



# Welcome to Class



**Week 1**  
**Class 1**  
**Introduction**

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ESL / EFL Coach

**TODOS**  
**BILINGÜES**



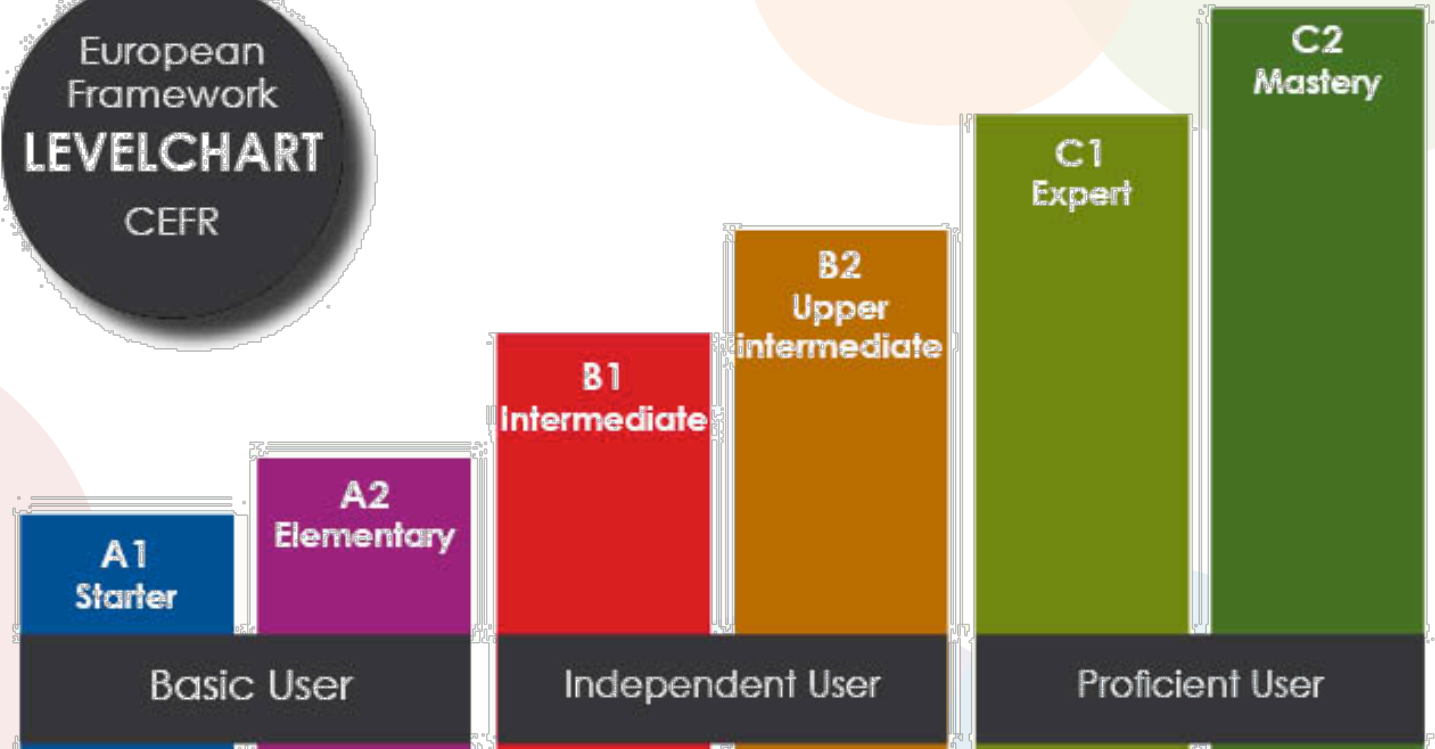
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**ARE YOU  
READY?!**

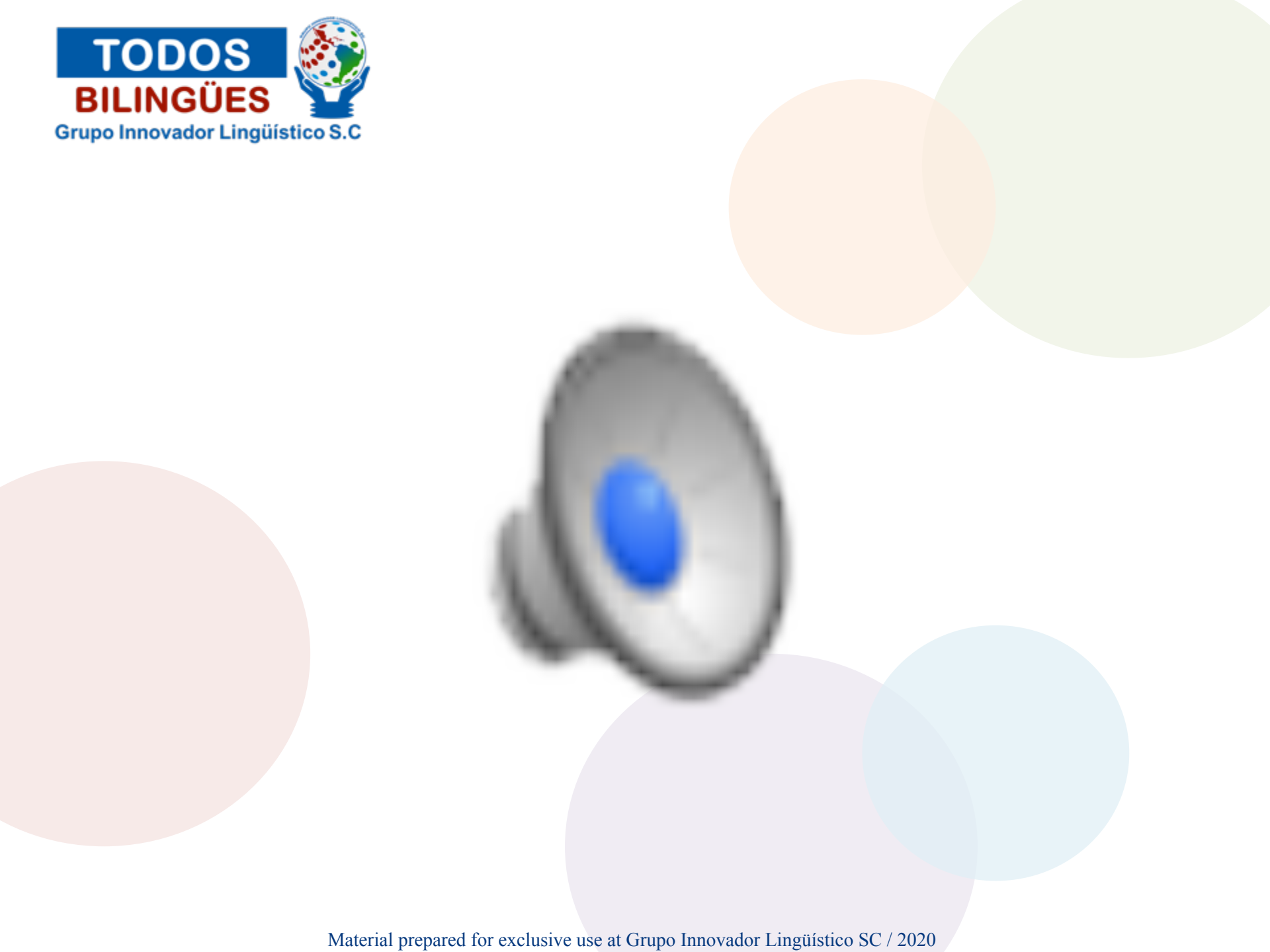




European  
Framework  
**LEVELCHART**  
CEFR



<b>Duration</b>	● 10 weeks	● 20 weeks	● 20 weeks	● 10 weeks	●
<b>English 4 All</b>	● Level 1	● Level 2 & 3	● Level 4 & 5	● Level 6	●
<b>Cambridge</b>	● n/a	● n/a	● PET	● FCE / IELTS	●
<b>TOEFL</b>	● n/a	● n/a	● 337	● 550	●



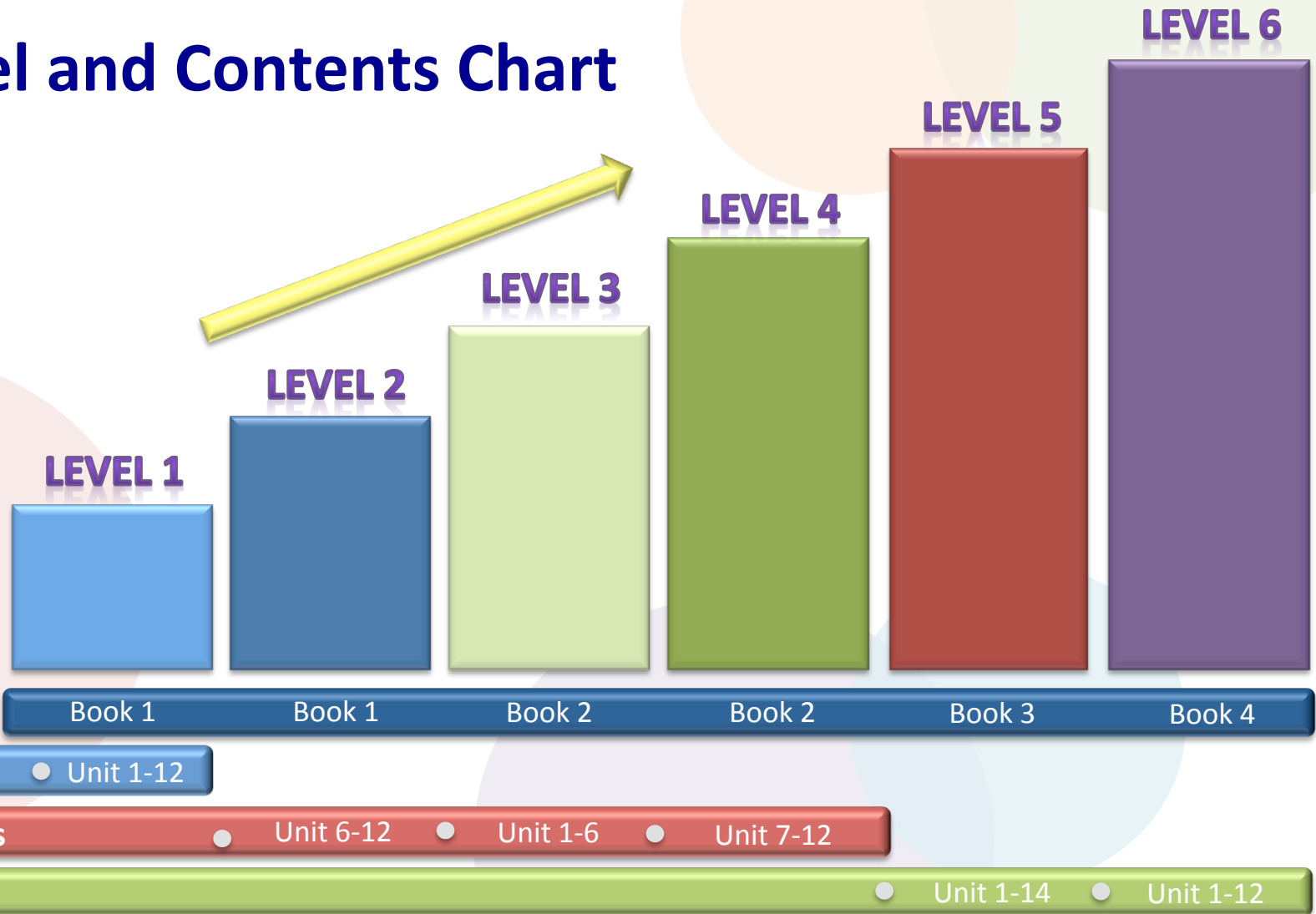
Basic User	<b>A2</b>  <b>GIL</b> <b>Level 2</b> <b>&amp; 3</b>	<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>
User	<b>A1</b>  <b>GIL</b> <b>Intro</b> <b>Level 1</b>	<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>



Independent	<b>B2</b> <b>GIL</b> <b>Level 6</b>	<p>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.</p>
User	<b>B1</b> <b>GIL</b> <b>Level 4 &amp; 5</b>	<p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans.</p>



# Level and Contents Chart



**TODOS  
BILINGÜES**

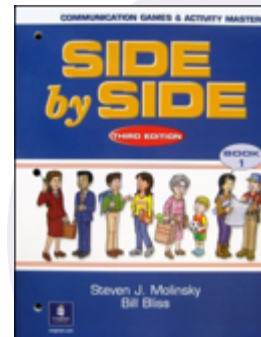


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# Material



**CAMBRIDGE  
UNIVERSITY PRESS**





**TODOS  
BILINGÜES**



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## LEVEL SIX CONTENT FOR REAL / Book 4

Material to be used: For Real by Helbling Languages

Unit	Grammar	Vocabulary	Obs.
1	Present simple and present continuous Countable and uncountable nouns Quantifiers	Make and do Fashion Adjectives to describe clothes	
2	Past simple and present perfect Present perfect and present perfect continuous	Definitions of word related to life and lifestyle Get	
3	Past simple and past perfect Past simple and past continuous Could have	Using the – ing form Childhood	
4	Reported speech Reporting verbs Indirect questions	Extreme sports Reporting verbs Holidays	
5	Present continuous, will, be going to for future Zero and first conditional When, as soon as, unless Future predictions	Geographical features Get	
6	Phrasal verbs Second conditional Wish / if only + pasts simple	Phrasal verbs Jobs Take	
7	Talking about obligation and advice Comparatives and superlatives	Crime Violence Give Punishment Minor offences	

## LEVEL SIX CONTENT FOR REAL / Book 4

2/2

Material to be used: For Real by Helbling Languages

Unit	Grammar	Vocabulary	Obs.
8	Indefinite pronouns Linkers of purpose Speculating	Have Films Protest	
9	Relative clauses Articles	Relationships Personal qualities Word formation Appearance	
10	Third conditional Modal verbs Wish / if only Use of to, infinitive and –ing form	-ing and infinitive Presentation aids	
11	Future perfect Future continuous Future in the past Present tense for plots The passive Used to and be used to	Environment Go Useful verbs to discuss the environment	
12	Question tags Short questions Emphatic do/does/did Reflexive pronouns	Feelings Thing	



# TELL ME ABOUT YOURSELF







**SEE**

*you*

**NEXT CLASS!**

**Thank *you* for joining us today.**