



## The International House London Curriculum

### *Raising the standards of language teaching and training worldwide*

#### Educational Beliefs

We want International House students to realise their full individual potential and believe this happens when:

- ◆ they are actively involved in their learning;
- ◆ they are challenged by what they are asked to do;
- ◆ they are motivated by their studies.

International House teachers are expected to:

- ◆ hold appropriate professional qualifications;
- ◆ engage in on-going professional development;
- ◆ respect their students as learners and as individuals;
- ◆ be interested in their students and care about their progress;
- ◆ encourage their students to participate in class and continue their studies outside class;
- ◆ take the opinions of their students seriously;
- ◆ know their subject and be able to clarify details for students;
- ◆ correct their students appropriately;
- ◆ be well-informed and sensitive to cultural issues;
- ◆ be able to use both modern and more traditional teaching methods effectively;
- ◆ make appropriate use of available technology;
- ◆ make every lesson a worthwhile learning experience for their students.

Our students can expect International House teachers to:

- ◆ introduce them to new language;
- ◆ provide them with opportunities to practise new language;
- ◆ give them guidance on how to improve their language level;
- ◆ encourage them to participate in their language of study in the class;
- ◆ help them become more confident about using their language of study;
- ◆ develop their ability in speaking, listening, reading and writing;
- ◆ assess their level, their progress and their language skills;
- ◆ use up-to-date material from a wide range of sources;
- ◆ use a wide range of activities and techniques to activate their language of study;
- ◆ manage their classes effectively and involve students fairly and equally.

We will encourage our students to:

- ◆ share responsibility for their own learning;
- ◆ show respect for each other, their teachers and their school;
- ◆ participate actively in class and respond positively to the challenges of language learning.

## Educational Aims & Objectives

Educational Aims	Objectives in relation to these aims
<p>To seek a balance between the interests and needs of the various stakeholders in the provision of the educational services of the school.</p> <p>To achieve a balance of creative and systematic approaches in the management of the school's education.</p> <p>To provide courses which reflect high internal standards, and those of external organisations where appropriate, and which are also sufficiently flexible to meet the needs of individual learners.</p> <p>To achieve a balance between established good practice and principled innovation which allows for the considered development of all our teaching and training.</p> <p>To be proactive in consulting our stakeholders and to respond quickly and effectively to their comments.</p> <p>To achieve high standards of professionalism in all aspects of education, such as: learner care, course design, teaching, teacher development, educational materials and resources.</p> <p>To maintain and develop our reputation, and to have a significant influence on worldwide language teaching and training.</p>	<ul style="list-style-type: none"> <li>• <b>To consult stakeholders regarding developments in educational policy.</b></li> <li>• <b>To develop and maintain learner and staff feedback systems and respond effectively to feedback.</b></li> <li>• <b>To be accessible, and to respond appropriately to stakeholders' concerns.</b></li> <li>• <b>To monitor and advise learners on their progress.</b></li> <li>• <b>To provide appropriate information to stakeholders regarding educational matters.</b></li> <li>• <b>To monitor and evaluate established and new approaches in the classroom.</b></li> <li>• <b>To evaluate new and established course objectives, design, content and delivery.</b></li> <li>• <b>To evaluate, maintain and update educational material and resources in line with course objectives.</b></li> <li>• <b>To employ teachers and educational staff with appropriate qualifications and experience, and with the professionalism and flexibility appropriate to a worldwide organisation, and to facilitate their professional development.</b></li> <li>• <b>To appraise the performance of all educational staff in the light of the school's aims and objectives.</b></li> <li>• <b>To provide appropriate support to educational staff.</b></li> <li>• <b>To maintain regular IH London participation at conferences.</b></li> <li>• <b>To encourage staff contributions to professional journals and other publications.</b></li> </ul>

## International House London Levels

### Core Competencies

CEFR	ALTE	ALTE Summary	Cambridge ESOL	IH London Level
A1 Break-through		You have no previous knowledge of the language		
A2/A2+ Waystage	1	Basic communication is possible with assistance and you understand simple sentences spoken slowly and clearly	KET	Elementary A&B
				Pre-Intermediate A Pre-Intermediate B
B1/B1+ Threshold	2	You can make effective and independent use of the language in familiar situations although there are still lapses in communication	PET	Lower-Intermediate A Lower-Intermediate B
				Mid Intermediate A Mid Intermediate B
B2/B2+ Vantage	3	Your use of the language is consistent and usually appropriate but lapses in fluency and accuracy still occur in complex situations	FCE	Upper Intermediate A Upper Intermediate B Pre-Advanced A Pre-Advanced B
C1	4	You have a good command of the language. It is fluent, accurate and well-organized with only a few uncertainties in complex and difficult situations	CAE	Advanced 1
C2	5	You have an excellent command of the language and can tackle the most difficult tasks	CPE	Advanced 2



## Core Competencies A2 Level: Elementary

<b>Listening</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly.
<b>Spoken production</b>	I can use simple phrases and sentences to describe where I live and people I know. I can ask simple questions in areas of immediate need or on very familiar topics.
<b>Spoken interaction</b>	I can interact in a simple way provided the other person is prepared to repeat or rephrase things slowly and help me formulate what I'm trying to say.
<b>Reading</b>	I can understand familiar names, words, and very simple sentences, for example on notices and posters or in catalogues.
<b>Writing</b>	I can fill in forms with personal details, for example my name, nationality, and address. I can write a short, simple postcard, for example sending holiday greetings.

Common European Framework Reference Levels: self-assessment



## Core Competencies A2 Level: Pre- Intermediate A / A2+ Level Pre-Intermediate B

<b>Listening</b>	I can understand phrases and high frequency lexis related to areas of personal interest, for example family, shopping, local area, and work. I can catch the main point in short, simple messages and announcements.
<b>Spoken production</b>	I can use a series of phrases and sentences to describe in simple terms my family and other people, where I live, my educational background, and my present or most recent job.
<b>Spoken interaction</b>	I can communicate in simple and routine tasks, exchanging information on familiar topics and activities. I can handle short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
<b>Reading</b>	I can read short, simple texts, for example personal letters or emails. I can find specific predictable information in simple everyday material such as brochures and timetables.
<b>Writing</b>	I can write short, simple notes and messages. I can write a simple personal letter or email, for example thanking someone for something.

Common European Framework Reference Levels: self-assessment



**Core Competencies B1 Level: Lower Intermediate / B1+ Level: Mid Intermediate**

<b>Listening</b>	I can understand the main points of clear speech on familiar matters concerning work, school, leisure, etc. I can understand the main points of TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
<b>Spoken production</b>	I can connect phrases in a simple way to describe experiences and events, my dreams, hopes, and ambitions. I can give reasons and explanations for opinions and plans. I can narrate a story or the plot of a book or film and give my reaction to it.
<b>Spoken interaction</b>	I can deal with most situations likely to arise while travelling. I can handle conversation on topics that are familiar or of interest, e.g. family, hobbies, work, travel, and current events.
<b>Reading</b>	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings, and wishes in personal letters or emails.
<b>Writing</b>	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters or emails describing experiences and impressions.

**Common European Framework Reference Levels: self-assessment**



## Core Competencies B2 Level: Upper Intermediate

<b>Listening</b>	I can understand extended speech and lectures and follow even complex arguments provided the topic is reasonably familiar. I can understand most TV news, current affairs programmes, and films in standard English.
<b>Spoken production</b>	I can present clear, detailed descriptions on a wide range of topics related to my field of interest. I can explain an opinion of a topical issue, giving the advantages and disadvantages of various options.
<b>Spoken interaction</b>	I can interact with a degree of fluency and spontaneity. I can take an active part in discussions in familiar contexts, giving and explaining my opinions.
<b>Reading</b>	I can read articles and reports on contemporary problems in which the writers have particular attitudes or opinions. I can understand contemporary literary prose.
<b>Writing</b>	I can write clear, detailed text on a wide range of topics related to my interests. I can write an essay or report, giving information or reasons for or against a particular view. I can write letters or emails highlighting the personal significance of events and experiences.

## Common European Framework Reference Levels: self-assessment



## Core Competencies B2+ Level: Pre-Advanced

<b>Listening</b>	I can understand extended speech even when it is not clearly structured. I can understand TV programmes and films without too much effort.
<b>Spoken production</b>	I can present clear, detailed descriptions of complex subjects, developing particular points and summarising with an appropriate conclusion.
<b>Spoken interaction</b>	I can use language flexibly and effectively for social and professional purposes. I can express myself fluently and spontaneously and formulate ideas and opinions with precision, relating my contribution to those of other speakers.
<b>Reading</b>	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles, even when they do not relate to my field.
<b>Writing</b>	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, essay, or report, underlining what I consider to be important. I can select style appropriate to the reader in mind.

Common European Framework Reference Levels: self-assessment



## Core Competencies C1 & C2 Level: Advanced

<b>Listening</b>	I have no difficulty understanding any kind of spoken language, live or broadcast, even when delivered at a fast speed, provided I have some time to get familiar with the accent.
<b>Spoken production</b>	I can present a clear, fluent description or argument in a style appropriate to the context and with a clear logical structure to help the listener.
<b>Spoken interaction</b>	I can take part easily in a conversation or discussion and I am familiar with idiomatic language. I can express myself fluently and convey shades of meaning clearly. If I do have a problem I can backtrack and rephrase, and I can clarify and check if I don't understand.
<b>Reading</b>	I can read virtually all forms of the written language, including abstract or complex texts such as specialised articles and literary works.
<b>Writing</b>	I can write clear, flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with a clear, logical structure. I can write summaries and reviews of professional or literary works.

## Common European Framework Reference Levels: self-assessment



## Core Syllabus Course Objectives

### **A2 Levels: Elementary, Pre- Intermediate**

- Develop your ability to understand the basic message in spoken English, both interaction and monologue
- Develop your ability to express a meaningful message with confidence
- Improve your pronunciation and fluent production of chunks of language, focusing on the clear use of the sound system and prominence
- Develop your knowledge of lexis, especially verb/noun collocation, for everyday topics of conversation
- Develop your awareness of basic areas of grammar: word order, use of tenses and determiners, and grammar patterns
- Develop your ability to interact and communicate in a range of everyday situations, including survival language in the UK and a good range of basic functional language
- Develop your basic reading sub-skills and strategies: predicting, skimming, scanning
- Develop your ability to write a range of basic personal texts
- Develop your basic study skills: keeping a lexical notebook, using dictionaries and graded readers



## Core Syllabus Course Objectives

### Mid: B1 & B2 Levels: (Lower), Mid & Upper Intermediate

- Develop the ability to understand the overall message and more detail in spoken English with a range of auditory and visual listening material
- Develop the ability to express yourself with confidence and start to monitor your speech for its accuracy
- Improve your pronunciation and general fluency, especially with the use of prominence and chunking
- Extend your knowledge of lexis, especially different types of collocation, for a range of topics, with more emphasis on developing the use of abstract language
- Extend your awareness of grammar to cover the main areas of word order, use of tenses and determiners, and grammar patterns, and including hypothetical and speculative language
- Develop your ability to interact and communicate in a range of speaking tasks, especially discussion and problem solving
- Extend your reading sub-skills to deal with a variety of authentic text and develop the strategies of inferring information and deducing meaning from context
- Develop your ability to write a range of different text types, especially discursive essays and reports as needed for IELTS
- Develop your study skills for storing and organising lexis and using reference sources: dictionaries, websites, and DVDs



## Core Syllabus Course Objectives

**High: B2+ Level: Pre-Advanced**

**C1 & C2 Levels: Advanced**

- Confirm your ability to understand both gist and detail in a range of spoken genres
- Develop your ability to express yourself fluently in conversation, discussion, and monologue while also monitoring your accuracy and awareness of their listener(s)
- Improve any problematic areas of pronunciation and general fluency with reference to the Lingua Franca Core syllabus
- Extend your knowledge of lexis, especially more complex collocation using noun phrases, and including an awareness of different styles of language e.g. idiomatic language.
- Extend your awareness of the full range of grammar patterns and more complex syntax, with attention to the differences between spoken and written language
- Develop your ability to interact and communicate in a range of speaking tasks, with attention to the features of different spoken genres and appropriate styles of language
- Extend your reading skills to include extended academic and literary text, and develop the strategies of inferring attitude and opinion, and appreciating differences in style
- Develop your ability to write a range of different text types, with attention to genre features, complex sentence structure, and lexical cohesion
- Develop your study skills for storing and organising lexis, and becoming independent in their use of reference sources