

## INTENSIVE LEVEL DESCRIPTIONS

### PINK (Pre-Beginner: Pre A1 – A1)

**PRODUCTION** – Students in *Pink* can...

- Use a basic repertoire of words and simple phrases to answer simple questions about personal details, very familiar topics, and immediate needs
- Manage very short (often rehearsed) sentences, but they often do not have enough vocabulary or grammar knowledge to express themselves
- Understand and use familiar everyday greetings and expressions
- Interact in a simple way, but communication is dependent on repetition, rephrasing, and repair following a slower rate of speech

**GRAMMAR** – Students in *Pink* should be able to grasp the following grammar points:

- *I am, you are*
- *What's...?; It's...*
- *Is/are*
- Prepositions of place
- Simple present
- *Be going to*
- *There's, There are*
- Count and non-count nouns
- Present continuous
- *A lot of, some no*
- *This and these*
- *was/were*
- Simple past
- Possessive adjectives; possessive's
- Information questions with *be*
- *Like to, want to, need to, have to*
- *a/an*; adjectives before nouns
- *Can and can't* for ability; *well*

### GREEN (Beginner: A1 – A2)

**PRODUCTION** – Students in *Green* can...

- Speak using basic sentence patterns with memorized phrases and groups of a few words and formula
- Understand frequently used expressions in areas of most immediate relevance (very basic personal and family information, shopping, local geography, and employment)
- Interact in a simple way, but very short utterances, pauses, false starts, and reformulation are very evident
- Answer questions and respond to simple statements, however they are rarely able to understand enough to keep conversation going on their own accord

**GRAMMAR** – Students in *Green* should be able to grasp the following grammar points:

- *Have to*
- *Be like*
- Simple present
- Making predictions
- Present continuous
- Present perfect
- *Be going to*
- Determiners
- Quantifiers
- *If and when*
- Giving reasons with *to and for*
- Relative pronouns
- *Be-verb* statements and questions
- *This / that one, these / those ones*
- Simple past statements and questions
- Possessive adjectives and pronouns
- Comparatives and superlatives

## RED (Intermediate: A2 – B1)

**PRODUCTION** – Students in *Red* can...

- Manage sufficient enough vocabulary to talk about topics like family, hobbies, interests, work, travel, and current events, even if unprepared
- Give reasons and explanations for opinions and plans
- Describe dreams, hopes, and ambitions
- Speak with reasonable accuracy with frequently used routines and patterns in predictable situations, although some hesitations and circumlocutions are evident
- Initiate, maintain, and close simple conversations on familiar topics or personal interests

**GRAMMAR** – Students in *Red* should be able to grasp the following grammar points:

- Information questions
- Indirect questions
- Present perfect
- Articles
- Modals for advice
- *Be going to* and *will*
- Indefinite pronouns
- Passive
- Simple past
- Past continuous
- Quantifiers
- Phrasal verbs
- *Used to*
- Reported speech
- Comparisons
- Present perfect continuous
- Modals: necessity, prohibition, & permission
- Present continuous
- Present and future real conditionals
- Present and future unreal conditionals

## BLUE (Advanced: B1+)

**PRODUCTION** – Students in *Blue* can...

- Express viewpoints on most general topics like relationships, the media, self-improvement and business
- Grasp the language enough to share their opinion as well as advantages and disadvantages on topical issues
- Speak with a high degree of grammatical control and do not make errors which cause misunderstanding
- Can initiate discourse, take turns when appropriate, and end a conversation, although not always elegantly
- Help the discussion along, especially on familiar ground
- Manage stretches of language with a fairly even tempo with few noticeably long pauses

**GRAMMAR** – Students in *Blue* should be able to grasp the following grammar points:

- Dynamic and stative verbs
- Real conditionals
- Clauses with *after*, *until*, *when*
- *Too* and *enough*
- Modifying comparisons
- Gerund and infinitive
- Adding emphasis
- Past perfect
- *I wish*
- Passive
- Causative verbs
- Unreal conditionals
- *Was/were going to*, *was/were supposed to*
- Prohibition, permission, obligation
- Modals of speculation, past probability
- Reported statements and questions
- Subject and object relative clauses
- Substitution and referencing

## ORANGE (Advanced 2: B2)

### PRODUCTION – Students in *Orange* can...

- Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible without strain for either party
- 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
- Use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas
- Follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers
- Give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail

### GRAMMAR – Students in *Orange* should be able to grasp the following grammar points:

- |                                 |                                |  |
|---------------------------------|--------------------------------|--|
| • Present habits, past habits   | • Passives                     | • Gerunds and infinitives                                    |
| • Comparatives and superlatives | • Reflexive pronouns           | • Modal-like expressions with <i>be</i>                      |
| • Non-gradable adjectives       | • Real and unreal conditionals | • Reported speech with modal verbs                           |
| • Relative pronouns             | • Conditionals: alternatives   | • Adverbs with adjectives and adverbs                        |
| • Reduced relative clauses      | • Narrative tenses             | • Making non-count nouns countable                           |
| • Present participles           | • Causative verbs              | • Adding emphasis: <i>so...that, such...that, even, only</i> |
| • Wishes and regrets            | • Future forms                 |  |

## PURPLE (Advanced 3: C1)

### PRODUCTION – Students in *Purple* can...

- Take part almost effortlessly in any conversation with clear, smoothly-flowing, well-structured speech
- Express themselves clearly in an appropriate style on a wide range of topics (general, academic, professional, leisure)
- Use idiomatic expressions and colloquialisms to formulate ideas and opinions
- Give detailed descriptions of complex subjects integrating sub-themes, developing particular points, and rounding off with an appropriate conclusion
- Take turns, reference, make allusions, and interact with ease in a conversation

### GRAMMAR – Students in *Purple* should be able to grasp the following grammar points:

- |  |                                     |  |
|--|-------------------------------------|--|
| • Future perfect and future continuous             | • Reduced relative clauses          | • Continuous infinitives                 |
| • Uses of <i>will</i>                              | • Clefts                            | • Simple past for unreal situations      |
| • Uses of <i>would</i>                             | • Questions words with <i>-ever</i> | • <i>It</i> constructions                |
| • Variations on past unreal conditionals           | • Adverbials                        | • Subject-verb agreement                 |
| • Commenting on the past                           | • Phrases with <i>get</i>           | • Articles                               |
| • Quantifiers and prepositions in relative clauses | • Referencing                       | • The present subjunctive                |
| • Perfect infinitive                               | • Phrases with <i>as</i>            | • Participle phrases in initial position |