

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:

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

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:

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

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:

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

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:

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

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| • 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:

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| • 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 |