

HCT Foundations Level 4

Curriculum

| Foundations Level 4 | |
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| B1+ | |
| Functions | F1. Describing graphs, tables, charts, maps, processes F2. Expressing abstract ideas at a basic level F3. Expressing cause and effect F4. Expressing opinions; language of agreeing and disagreeing, justifying opinions, presenting examples, persuading F5. Locating places on a map, understanding and following directions F6. Speculating F7. Synthesizing, evaluating, restating questions, paraphrasing F8. Talking about hypothetical situations |
| Vocabulary | V1. Can demonstrate an understanding of the meaning and use of the B1+ and B2 (Level 4) words on the <i>Curriculum Vocabulary List</i> . |
| Grammar | G1. Modals: must/can't deduction, should have, could have G2. Basic Syntax and Word Order G3. Conjunctions: in addition, however, also, moreover, although G4. Participial Adjectives G5. Passive G6. Present Perfect G7. Relative Clauses G8. Exemplification and Clarification: for example, for instance, in fact, indeed, such as G9. Conditional (1st and 2nd) G10. Cause and effect: because, because of, due to, as, owing to, since G11. Contrast: on the other hand, yet, in contrast, besides, as well as, in spite of, despite, except for, nevertheless G12. Tense Review (Present, Past, Future, Present Continuous, Present Perfect) |
| Topics & Themes | T1. Basic Science T2. Business and Commerce T3. Career Orientation T4. Celebrity Culture T5. Crime and Punishment T6. Education T7. Environment, Nature & Energy Sources, Animal World T8. Festivals/Celebrations T9. Film and Media T10. Geography T11. Globalization and Global Issues T12. Health and Wellness T13. Leisure activities and sport T14. News, lifestyles and current affairs T15. Personal finance T16. Rural vs. Urban life T17. Safety Issues T18. Social/Family Issues T19. Technology, Social Media & Media Literacy T20. Transportation T21. Travel/Tourism |

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| Reading | <p>R1. Can extract information, ideas and opinions from academic sources.</p> <p>R2. Can guess the meaning of a word using contextual clues.</p> <p>R3. Can read a broad range of articles, reports, and introductory academic texts, being able to extract important specific details and understand overall global meaning, demonstrating comprehension in a variety of ways.</p> <p>R4. Can read increasingly longer texts: 800-1500 words with few important words that are not on the <i>Curriculum Vocabulary List</i>.</p> <p>R5. Can read independently adapting style and speed of reading to different texts and purposes employing a range of reading strategies.</p> <p>R6. Can understand lengthy, complex text under test conditions.</p> |
| Writing | <p>W1. Can demonstrate an ability to review and self-edit.</p> <p>W2. Can express views effectively in writing.</p> <p>W3. Can formulate arguments in a coherent way and demonstrate an awareness of text organization.</p> <p>W4. Can write an essay (at least 250 words and within 40 minutes) which develops an argument, giving reasons in support of or against a particular point of view, explaining the advantages and disadvantages of various options, explaining problems and suggesting solutions, or identifying causes and effects.</p> <p>W5. Can write brief reports (at least 150 words and within 20 minutes) which convey factual information about graphs, tables, diagrams, charts, flow charts, maps, etc.</p> <p>W6. Can write clear, detailed texts on a broad range of topics, making effective use of all words on the <i>Curriculum Vocabulary List</i> and the Level 4 grammar structures given above.</p> |
| Listening | <p>L1. Can demonstrate an ability to understand extended speech typical of lectures on a range of general topics as well as conversations and interviews at natural speeds and to extract gist and detail after one hearing only.</p> <p>L2. Can follow extended speech on academic topics, as long as the talk is sign-posted by explicit markers.</p> <p>L3. Can predict the content of a listening task using clues such as context, topic/theme, visuals, questions, sentences, keywords related to the listening task.</p> <p>L4. Can understand a variety of accents spoken at different speeds.</p> <p>L5. Can understand authentic announcements and messages.</p> <p>L6. Can understand detailed and complex instructions and directions.</p> <p>L7. Can understand interview questions about their personal lives, the community and the wider world.</p> <p>L8. Can understand straightforward descriptions of a piece of equipment, flowchart, diagram or process.</p> |
| Speaking | <p>S1. Can ask and respond appropriately to follow up questions with a degree of fluency and spontaneity.</p> <p>S2. Can contribute, account for and sustain his/her opinion, and evaluate alternative proposals.</p> <p>S3. Can convey degrees of emotion and highlight the personal significance of events and experiences.</p> <p>S4. Can demonstrate an ability to interact with a degree of fluency, spontaneity, clarity, appropriate pace, and reasonable accuracy, taking an active part in discussions.</p> <p>S5. Can give a clear, prepared presentation (at least 5 minutes speaking time), giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.</p> <p>S6. Can participate actively in formal discussion and initiate changes in the direction of the discussion and may use repetition and self-correction to keep the conversation going.</p> <p>S7. Can present clear detailed descriptions and explanations (1-2 minutes) on a wide range of familiar and unfamiliar topics.</p> <p>S8. Can use strategies such as paraphrase, circumlocution, repetition, effective use of fillers, self-correction, chunking, switching speaking styles and speech preparation (e.g. mind-mapping, word clouds, note-taking, etc.).</p> |

