes.