

EMENTA INGLÊS CACS LÍNGUAS

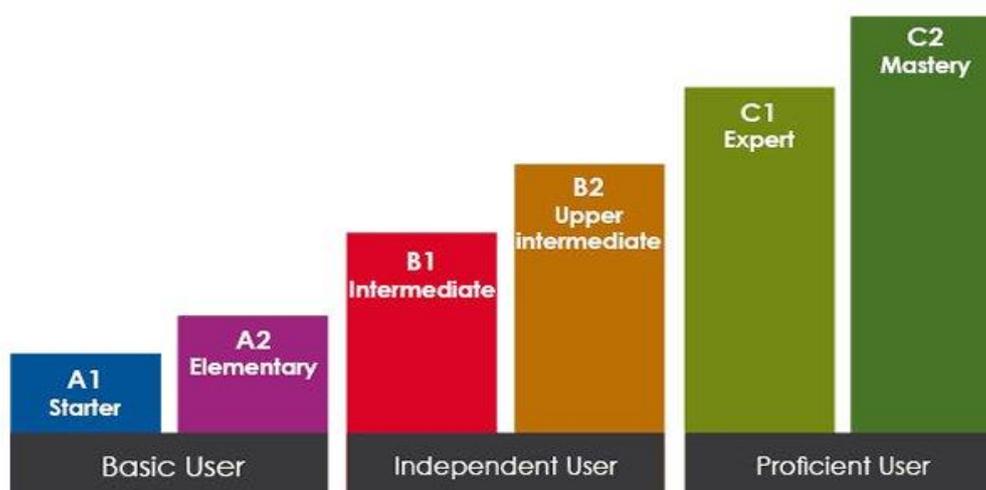
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What is CEFR?

The **Common European Framework of Reference for Languages: Learning, Teaching, Assessment**, abbreviated in English as **CEFR** or **CEF** or **CEFR**, is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries.

The CEFR was designed to provide a transparent, coherent, and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents and is now available in 39 languages.



See www.coe.int/lang-CEFR for further information

Beginner

Book American English File Starter – Second Edition – Oxford University Press

Common European Framework- A1

Communicative Competence	Grammar Topics
<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</p> <p>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.</p> <p>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>	<p>Verb be + subject pronouns: I and You</p> <p>Verb be + subject pronouns: She, He, It</p> <p>Wh- and How questions with be</p> <p>A, an, plurals, this, that, these, those</p> <p>Possessive adjectives: my, your, etc</p> <p>Adjectives</p> <p>Present simple I and You</p> <p>Present simple: we, you, they</p> <p>Adverbs of frequency</p> <p>Word order in questions</p> <p>Can can't</p>

BASIC 1

Book American English File 1 – Second Edition – Oxford University Press

Common European Framework- A1/A2

Communicative Competence	Grammar Topics
<p>At the end of this level, the learner can understand and use familiar everyday expressions and 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, his/her routine, 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. Can write short, simple texts, such as: an introduction letter, e-mail and fill in a registration form.</p>	<p>Verb be + subject pronouns: I, you, etc</p> <p>Verb be ? and -</p> <p>Possessive adjectives: my, your, etc</p> <p>A, an, plurals, this, that, these, those</p> <p>Adjectives</p> <p><i>Imperatives, let's (optional)</i></p> <p>Present simple + e -</p> <p>Present simple ?</p> <p>Word order in questions</p> <p>Whose...? Possessive 's</p> <p>Prepositions of time (at, in, on) and place (at, in, to)</p> <p>Position of adverbs and expressions of frequency</p> <p>Can can't</p> <p>Present continuous</p> <p>Present simple x present continuous</p> <p>Object pronouns: me, you, him, etc</p> <p>Like + (verb + ing)</p> <p>Review: be or do?</p>

BASIC 2

Book American English File 1 – Second Edition – Oxford University Press

Common European Framework- A1/A2

Communicative Competence	Grammar Topics
<p>At the end of this level, the learner can communicate and understand simple situations related to past events. Can talk using a greater range of grammatical structures. Is able to compare situations and people. Can speak about his/her home, city and food.</p>	<p>Past simple of be: was / were</p> <p>Past simple: regular verbs</p> <p>Past simple: irregular verbs</p> <p>Past simple: regular and irregular</p> <p>There is/there are, some, any + plural nouns</p> <p>There was / there were</p> <p>Countable / uncountable nouns: a/an/some/any</p> <p>Quantifiers: how much/how many, a lot, etc</p> <p>Comparative adjectives</p> <p>Superlative adjectives</p> <p>Be going to (plans) future time expressions</p> <p>Be going to (predictions)</p> <p>Adverbs (manner and modifiers)</p> <p>Verbs + to + infinitive</p>

PRE INTERMEDIATE 1

Book American English File 2 – Second Edition – Oxford University Press

Common European Framework- A2/B1

Communicative Competence	Grammar Topics
<p>At the end of this level, the learner 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 & ambitions and briefly give reasons and explanations for opinions and plans.</p>	<p> Word order in questions Present simple Present continuous Past simple: regular and irregular verbs Past continuous Time sequences and connectors Be going to (plans and predictions) Present continuous (future arrangements) Defining relative clauses Present perfect + yet, just, already Present perfect or simple past? 1 Something, anything nothing, etc Comparative adjectives and adverbs, as...as Superlatives (+ever+present perfect) Quantifiers, too, not enough Will / won't (predictions) Will / won't (decisions, offers, promises) Review of verb form: present, past and future </p>

PRE INTERMEDIATE 2

Book American English File 2 – Second Edition – Oxford University Press

Common European Framework- A2/B1

Communicative Competence	Grammar Topics
<p>At the end of this level, the learner feels more confident when using the language and when listening to natural rate speeches. The use of phrasal verbs is more frequent and the message conveyed is more specific. Starts to understand abstract ideas and hypothetical situations.</p>	<ul style="list-style-type: none"> Uses of the infinitive Uses of the gerund (verb + -ing) Have to, don't have to, must, mustn't Should If + present, will + infinitive (1st conditional) Possessive pronouns If + past, would + infinitive (2nd conditional) Present perfect + for and since Present perfect or past simple? 2 Passive Used to Might Expressing movement Word order of phrasal verbs So, neither + auxiliaries Past perfect Reported speech Questions with and without auxiliaries

INTERMEDIATE 1

Book American English File 3 – Second Edition – Oxford University Press

Common European Framework- B1/B2

Communicative Competence	Grammar Topics
<p>At the end of this level, the learner can understand the main ideas of complex text on both concrete and abstract topics. 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>	<p>Present simple and continuous, action and non-action verbs</p> <p>Future forms: present continuous, going to, will / wont (each other)</p> <p>Present perfect and past simple</p> <p>Present perfect + for / since</p> <p>Comparative and superlatives</p> <p>Articles: a/an, the , no article</p> <p>Can, could, be able to (reflexive pronouns)</p> <p>Modals of obligation: must, have to, should (should have)</p> <p>Past tenses: simple, continuous, perfect</p> <p>Usually and used to</p>

INTERMEDIATE 2

Book American English File 3 – Second Edition – Oxford University Press

Common European Framework- B1/B2

Communicative Competence	Grammar Topics
<p>At the end of this level, the learner can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself in at least two different ways considering formal and informal styles.</p>	<p> Passives (all tenses) Modals of deduction: might, cant, must 1st conditional and future time clauses + when, until, etc (make and let) 2nd conditional Reported speech: sentences and questions Gerunds and infinitives Third conditional Quantifiers (separable phrasal verbs) Relative clauses: defining and non-defining Question tags </p>

UPPER 1

Book American English File 4 – Second Edition – Oxford University Press

Common European Framework- B2

Communicative Competence	Grammar Topics
<p>At the end of this level, the learner can express him/herself fluently and spontaneously without much obvious searching for expressions. Includes idioms in his/her speech which has a more natural rhythm and intonation. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</p>	<p> Question formation Auxiliary verbs: the...the...+ comparatives Present perfect: simple and continuous Using adjectives as nouns, adjective order Narrative tenses, past perfect continuous: so / such...that The position of adverbs and adverbial phrases Future perfect and future continuous Zero and 1st conditionals, future time clauses Unreal conditionals Structures after wish </p>

UPPER 2

Book American English File 4 – Second Edition – Oxford University Press

Common European Framework- B1/B2

Communicative Competence	Grammar Topics
<p>At the end of this level, the learner can express him/herself fluently and spontaneously without much obvious searching for expressions. Includes idioms in his/her speech which has a more natural rhythm and intonation. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</p>	<p>Gerunds and infinitives</p> <p>Used to, be used to, get used to</p> <p>Past modals: must, might/may, should, cant, couldn't, + have, etc: would rather</p> <p>Verbs of the senses</p> <p>The passive (all forms): it is said that..., he is thought to..., etc; have something done</p> <p>Reporting verbs</p> <p>Clauses of contrast and purpose; whatever, whenever, etc.</p> <p>Uncountable and plural nouns</p> <p>Quantifiers: all, every, both, etc.</p> <p>Articles</p>

ADVANCED 1

Book American English File 5 – Second Edition – Oxford University Press

Common European Framework- C1

Communicative Competence	Grammar Topics
<p>At the end of this level, the learner can understand a wide range of demanding, longer clauses, and recognize implicit meaning. Can express ideas fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</p>	<p>Discourse markers: connectors</p> <p>Have</p> <p>Pronouns</p> <p>The past: narrative tenses, used to, and would</p> <p>Discourse markers: adverbs and adverbial expressions</p> <p>Speculation and deduction</p> <p>adding emphasis: inversion</p> <p>distancing</p> <p>unreal uses of past tenses</p>

ADVANCED 2

Book American English File 5 – Second Edition – Oxford University Press

Common European Framework- C1

Communicative Competence	Grammar Topics
<p>Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</p>	<p> verb + object + infinitive or gerund conditional sentences permission, obligation, and necessity verbs of the senses gerunds and infinitives expressing future plans and arrangements ellipsis and substitution nouns: compound and possessive forms adding emphasis: cleft sentences comparison </p>