**COURSE OBJECTIVES FOR GENERAL ENGLISH COURSE**

**BEGINNERS**

To be able to handle a basic range of situations immediately relevant to the student’s needs in simple everyday situations. To use basic written language for simple practical purposes. To understand the main point of short extracts in a limited range of situations.

**Syllabus – may vary slightly according to the course book used**

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>LANGUAGE AREA</th>
<th>GRAMMAR</th>
<th>PHONOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can spell</td>
<td>Give personal information</td>
<td>How do you spell</td>
<td>Of letters</td>
</tr>
<tr>
<td>Numbers</td>
<td>Age, telephone, money</td>
<td>Verb: to be, how much, how many</td>
<td>Weak form, plural of nouns</td>
</tr>
<tr>
<td>Give &amp; ask for personal information</td>
<td>Name, address, nationality, job</td>
<td>What do you do? A / an profession / have got</td>
<td>Rhythm</td>
</tr>
<tr>
<td>Greetings &amp; introductions</td>
<td>Hello, how are you, I’m fine and you, how do you do etc</td>
<td></td>
<td>Weak forms</td>
</tr>
<tr>
<td>Common phrases of politeness</td>
<td>Please, thank you. I’m sorry I’m late</td>
<td></td>
<td>Intonation of politeness</td>
</tr>
<tr>
<td>Classroom language</td>
<td>I don’t understand, what does...mean, can you say that again please</td>
<td>Imperatives</td>
<td>Intonation of questions</td>
</tr>
<tr>
<td>Can understand and give times</td>
<td>It’s half past, it’s quarter to...</td>
<td>Short forms</td>
<td>Elision (half pas 6)</td>
</tr>
<tr>
<td>Talk about routines &amp; habits</td>
<td>I get up at..., he goes to work by...</td>
<td>Present simple</td>
<td>Plural endings, pronunciation of s/z/iz</td>
</tr>
<tr>
<td>Make &amp; reply to offers</td>
<td>Would you like...</td>
<td>Weak form</td>
<td></td>
</tr>
<tr>
<td>Make &amp; reply to requests</td>
<td>Can / could you, can / could I</td>
<td>Subject verb inversion</td>
<td>Intonation, pronunciation weak form / kn/</td>
</tr>
<tr>
<td>Location: asking &amp; replying</td>
<td>Where’s the, it’s on the right next to the post office</td>
<td>Prepositions of place</td>
<td>Pronunciation of facilities</td>
</tr>
<tr>
<td>Express simply likes &amp; dislikes</td>
<td>I like, I don’t like + noun</td>
<td>Verb + noun</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verb + ing</td>
<td></td>
</tr>
<tr>
<td>Talk simply about the past</td>
<td>What did you do at the weekend? I went to the disco</td>
<td>Past tense</td>
<td>Pronunciation of d/t/id</td>
</tr>
<tr>
<td>Talk simply about the future plans</td>
<td>I’m going to London</td>
<td>Future form</td>
<td>Pronunciation of going to</td>
</tr>
<tr>
<td>Ask &amp; answer about family and possessions</td>
<td>I’ve got two sisters</td>
<td>Have got possessive pronouns</td>
<td>Short forms</td>
</tr>
<tr>
<td>Invitations – accept &amp; reject</td>
<td>Would you like to.../ yes I’d love to, sorry I can’t because...</td>
<td>Present continuous – I’m washing my hair</td>
<td>Intonation</td>
</tr>
<tr>
<td>Simple warnings</td>
<td>Be careful, look out</td>
<td>Imperatives</td>
<td></td>
</tr>
<tr>
<td>Say what is wrong, express sympathy</td>
<td>What’s the matter? I feel ill, I’ve got a headache, oh I am sorry</td>
<td>Have got</td>
<td>Pronunciation ache parts of body</td>
</tr>
</tbody>
</table>
COURSE OBJECTIVES FOR GENERAL ENGLISH COURSE

ELEMENTARY

The learner can handle a limited range of social language in a controlled situation for a variety of everyday purposes. S/he can ask simple questions and express basic facts. Can comprehend the main points of a short message. Writes simple sentences and simple text.

Syllabus – may vary slightly according to the course book used

Check and revise language areas at Beginner level to ensure the students have grasped this, teach & extend if necessary.

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>LANGUAGE AREA</th>
<th>GRAMMAR</th>
<th>PHONOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can give &amp; respond to small talk</td>
<td>Nice day today, isn't it? How's your sister? That's a nice jumper!</td>
<td>Tag questions</td>
<td>Intonation</td>
</tr>
<tr>
<td>Ask &amp; talk simply about the present routines etc</td>
<td>I usually get up at...</td>
<td>Present simple use of auxiliary ‘do’ adverbs of frequency</td>
<td>3rd person s/z/iz contractions</td>
</tr>
<tr>
<td>Ask &amp; talk simply about the past</td>
<td>What did you do last night?</td>
<td>Past simple tense</td>
<td>Pronunciation t, d, id</td>
</tr>
<tr>
<td>Can ask &amp; talk about the future</td>
<td>What are you going to do at the weekend?</td>
<td>Going to, present continuous</td>
<td>Pronunciation going to</td>
</tr>
<tr>
<td>Talk about likes, dislikes and preferences. Agree / disagree</td>
<td>Do you like...? I like, I don't like, I enjoy, I prefer... so do I</td>
<td>So do I, neither do I verb + noun verb + ing</td>
<td>Weak forms</td>
</tr>
<tr>
<td>Describe people simply</td>
<td>He's tall, he's slim, he's got short black hair, he's wearing jeans</td>
<td>Present simple verb to be, has got, present continuous, usually</td>
<td>Contraction</td>
</tr>
<tr>
<td>Can describe places simply</td>
<td>It's in the north. It's a small town, it's near...</td>
<td>Present simple verb – to be prepositions of place</td>
<td>Contraction</td>
</tr>
<tr>
<td>Simple comparisons</td>
<td>Tokyo is bigger than London. My sister is taller than I am</td>
<td>Comparisons er...than more...than</td>
<td>Rhythm weak form</td>
</tr>
<tr>
<td>Review location, understand &amp; give simple directions</td>
<td>Excuse me, where is Lloyds Bank please? Walk along, turn right, it's opposite the...</td>
<td>Imperatives, prepositions of place &amp; directions</td>
<td></td>
</tr>
<tr>
<td>Simple shopping transactions</td>
<td>Have you got... I'd like... have you got anything bigger?</td>
<td>How much, how many, some, any, comparisons</td>
<td>Rhythm</td>
</tr>
<tr>
<td>Order food in a restaurant</td>
<td>Food vocabulary. Could I have</td>
<td></td>
<td>Pronunciation</td>
</tr>
<tr>
<td>Simple complaints</td>
<td>It's too hot, it's too small, it's not big enough</td>
<td>Too, enough</td>
<td></td>
</tr>
<tr>
<td>Talk about ability</td>
<td>Can you...? I can, I can't</td>
<td>Can</td>
<td>Pronunciation weak form / kn/</td>
</tr>
<tr>
<td>Talk about experiences</td>
<td>Have you been to? Yes I have, when did you...</td>
<td>Present perfect past simple</td>
<td>Contraction</td>
</tr>
<tr>
<td>Can give &amp; ask for simple opinions. Agree / disagree</td>
<td>What do you think of... I think it's great, terrible. So do I etc</td>
<td>So do I, neither do I, do you, I don't</td>
<td>Syllable stress of adjectives</td>
</tr>
</tbody>
</table>
**COURSE OBJECTIVES FOR GENERAL ENGLISH COURSE**

**PRE-INTERMEDIATE**

At this level the student can convey ideas on general topics and express themselves using present, past and future forms. They can comprehend the gist of information at normal speed, but with little detail. They can write simple text related to a subject. They need to increase accuracy & fluency.

**Syllabus** – may vary slightly according to the course book used

Check and revise language at Elementary level to ensure the students have assimilated this. If necessary teach & extend.

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<thead>
<tr>
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<th>PHONOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate conversation and keep it going &amp; show interest</td>
<td>Nice weather today, isn’t it? Have you ever been to... when did you...? What was it like? That’s interesting</td>
<td>Tag questions, present perfect, past simple ago, since for</td>
<td>Intonation</td>
</tr>
<tr>
<td>Ask for all types of information politely</td>
<td>Could you tell me.../ can you tell me...?</td>
<td>Verb position</td>
<td>Intonation of question forms</td>
</tr>
<tr>
<td>Ask &amp; answer about personal information &amp; routines</td>
<td>Do you always have coffee for breakfast? How often do you play football?</td>
<td>Present simple, present continuous have got, adverbs of frequency</td>
<td>Contractions weak forms of auxiliary verbs endings s/z/iz</td>
</tr>
<tr>
<td>Express preferences without giving offence</td>
<td>Likes &amp; dislikes. I’d prefer to...because...if you don’t mind</td>
<td>Uses of like: would you like, what’s it like, I’d like a coffee, I like coffee, it looks like...</td>
<td>Hearing different forms of like</td>
</tr>
<tr>
<td>Talk about past events. Can narrate simply</td>
<td>I was on holiday. It was raining. I lost my money</td>
<td>Simple past &amp; past continuous. Simple past &amp; present perfect, simple conjunctions and, but, when, while</td>
<td>Past tense t/d/id, strong / weak forms of auxiliary verb. Contractions</td>
</tr>
<tr>
<td>Talk about past actions with present results</td>
<td>I’ve lived here for... how long have you...? Have you finished your...?</td>
<td>Present perfect for since, yet, already</td>
<td>Contractions, weak form of auxiliary</td>
</tr>
<tr>
<td>Describe people, food, rooms, objects</td>
<td>There is/are. It’s got... it’s made of leather</td>
<td>Present simple passives</td>
<td></td>
</tr>
<tr>
<td>Compare simply own country with Britain</td>
<td>It’s hotter, isn’t it as ... as, what’s the food like in your country?</td>
<td>Comparisons. As...as, er...than, more...than</td>
<td>Stress, rhythm, linking as – as weak form</td>
</tr>
<tr>
<td>Can understand &amp; give instructions</td>
<td>First lift the receiver. Then...</td>
<td>Imperatives, negative imperatives, discourse markers of order</td>
<td></td>
</tr>
<tr>
<td>Talk about obligation</td>
<td>You must...you have to, you don’t have to, you should...</td>
<td>Must, have to, should</td>
<td></td>
</tr>
<tr>
<td>Can talk about future plans &amp; decisions</td>
<td>I’m going to visit London. I’ll come with you</td>
<td>Present continuous V going to, V will</td>
<td></td>
</tr>
<tr>
<td>Talk about possibilities</td>
<td>If I save enough money I’ll go on holiday next year. I may go to the disco tonight.</td>
<td>First conditional may, might</td>
<td></td>
</tr>
<tr>
<td>Express sequences in order, narrate</td>
<td>Before John met Sarah, he had bought a ring</td>
<td>Past perfect</td>
<td></td>
</tr>
<tr>
<td>Talk about wants, hopes etc</td>
<td>I want to learn English</td>
<td>Verb + ing / to</td>
<td>Weak form</td>
</tr>
</tbody>
</table>
**COURSE OBJECTIVES FOR GENERAL ENGLISH COURSE**

**INTERMEDIATE**

At this level a learner should be able to discuss general topics, express opinions including facts & ideas and maintain conversation in everyday situations. There may be some gaps in expression due to a lack of vocabulary. They can extract essential points of a moderate level text.

**Syllabus** – may vary slightly according to the course book used

Check & review language at the Pre-Intermediate level to ensure the learner has assimilated this. If necessary teach & extend.

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<tr>
<th>FUNCTION</th>
<th>LANGUAGE AREA</th>
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<th>PHONOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use all common phrases of politeness fluently</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Use classroom language politely &amp; fluently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask for &amp; give information politely &amp; appropriately: personal details, transport, accommodation, restaurants, entertainment</td>
<td>I wonder if you could tell me...can you tell me?</td>
<td>Reported questions</td>
<td>Intonations of question form</td>
</tr>
<tr>
<td>Describe, compare, contrast: people, objects, houses, towns, cities, countries</td>
<td>Tend to generally, in the foreground, background, etc</td>
<td>Er than, more – than, as – as, a lot, a great deal, a little, similar to, different from, extension of vocab &amp; adjectives. Linking: but, however, etc</td>
<td>Weak form as stress-adjectives</td>
</tr>
<tr>
<td>Give opinions with reasons. Agree &amp; disagree appropriately &amp; with reasons</td>
<td>I think, I thought the film was fantastic because the story was excellent</td>
<td>Extension of vocabulary &amp; adjectives. Linking words</td>
<td>Intonation of ‘quite’ eg it was quite good, intonation of polite disagreement</td>
</tr>
<tr>
<td>Can discuss general matters of interest simply with reasons; music, fashion, food, etc</td>
<td></td>
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</tr>
<tr>
<td>Say where things are. Prepositions of location, direction inside &amp; out</td>
<td>Geographical features on the coast, by the river, just past, just before, half way down, carry on, it takes...</td>
<td>Prepositions</td>
<td></td>
</tr>
<tr>
<td>Instructions</td>
<td>First cut up the vegetables, you needn’t cut them too small</td>
<td>Imperatives, need to, needn’t, have to, don’t have to, should, discourse markers</td>
<td></td>
</tr>
<tr>
<td>Processes, customs</td>
<td>At Christmas, the church is lit with candles</td>
<td>Passives, by + agent, sequence words, before, during, while, etc</td>
<td>Weak forms</td>
</tr>
<tr>
<td>Talk about changed plans</td>
<td>I was going to London at the weekend but there was a rail strike</td>
<td>Stress of was</td>
<td></td>
</tr>
<tr>
<td>Talk about future plans &amp; possibilities</td>
<td></td>
<td></td>
<td>1st conditional, may, might, perhaps</td>
</tr>
<tr>
<td>Talk about probabilities, past probabilities</td>
<td>It must be John, I heard his voice</td>
<td>Modals: must, might, can’t, couldn’t have</td>
<td></td>
</tr>
<tr>
<td>Talk about unlikely conditions</td>
<td>If I won the lottery I would</td>
<td>2nd conditional</td>
<td>Contractions</td>
</tr>
<tr>
<td>Reporting what has been said</td>
<td>He said that it was cold, he promised to do it, he asked if he could go</td>
<td>Reported speech including questions &amp; reporting verbs</td>
<td></td>
</tr>
<tr>
<td>Narrate or tell anecdotes</td>
<td>I remember when I was</td>
<td>All past tenses, including</td>
<td></td>
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<tr>
<td>small I would</td>
<td>used to &amp; would</td>
<td></td>
<td></td>
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<tr>
<td>---------------</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressing wishes &amp; regrets</td>
<td>I wish I had worked harder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE OBJECTIVES FOR GENERAL ENGLISH COURSE

UPPER-INTERMEDIATE

The learner can discuss most topics, speak at length and maintain a steady flow of speech. There is some ability to use different levels of language formality. The learner can use vocabulary appropriately, though may be lacking in more complex or specialised vocabulary. The learner can extract and comprehend the majority of a message, but with some loss of detail or subtlety.

Syllabus – may vary slightly according to the course book used

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<tbody>
<tr>
<td>Ask for all types of information. Question techniques, appropriacy</td>
<td>What sort of music do you like? I wonder if you…? He asked me if…? Nice day, isn't it, who to? What channel is the film on?</td>
<td>Direct, indirect, reported, tag, short questions, questions + prepositions</td>
<td>Weak form of auxiliary, intonation of question</td>
</tr>
<tr>
<td>Initiate &amp; maintain conversation, e.g. weather, health, social activities, family. Respond to new appropriately</td>
<td>What did you think of the film? It wasn't bad, was it? I’ve passed my exam. Congratulations etc</td>
<td>Tag questions, particularly negative statement, positive tag</td>
<td>Raising &amp; falling intonation</td>
</tr>
<tr>
<td>Discuss routines, leisure activities &amp; hobbies</td>
<td>Review of present tenses, getting used to</td>
<td>S/z/iz</td>
<td></td>
</tr>
<tr>
<td>Express past hobbies</td>
<td>Used to / would</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative – life experiences</td>
<td>I remember when… I’ll never forget when… if I had… I wouldn’t have…</td>
<td>Review of past tenses 3rd conditional, link words</td>
<td>D/t/id weak form have</td>
</tr>
<tr>
<td>Achievements &amp; ambitions</td>
<td>I have passed the Baccalaureate, so now I can go to university</td>
<td>Present perfect / continuous</td>
<td>Contractions, weak form</td>
</tr>
<tr>
<td>Talk about the future</td>
<td>Present simple, continuous, going to / will</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Predicting, describing trends, expressing degrees of certainty with reasons</td>
<td>This time next year I’ll be studying… I’ll have… if I fail my exam, I may</td>
<td>Review of future tenses including future continuous &amp; future perfect. 1st conditional</td>
<td>Stress and intonation may, might</td>
</tr>
<tr>
<td>Deductions</td>
<td>It looks as if…, it seems</td>
<td>Must, might, could, can’t, must + ing</td>
<td></td>
</tr>
<tr>
<td>Summarise: books, films, news, sports events etc</td>
<td>On the whole, the main…generally…at the beginning</td>
<td>Extension of adjectives, reporting verbs</td>
<td>Stress of adjectives</td>
</tr>
<tr>
<td>Express opinions appropriately, explain &amp; justify on a range of different topics. Agree / disagree appropriately &amp; justify. Topics: unemployment, marriage, crime, etc</td>
<td>I would say that …, I consider…,I feel…,don’t you think that…,wouldn’t you say that…,well, actually…, do you? I’m sure you’re right because…</td>
<td>Extension of vocabulary, negative form of politeness</td>
<td>Intonation &amp; stress</td>
</tr>
<tr>
<td>Compare &amp; contrast a range of different topics e.g. city V country life, types of holidays, types of food, changing world, etc</td>
<td>What I like about… what I notice about… what most people do is…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe process</td>
<td>Passives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present ideas clearly. Generalising &amp; linking ideas</td>
<td>Linking, discourse markers, ordering</td>
<td>Emphasising of important points or changes of topics</td>
<td></td>
</tr>
<tr>
<td>Report what has been</td>
<td>Thought, suggested, Range of reporting verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>said</td>
<td>empathised</td>
<td></td>
<td>Should, should have, 2nd conditional</td>
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<td>----------------------------------------</td>
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<td>--------------------------------------</td>
</tr>
<tr>
<td>Ask for &amp; give advice appropriately. Accept &amp; reject ideas</td>
<td>Have you thought of...? Try + gerund. Ought to / it might be an idea to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE OBJECTIVES FOR GENERAL ENGLISH COURSE

ADVANCED

At this level the learner can discuss most topics with confidence, using vocabulary appropriately in general situations, though there may be some hesitation over specialised vocabulary. They can handle different levels of formality and style. The learner can understand a sophisticated level of meaning in a variety of contexts and use a range of strategies to help their understanding.

Syllabus – may vary slightly according to the course book used

There may be gaps in language learning. There will be the need for revision and extension

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<tbody>
<tr>
<td>Social language: Crossroads language (When British people pass one another they always say something)</td>
<td>Full range of greetings / farewells, responses. Pair tags</td>
<td>Range of tag questions</td>
<td>Intonation</td>
</tr>
<tr>
<td>EXPRESSING OPINIONS TENTATIVELY</td>
<td>I tend to think...it seems to me... I would say...wouldn't you say...but don't you think... It helps us to set up, establish..., for example,....what I mean by that is...having said that...at least...what do you think...? Talking of... as ....was saying, that's interesting</td>
<td>Modals – would, tend, range of tag questions for agreement. Negative questions, adverbs expressing opinions; surely, admittedly, anyway, apparently</td>
<td>Linking</td>
</tr>
<tr>
<td>Disagreeing appropriately</td>
<td></td>
<td></td>
<td>Attitudinal intonation</td>
</tr>
<tr>
<td>Expanding, exemplifying &amp; qualifying</td>
<td></td>
<td></td>
<td>Awareness of different stress for different meanings</td>
</tr>
<tr>
<td>Giving &amp; taking turns, changing the topic, linking, giving value to other speakers, debating &amp; contending</td>
<td>Vocabulary of positive &amp; negative meanings, synonyms, in America there is better support, which means that...</td>
<td>E.g. memorable V unforgettable</td>
<td>Stress of adjectives</td>
</tr>
<tr>
<td>DESCRIPTIONS of all kinds, comparing &amp; contrasting, e.g. people, objects, buildings, towns, cities, countries, ways of life etc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NARRATIVE</td>
<td>Language of suspense &amp; emphasis</td>
<td></td>
<td>Stress on nouns &amp; adjectives to make narrative interesting modulation</td>
</tr>
<tr>
<td>Formal language PRESENTATIONS</td>
<td>Discourse makers, way of referring to visuals. Describing visuals, e.g. trends etc, asking for clarification. Linking, sequencing, giving examples, making generalisations, concluding, summarising</td>
<td>Inversions including negative inversion for emphasis. Never before..., on no account...not only have we...etc</td>
<td>Empathic stress: for important points, change of topic, etc pace</td>
</tr>
<tr>
<td>Transactional language of all kinds. General features of politeness</td>
<td>Minimising: ‘could I just have a word’. Indirectness &amp; negative questions: ‘you wouldn’t know if ...’. Not + positive adjective V negative adjective, she’s not very beautiful</td>
<td>Use of past tense for politeness ‘ I wondered if I could...’ ‘politeness markers: actually, well, just</td>
<td>Intonation, politeness features</td>
</tr>
</tbody>
</table>
Suggested Curriculum for Skills Lessons

Four level - two term Reading and Vocabulary ESL Curriculum

Beginner/Elementary Reading and Vocabulary —Term A

Students will focus on basic reading skills (students should already know English letters, sounds, and basic sight words).

GOALS
1. Emphasize massive vocabulary acquisition
2. Develop reading skills and strategies using simple stories, texts and articles
3. Be able to comprehend passages of 100 words
4. Become familiar with parts of speech in decoding process
5. Improve oral reading fluency
6. Discuss various topics from adapted works of fiction and non-fiction (current events, magazine articles)
7. Learn to enjoy reading in English!

OBJECTIVES
Reading
1. Identify and develop reading skills: predicting, skimming, scanning and guessing meaning from context
2. Recognize transition words
3. Paraphrase short passages (orally)
4. Strengthen word/sound association through weekly oral reading sessions
5. Identify and label parts of speech in the decoding process
6. Use a bilingual or monolingual dictionary to find words and phrases, pronunciations
Vocabulary
7. Expand L2 vocabulary by 50-60 words per week: 350-420 words per term. Track in notebook.
8. Build word families to increase vocabulary

Beginner/Elementary Reading and Vocabulary —Term B

Students will focus on basic reading skills (students should already know English letters, sounds, and basic sight words).

GOALS
1. Emphasize massive vocabulary acquisition
2. Develop reading skills and strategies using simple stories, texts and articles
3. Be able to comprehend passages of 100 words
4. Become familiar with parts of speech in decoding process
5. Improve oral reading fluency
6. Discuss various topics from adapted works of fiction and non-fiction (current events, magazine articles)
7. Learn to enjoy reading in English!

OBJECTIVES
Reading
1. Use short texts to reinforce reading skills: predicting, skimming, scanning and guessing meaning from context
2. Make inferences based on prior knowledge
3. Recognize transition words
4. Paraphrase short passages (orally)
5. Strengthen word/sound association through weekly oral reading sessions
6. Identify roots and word components
7. Identify and label parts of speech in the decoding process
8. Use a bilingual or monolingual dictionary to find words and phrases, pronunciations
Vocabulary
9. Expand L2 vocabulary by 50-60 words per week: 350-420 total
Pre Intermediate Reading and Vocabulary —Term A

Students will further develop their reading skills and become aware of relationships between ideas.

GOALS
1. Emphasize heavy vocabulary acquisition
2. Reinforce reading skills using newspapers and magazines
3. Be able to comprehend passages of 300 words
4. Identify compound sentences and clauses
5. Identify use of perfect tenses and modals
6. Develop ability to summarize articles or texts
7. Learn to enjoy reading in English!

OBJECTIVES
Reading
1. Identify the use of prefixes, roots, and suffixes
2. Use articles to reinforce reading skills: predicting, skimming, scanning, guessing meaning from context
3. Make inferences based on prior knowledge
4. Understand purpose and technique of descriptive writing
5. Understand use of chronological sequencing in narrative writing and articles
6. Recognize and understand select idioms and phrasal verbs in reading
7. Develop organizational skills (e.g., lists, maps)
8. Summarize main points and tone of an article or text, and compare and contrast ideas
9. Understand structure of compound sentences and clauses
10. Use an English-English dictionary to find words and phrases, pronunciations

Vocabulary
11. Expand L2 vocabulary by 40-50 words per week. 280-350 vocabulary words per term. Track in notebook.

Pre Intermediate Reading and Vocabulary —Term B

Students will further develop their reading skills and become aware of relationships between ideas.

GOALS
1. Emphasize heavy vocabulary acquisition
2. Reinforce reading skills using newspapers and magazines
3. Be able to comprehend passages of 300 words
4. Identify complex sentences and clauses
5. Identify use of passive and active voice and conditionals
6. Develop ability to outline articles or texts

OBJECTIVES
Reading
1. Recognize and memorize synonyms and antonyms
2. Use articles to reinforce reading skills: predicting, skimming, scanning, guessing meaning from context
3. Make inferences based on prior knowledge
4. Understand purpose and technique of narrative writing
5. Understand use of logical sequencing in editorials and other readings
6. Expand knowledge of select idioms and phrasal verbs in reading
7. Outline main ideas, supporting ideas and details of an article or text
8. Understand structure of complex sentences and clauses
9. Use an English-English dictionary to find words and phrases, pronunciations

Vocabulary
10. Expand L2 vocabulary by 40-50 words per week. 280-350 vocabulary words per term. Track in notebook.
Intermediate Reading and Vocabulary —Term A

Students will expand upon existing reading skills and strategies.

GOALS
1. Emphasize moderate vocabulary acquisition; focus on nuance and subtly in vocabulary development
2. Reinforce reading skills using short stories, newspapers and internet articles
3. Increase reading rate and further develop oral reading fluency
4. Identify features of longer “novelettes”
5. Be able to comprehend passages of 600 words
6. Learn to enjoy reading in English!

OBJECTIVES
Reading
1. Review all reading skills in texts (articles, stories, etc.) of increased complexity
2. Increase individual reading rate and oral reading fluency; use drills and activities to increase rate and fluency
3. Identify parallel structures
4. Understand critical distance of passive voice
5. Predict possible questions related to reading
6. Answer questions on readings in outline form
7. Extend dictionary skills (e.g., multiple meanings, parts of speech) using an English-English dictionary
8. Expand L2 vocabulary by 30-40 words per week: 450-600 total for semester. Track in notebook.

Intermediate Reading and Vocabulary —Term B

Students will expand upon existing reading skills and strategies.

GOALS
1. Emphasize moderate vocabulary acquisition; focus on nuance and subtly in vocabulary development
2. Reinforce reading skills using short stories, newspapers and internet articles
3. Increase reading rate and further develop oral reading fluency
4. Identify features of longer “novelettes”
5. Be able to comprehend passages of 600 words
6. Learn to enjoy reading in English!

OBJECTIVES
Reading
1. Review all reading skills in texts (articles, stories, etc.) of increased complexity
2. Increase individual reading rate and oral reading fluency; use drills and activities to increase rate and fluency
3. Identify parallel structures
4. Understand critical distance of passive voice
5. Predict possible questions related to reading
6. Answer questions on readings in outline form
7. Extend dictionary skills (e.g., multiple meanings, parts of speech) using an English-English dictionary
8. Expand L2 vocabulary by 30-40 words per week: 450-600 total for semester. Track in notebook.
Advanced Reading and Vocabulary — Term A

Students at this level will develop their comprehension skills to a beginning college level ability.

**GOALS**
1. Emphasize moderate vocabulary acquisition; focus on nuance and subtlety in vocabulary development
2. Polish critical and analytical reading skills using sophisticated articles, novelettes or plays
3. Be able to comprehend passages of 1200 words
4. Move toward college-level reading rate and oral reading fluency
5. Formulate critical questions to analyse underlying hypothesis and propositions in advanced-level texts
6. Learn to enjoy reading in English!

**OBJECTIVES**

**Reading**
1. Develop increased proficiency in use of reading skills in complex and sophisticated readings
2. Identify cause and effect relationships between ideas
3. Discover rhetorical patterns and false logic
4. Identify and understand use of similes and metaphors
5. Identify and understand literal and figurative usage
6. Distinguish tone and intention
7. Expand knowledge of prefixes, roots, and suffixes
8. Expand L2 vocabulary by 25-30 words per week: 450-600 total for semester. Track in notebook

Advanced Reading and Vocabulary — Term B

Students at this level will develop their comprehension skills to a beginning college level ability.

**GOALS**
1. Emphasize moderate vocabulary acquisition; focus on nuance and subtlety in vocabulary development
2. Polish critical and analytical reading skills using sophisticated articles, novelettes or plays
3. Be able to comprehend passages of 1200 words
4. Move toward college-level reading rate and oral reading fluency
5. Formulate critical questions to analyse underlying hypothesis and propositions in advanced-level texts
6. Learn to enjoy reading in English!

**OBJECTIVES**

**Reading**
1. Develop increased proficiency in use of reading skills in complex and sophisticated readings
2. Explore ambiguity in meaning; look at the multiple meanings words can take within a text
3. Understand technical vocabulary and text features in content areas requested by students
4. Distinguish tone and intention
5. Understand punctuation cues
6. Expand knowledge of phrasal verbs
7. Expand L2 vocabulary by 25-30 words per week: 450-600 total for semester. Track in notebook
Four level - two term Listening and Speaking ESL Curriculum

Beginner/Elementary Listening and Speaking—Term A

Students will focus on developing competency in everyday conversational situations.

GOALS
1. Speak confidently and effectively in a variety of everyday survival situations
2. Understand expected behaviour in these everyday survival situations
3. Improve clarity and accuracy of pronunciation through accent reduction training
4. Learn the sounds, rhythms and intonation of standard British English

OBJECTIVES
Listening and Speaking
1. Understand basic commands and warnings (i.e., sit down, stand up, look out)
2. Communicate simple needs and wants using formulaic structures and basic modals
3. Understand and follow directions relating to sequence and location (cooking; street directions)
4. Introduce oneself and others using formulaic expressions
5. Ask and tell time; use basic time expressions, including dates
6. Ask about and respond to questions about the weather

Pronunciation:
7. Learn to articulate vowel/consonant sounds of standard British English using the Phonemic Chart
8. Produce and identify meaning change through intonation
9. Use linking and contractions

Beginner/Elementary Listening and Speaking—Term B

Students will focus on developing competency in everyday conversational situations.

GOALS
1. Speak confidently and effectively in a variety of everyday survival situations
2. Understand expected behaviour in these everyday survival situations
3. Improve clarity and accuracy of pronunciation through accent reduction training
4. Learn the sounds, rhythms and intonation of standard British English
5. Develop speaking confidence through simple oral presentations on a variety of student-chosen topics

OBJECTIVES
Listening and Speaking
1. Use shopping language to purchase clothing and food
2. Order food and drinks using a menu; understand basic table manners
3. Supermarket language
4. Use the telephone to call for help or information; take and leave simple messages
5. Express ability, obligation, likes and dislikes using formulaic structures and basic modals
6. Idioms: understand and use basic idiomatic expressions
7. Give simple oral presentations on a variety of student-chosen topics

Pronunciation:
8. Learn to articulate vowel/consonant sounds of standard British English using the Phonemic Chart
9. Produce and identify meaning change through intonation
10. Use linking and contractions
Pre Intermediate Listening and Speaking —Term A

Students will focus on developing confidence and effectiveness in a variety of social situations.

**GOALS**
1. Speak confidently and effectively in a variety of everyday social situations
2. Understand expected behaviour in these everyday social situations
3. Improve clarity and accuracy of pronunciation through accent reduction training
4. Develop consistency in using the sounds, rhythms and intonation of standard British English
5. Develop speaking confidence through oral presentations on a variety of student-chosen topics
6. Develop listening confidence through fun and creative listening activities (practice and skills based)

**OBJECTIVES**

**Listening and Speaking**
1. Use a variety of registers to communicate: meeting and greeting, farewells, introductions (understand address systems) and invitations
2. Express opinions, necessity, obligation, probability, possibility, and prohibition
3. Give and receive suggestions and advice using formal and informal language
4. Identify main ideas and some details of native speech in recorded or videotaped dialogues

**Pronunciation:**
5. Consistently articulate vowel/consonant sounds of standard British English using the Phonemic Chart
6. Produce and identify meaning change through intonation
7. Use reductions, linking and contractions

Pre Intermediate Listening and Speaking—Term B

Students will focus on developing confidence and effectiveness in a variety of social situations.

**GOALS**
1. Speak confidently and effectively in a variety of everyday social situations
2. Understand expected behaviour in these everyday social situations
3. Improve clarity and accuracy of pronunciation through accent reduction training
4. Develop consistency in using the sounds, rhythms and intonation of standard British English
5. Develop speaking confidence through oral presentations on a variety of student-chosen topics
6. Develop listening confidence through fun and creative listening activities (practice and skills based)

**OBJECTIVES**

**Listening and Speaking**
1. Use a variety of registers to communicate: thanking and replying to thanks, apologizing, expressing anger and resolving conflict
2. Request clarification, explanation, and repetition using polite language
3. Express wishes and hopes using present real conditionals (e.g., If, will)
4. Infer general feelings and relationships between speakers in recorded or videotaped dialogues

**Pronunciation:**
5. Consistently articulate vowel/consonant sounds of standard British English using the Phonemic Chart
6. Produce and identify meaning change through intonation
7. Use reductions, linking, and contractions
Intermediate Listening and Speaking —Term A

Students will focus on developing consistent competency in listening, speaking and pronunciation.

GOALS
1. Speak confidently and effectively using idiomatic and complex speech
2. Communicate using non-verbal language
3. Understand intermediate-level conversational exchanges from TV and other media
4. Consistently use correct rhythms and intonation of standard British English
5. Identify and work on individual pronunciation problems
6. Develop speaking confidence and knowledge of British pop culture through oral presentations

OBJECTIVES

Listening and Speaking
1. Use a variety of registers to communicate: giving and replying to compliments, getting people’s attention and interrupting
2. Ask for and respond to requests for favours
3. Use situation-specific idioms to communicate ideas, attitudes and feelings
4. Give detailed instructions and explanations
5. Make plans and arrange appointments with friends, doctors and other professionals
6. Use gestures and body language to communicate feelings, attitudes and ideas
7. Discuss current events; debate British and global perspectives on these events

Pronunciation:
8. Consistently articulate vowel/consonant sounds of standard British English using the Phonemic Chart
9. Learn to use contrastive stress and stress patterns; formulate thought group units (pausing)

Presentation skills:
10. Make group presentations of British songs; explain meaning of lyrics and background of musician(s)

Intermediate Listening and Speaking —Term B

Students will focus on developing consistent competency in listening, speaking and pronunciation.

GOALS
1. Speak confidently and effectively using idiomatic and complex speech
2. Understand intermediate-level conversational exchanges from TV and other media
3. Consistently use correct rhythms and intonation of standard British English
4. Identify and work on individual pronunciation problems
5. Develop speaking confidence and knowledge of British pop culture through oral presentations

OBJECTIVES

Listening and Speaking
1. Use a variety of registers to communicate: agreeing and disagreeing, and controlling conversations and getting information
2. Summarize and discuss dialogues, newscasts and events from taped television or radio news
3. Argue a point or persuade others in a debate, and take into account opposing points of view
4. Identify main and secondary ideas from oral presentations
5. Use the telephone to discuss problems and issues and to place orders
6. Express satisfaction and dissatisfaction about a service or product
7. Express wishes and hopes using present unreal conditionals (e.g., If, would)

Pronunciation:
10. Consistently articulate vowel/consonant sounds of standard British English using THE PHONEMIC CHART
11. Learn to use contrastive stress and stress patterns; formulate thought group units (pausing)

Presentation skills:
12. Make group presentations of British songs; explain meaning of lyrics and background of musician(s)
Advanced Listening and Speaking — Term A

Students will focus on developing advanced communicative skills

GOALS
1. Formulate and defend personal opinions and beliefs using logical arguments
2. Understand and summarize main ideas and details of native speaker dialogues
3. Develop proficiency in advanced question formulation through native speaker interviews on assigned topics
4. Consistently use level-appropriate grammar and self-correction of obvious mistakes
5. Use sounds, stress and intonation well enough to be understood by a native speaker
6. Develop speaking confidence and knowledge of British culture through oral presentations and skits

OBJECTIVES
Listening and Speaking
1. Understand and use logical arguments in formulating and defending personal opinions and beliefs
2. Comprehend lengthy native speaker dialogues in video clips and other visual / audio media
3. Summarize and reconstruct main ideas and supporting details of presentations or newscasts
4. Expand note-taking skills in full-length classroom and taped lectures at native speed without repetition
5. Interview native speakers about personal opinions and beliefs; explore findings in classroom discussions
6. Express empathy, doubts and reservations
7. Recognize use of irony and sarcasm in humour;
8. Use assigned, common idiomatic expressions correctly

Pronunciation:
9. Consistently self-correct common pronunciation errors using knowledge of the Phonemic Chart
10. Continue learning to use contrastive stress and stress patterns; use intonation to signal statements/questions

Presentation skills:
11. Perform skits on student-chosen topics; write scripts, memorize lines and use props

Advanced Listening and Speaking — Term B

Students will focus on developing advanced communicative skills

GOALS
1. Recognize and report on political viewpoints and rhetoric in televised media
2. Understand and summarize main ideas and details of current events and weather reports
3. Develop proficiency in advanced question formulation through native speaker interviews on assigned topics
4. Consistently use level-appropriate grammar and self-correction of obvious mistakes
5. Use sounds, stress and intonation well enough to be understood by a native speaker
6. Develop speaking confidence and knowledge of British culture through oral presentations and skits

OBJECTIVES
Listening and Speaking
1. Recognize rhetoric in how British propose and defend their ideas and values
2. Recognize and report on political viewpoints in televised reporting; use examples from recorded media
3. Report on and express reactions to current events and weather reports
4. Interview native speakers about political viewpoints; explore findings in classroom discussions
5. Express wishes and hopes using past unreal conditionals (e.g., If, would have)
6. Recount difficult situations using perfect modals
7. Use assigned, common idiomatic expressions correctly

Pronunciation:
8. Consistently self-correct common pronunciation errors using knowledge of the Phonemic Chart
9. Continue learning to use contrastive stress and stress patterns; use intonation to signal statements/questions

Presentation skills:
10. Group presentations: research global issues; present evidence of research; use visual media to provide clear organizational cues and transitions
11. Perform skits on student-chosen topics; write script, memorize lines and use props
Listening and Speaking—All Levels

Suggested Listening and Speaking Tasks for the Classroom
1. Native speaker interviews
2. Oral Presentations: Individual & Group (these can be based on the native speaker interviews)
3. 20 Questions
4. Kuzumi Game:
   a. Give each student 2 or 3 pieces of paper with the name of an animal, thing, place, person, (activity/idea for higher levels)
   b. Give students time to think of descriptions for each name.
   c. Form two groups of students. Each group is a team that competes with the other team for points
   d. Members of each team will describe what’s written on their paper—without using the name itself, without gestures, and without any use of native language.
   e. Someone from the other team will act as the timekeeper, allowing 30 seconds or so per person
   f. Turns will alternate between teams after each description has been given. If no one on one team can give the name after the time has elapsed, members from the other team may guess one time only. If no one guesses it goes to the last round.
   g. All correct guesses are awarded one point. Teams will play to a number of points specified by teacher
5. “Funniest Story” Game Show Competition
6. “Blind Date/Arranged Marriage” activity
7. Jazz Chants
8. Minimal Pairs
9. Music Project: In small groups, students will:
   a. Choose a song
   b. Find the lyrics in English, work together to understand its meaning, and memorize the words
   c. Research the musician(s) who wrote the song and why they wrote it
   d. Sing the song to the class, and explain what the song means and why they chose it.
10. Conversation circles/ Discussion groups
11. Debates
12. Role-Plays/ Skits
13. Story Creation activity: give students a starter sentence and have them build upon it in groups
   a. Each student takes turns adding one sentence to the story (go around the group 4 times in the same order)
   b. Any student can change the direction of the story but it must continue its overall flow
   c. Students should tape record their final story and
14. VIDEOTAPE students telling a story or giving a presentation, and give clear feedback on pronunciation and grammar problems while viewing the tape with students. Then have Ss repeat the same story/presentation with attention to noted problems and videotape them again.
2. Use hand-outs from websites for formulaic chunks of speech
EXAMINATION COURSES

The School of English sometimes runs specific courses to prepare students for the IELTS test.

EXAMPLE OUTLINE IELTS PROGRAMME

<table>
<thead>
<tr>
<th>Course book</th>
<th>Focus on IELTS (Sue O’Connell, Longman 2002) (+ other materials relevant to topic/skill/examination module focus)</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week No. 1</td>
<td>Introduction to course materials and support role (grade improvements/remedial). Introduction/elicitation of IELTS exam structure and requirements. Testing students’ IELTS-focused listening, reading, writing and speaking abilities. Introduction to reading question types and strategies Building appropriate Task 2 writing structure [teaching &quot;paragraphing rules&quot;/cohesive enhancements in writing] Writing Task 1: describing processes and pie charts. Task 1 layout creation. Interview practice [= speaking phase 1&amp;2]: hobbies and interests. Describing developments, graphs, natural processes and tables [Task 1 writing].</td>
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<td>7</td>
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<td>9</td>
<td>COURSEBOOK UNIT 6</td>
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<tr>
<td>Writing: punctuation practice. Unpacking/planning practice (Task 2).</td>
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<tr>
<td>Listening: gaps/&quot;super multi-choice&quot;.</td>
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<tr>
<td>Reading: multiple choice using travel brochures (realia).</td>
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<tr>
<td>Speaking: extended presentation (a local business) with visual aids [using spoken discourse markers/ staging.</td>
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<tr>
<td>Vocabulary: lexical sets of leisure-occupation adjectives.</td>
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<table>
<thead>
<tr>
<th>10</th>
<th>COURSEBOOK UNITS 7/8</th>
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<tbody>
<tr>
<td>Reading: sentence completion/ matching.</td>
<td></td>
</tr>
<tr>
<td>Listening: table completion and labelling a diagram.</td>
<td></td>
</tr>
<tr>
<td>Speaking: describing preferences and objects.</td>
<td></td>
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<tr>
<td>Vocab.-building: visual and performing arts + literature.</td>
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<tr>
<td>Compound words.</td>
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<thead>
<tr>
<th>11</th>
<th>COURSEBOOK UNIT 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: Class survey results shown as a bar chart.</td>
<td></td>
</tr>
<tr>
<td>Reading: skimming/scanning, table and sentence completion, matching and multiple choice.</td>
<td></td>
</tr>
<tr>
<td>Speaking: Part 3 (global water/ resource issues)</td>
<td></td>
</tr>
<tr>
<td>Listening: preparation for end-of-term test.</td>
<td></td>
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<tr>
<td>Vocab.-building: derived adjectives</td>
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</tr>
<tr>
<td>Remedial: word-formation. Suffixes and prefixes.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>12</th>
<th>COURSEBOOK UNIT 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: describing and linking a process.</td>
<td></td>
</tr>
<tr>
<td>Speaking: sequencing and changing topic.</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>13</th>
<th>COURSEBOOK UNIT 10 (CONT'D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback on end-of-term tests.</td>
<td></td>
</tr>
<tr>
<td>Writing: remedial – regarding test products.</td>
<td></td>
</tr>
<tr>
<td>Reading: remedial question strategies.</td>
<td></td>
</tr>
<tr>
<td>Listening: labelling a diagram.</td>
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</tr>
<tr>
<td>Speaking: extended talks based on agreed topics (British cities) in week10.</td>
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</tbody>
</table>