

The Academic Programme – information and advice

- The Elac Approach
- Speak English!
- Aims of Our Programme:
 - Learning – a positive attitude and improving motivation
 - Learning – acquisition, consolidation, activation
- The Structure of our Programme
 - Who are our students?
 - What do we expect of our students?
 - How are our students placed in a class?
 - How do we respond to disputed placements?
 - What is the timetable?
- Testing and Assessment / Certification Trinity Examinations
- Elac syllabus
 - Part 1 Syllabus levels
 - Part 2 Skills syllabus and objectives
 - Using the skills syllabus
- Language syllabus
- Vocabulary syllabus
- Pronunciation syllabus
- Functional syllabus
- Topic areas
- Drawing up a programme for the week
- Outline 2 week academic programme
 - Sample programmes: A1/A2, B1/B2, C1

The Elac Approach

At Elac we firmly believe that our students will learn English best by following a carefully planned course of study that involves them in a varied programme which they will find both stimulating and enjoyable.

Elac courses are therefore designed to give young people from all over the world every opportunity to study and practise English. Our students learn to communicate in English while at the same time developing a sense of co-operation and responsibility towards their friends. We believe that in this way we can make a contribution to international understanding and harmony as our students make new friends and begin to learn about each other's countries and cultures.

The word **opportunity** figures prominently in the Elac vocabulary. We make it very clear to all our students that we will provide them with a series of wonderful opportunities while they are on our courses. Opportunities to develop and improve their English, opportunities to make new friends, opportunities to learn a lot about Britain, and very importantly, opportunities to have a lot of fun. However, we also make it clear that they must then **take those opportunities** in order to get the most from their courses; we cannot do this for them. We hope that this will teach them to be more responsible for themselves. We can provide the environment, but our students have to play their part in making it most effective.

Speak English!

Clearly, it is important for our students to **speak English at every opportunity**, and we must all ensure that they do so. Here are some ways you may find helpful.

- Make your policy clear **from the very first lesson** – in this classroom we speak only English. Put up the '**This is an English- only zone**' classroom poster, and make sure you explain this to new students when they arrive in your class.
- Make sure you are consistent in applying the English-only policy. Don't let people get away with too much. On the other hand, remember these are young people and won't be perfect. Don't overstretch the class in speaking activities and make sure all the oral activities are well prepared. If students don't have the language they need, they can easily become frustrated and revert to mother tongue.
- Think carefully about grouping and seating arrangements; try to mix first languages. You are the classroom manager so don't be afraid to insist.
- Draw up a class contract with your learners. It should contain clauses such as:

(Teacher's name) promises to	We promise to
start and finish lessons on time.	come to class on time for every lesson.
help us find the language we need.	speak English as much as possible.
listen to us.	listen to the teacher and each other.

Start with a couple of clauses and let the class work in groups to find new ones. Everyone signs the contract. This can be a useful first-day exercise. Stay alert to what's happening around you and in all the groups when you are working on tasks. Interrupt and remind people of the contract and the rules if necessary.

- Prepare your explanations of vocabulary carefully so you are quite clear. That way, dictionary use is cut down and so is the need to check meaning in L1.
- Take persistent offenders to one side at the end of lessons and explain why not using English is unacceptable – it interrupts others, it's rude to non-speakers of your language, it stops other people learning, it doesn't help you to learn, it wastes your time and other people's money etc. Treating young people as responsible adults can have a civilising influence. Don't lecture; explain. Before this becomes a problem, speak to your Academic Manager about the student

Aims of Our Programme

Learning – a positive attitude

We believe that attitudes to language and learning play a significant role in the success of our courses. If someone is relaxed, positive and motivated they are much more likely also to be successful, than someone who is anxious, has negative feelings or is bored. We have an important job to do in reinforcing those positive attitudes that have led that learner to come to the UK in the first place. We aim to provide an experience that will benefit the student in the short term, but will also reinforce their longer-term commitment to language learning.

Improving motivation

Here are some dos and don'ts to improve motivation.

- Make your classroom an interesting and comfortable place to be: put students' work on notice boards, put up posters and other interesting things to look at, make sure seating is properly arranged, don't let the room get too hot, too cold or too dark and so on.
- Produce professional-looking, clear materials.
- Make your handwriting clear on the board. Many cultures see poor handwriting as a sign of ignorance and poor education. If they think that about you, they won't trust you and be motivated to learn.
- Complement people; don't put them down. Teenagers in particular have fragile self-esteem.
- Encourage positive attitudes to the culture and its people. Don't enhance negative stereotyping of any culture. If your learners feel negative about Britain and its people, they will be negative and difficult to teach. Always look for positives in British culture and the culture of the people you are teaching.
- If you want to say something negative about Elac, its facilities or its staff then take your comments to the right people. We'll listen. Don't air your grievances with classes – it will only make your life more difficult.
- Don't dress down in an effort to be informal and friendly. You are the teacher and the learners need to be confident that you are a professional.

Learning – activation, consolidation, acquisition

Activation As a general principle, we believe that the main role served by short immersion courses such as ours is in the activation of language previously taught and learnt at home: the ability to use this language is where we can have a significant input. Make sure you give your learners a chance to use the language to talk about what's important to them. **Make it personal.**

Consolidation We also need to focus on the consolidation of language already encountered but as yet not a secure part of the students' language repertoire.

Acquisition Our students also want to learn new language so some of your classroom time must be devoted to this. What they learn will depend on what they already know. The lower the level, generally, the more grammar, vocabulary and survival functions they need. At intermediate levels, the need is often for vocabulary, communication and skills development and at higher levels, learners frequently need to gain an appreciation of style, enhance their all-round speaking skills and start on the road to near-native fluency.

The balance of priorities between these three modes will vary from class to class: we aim to be student-centred and to work at the pace that the students are able to progress. For more, see the syllabus at the end of this document. The skill that it is most difficult to practise in a non-English speaking country is, of course, speaking and this is where we can play the most valuable role in the students' language learning. Much of your skills work should focus on or contain practice in speaking. This work will include not only the choice of suitable language, but appropriate intonation patterns and accurate pronunciation.

The Structure of our Programme

Who are our students?

In most centres, our students range in age from 12 to 18. They come from a variety of countries though there is likely to be a preponderance of Italians. Students will also be from many other countries from all over the world, such as Spain, China, Israel, and Austria. The ability range is likely to be from Elementary (A1) (with, possibly, a few ‘false beginners’) to Upper Intermediate (C1). There is usually a large grouping of students at the Intermediate stage. See more under levels, below.

What do we expect of our students?

We appreciate that the students are visiting the UK during their school vacation and so are looking for a ‘holiday’ experience as well as a language learning opportunity. Nevertheless, we do expect our students to take the lessons seriously – in terms of attendance, punctuality, mutual respect and attention. They will be spending a certain amount of time practising and consolidating language with which they have some familiarity but students who are not stretched can quickly lose interest. Aim to pace lessons to retain involvement and to introduce students to some new and more challenging language during their course.

How are our students placed in a class?

We give all students a written test and an oral assessment at the beginning of the course. The written test has been designed specifically for Elac use. It is based on the progression of grammar knowledge related to our principal course-books and our Academic Syllabus. It can be used by teachers for diagnostic purposes and also contains an additional ‘freer’ section. Students are also given an oral assessment (conducted by a teacher with students in pairs). The Academic Manager (AM) carries out the placement of students in classes. Wherever possible, the AM will also take into consideration nationality, age and gender

How do we respond to disputed placements?

We are confident that our testing procedure results in a correct placement for the vast majority of students. A variety of factors will, however, result in a few students on a large course finding themselves initially placed in an inappropriate class. Please be especially alert to this possibility during the first lessons. We also welcome urgent feedback from students and group leaders. The Director of Studies will liaise with students, group leaders and teachers with the intention of moving students to the correct class for their level at the earliest possible time. This is, obviously, very important on a short course.

What is the timetable?

Students usually receive three hours of tuition daily. They will normally see two different teachers during this time and we aim for variety of presentation and tasks. The ‘main’ teacher will teach the class for two lessons and the ‘second’ teacher will have one lesson with the group – this will almost always be the second lesson of the programme.

The main teacher’s responsibility is to cover the language work the class needs and to focus on listening and reading skills especially in the area of vocabulary expansion.

The second teacher’s job is to support the main teacher in providing back-up skills work in speaking, listening and writing using a range of supplementary materials. Depending on the level of the class, part of the programme can be based around some project work. Many groups produce class magazines or photo-based stories, use questionnaires and display boards to present their work or develop role-play into more extended drama which they present to staff, group leaders and fellow students. You can also use this time for communication games and activities.

Both teachers should also consider lessons related to places visited and aspects of British life and society to help the students make the most of their time in the country while consolidating and expanding their language skills.

We want you to be as student-centred as possible so we aren't going to prescribe what to teach and when to teach it. However, two things are particularly important:

- a) If two teachers teach a class, make sure you talk to each other! You don't want to find your class wailing "We've done this!" or "We've just had an hour of reading practice!"
- b) Get the balance right between language and skills practice. In this regard, see the syllabus and the examples of a week's programme below.

Our materials are based on integrated skills (Speaking, Reading, Writing & Listening) and you should respond to the specific needs of the students in your classes. It is clear, however, that at each level of developing language ability certain structures and functions will be relevant. The syllabus provides a checklist of the areas that students should find appropriate for their level.

There are regular teacher-meetings with the Director of Studies where materials are discussed and ideas exchanged. The DoS makes regular visits to classes and is available to offer advice on materials and presentation.

Testing and Assessment / Certification

Make sure you give your learners a brief, informal progress test mid-course. This is motivating for the majority of students and allows you to monitor how well their class is absorbing and remembering newly taught and revised language.

When they leave, students get a certificate. You need to grade ability in the different language skills and comment in a general way on each student's attitude and involvement. Most students appreciate the importance of this as a passport to a happier 'Welcome Home' from family and teachers!

Trinity Examinations

A number of students are entered for the Trinity Graded Examinations in Spoken English during their time with Elac. Candidates are given additional lessons to prepare them for the specific requirements of the examination at their grade but it is, additionally, useful for all teachers to relate the 'Trinity' level of students in their class with the Academic Syllabus. This can offer further indications of areas of student language needs and suggestions for further practice.

Elac Syllabus

Part 1 – syllabus levels

Elac uses the European-wide scheme for measuring language proficiency, established by ALTE, the Association of Language Testers in Europe. Levels run from A1 (the lowest) through A2, B1, B2, C1 and C2 (the highest). The language levels of the overwhelming majority of our students fall between A2 and C1, that is to say, from Elementary to Upper intermediate. We do have a few students who will fall below or above these levels but for the purposes of planning and teaching, this syllabus is divided into three levels A, B and C. The levels are defined by what learners CAN DO rather than what they know. To help you decide where to look for your class, here are the descriptions of the levels (Adapted from The Council of Europe: Levels of Language Competences, 2002) – where does your class fall?

A1	<p>Listening: can recognise familiar words and very basic phrases concerning very familiar topics when people speak slowly and clearly.</p> <p>Speaking: can use simple phrases and sentences and interact in a simple way on very familiar topics. Reading: can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</p> <p>Writing: can write a short, simple postcard, and fill in forms with personal details.</p>
A2	<p>Listening: can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance and catch the main point in simple messages.</p> <p>Speaking: can use a series of phrases and sentences to describe in simple terms, e.g., my family and other people, living conditions, and can handle very short social exchanges.</p> <p>Reading: can read very short, simple texts and find specific, predictable information in simple everyday material.</p> <p>Writing: can write short, simple letters, notes, and messages relating to matters in areas of immediate need.</p>
B1	<p>Listening: can understand the main points of clear standard speech on familiar matters.</p> <p>Speaking: can connect phrases in a simple way in order to describe experiences, events, hopes, ambitions, needs and wishes, and can communicate effectively with others about everyday topics using basic structures and a restricted vocabulary.</p> <p>Reading: can understand texts that consist mainly of high frequency everyday language and can understand the main points of easy texts.</p> <p>Writing: can write simple texts of general interest using the most important structures and basic vocabulary.</p>

B2	<p>Listening: can understand extended speech and follow complex lines of argument provided the topic is reasonably familiar and can understand most TV news and current affairs programmes.</p> <p>Speaking: can present clear, detailed descriptions, explain a viewpoint on a topical issue giving the advantages and disadvantages of various options, and interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.</p> <p>Reading: can understand longer texts of middle difficulty using restricted general vocabulary and understand their main idea, viewpoint and some specific details.</p> <p>Writing: can write clear, detailed text on a wide range of subjects related to her/his interests and can write using some complex sentence structures and vocabulary.</p>
C1	<p>Listening: can understand difficult authentic speech containing a broad vocabulary, picking up explicit and implicit information, even when it is not clearly structured.</p> <p>Speaking: can speak without much hesitation, express his/her opinions using complex structures and a wide range of vocabulary and has a good familiarity with idiomatic expressions.</p> <p>Reading: can understand long authentic texts, understanding explicit and implicit information through intensive reading.</p> <p>Writing: can express her-/himself in clear, accurate, well-structured text on general topics, expressing points of view at some length in an assured, personal style, appropriate to the reader in mind.</p>
C2	<p>Listening: can understand complex authentic speech even on abstract and very specific subjects and picks up implicit information and hidden nuances.</p> <p>Speaking: can speak without effort in any conversation or discussion, with native and non-native speakers, explaining him/herself clearly and restructuring where necessary for better understanding.</p> <p>Reading: can understand very long, complex, authentic texts even with abstract topics and can understand even implicit information and nuances, recognising the degree of formality and the tone.</p> <p>Writing: can write detailed, cohesive texts using a rich, differentiated vocabulary, following the writing traditions of the target language and presenting the personal meaning in a logical and convincing way.</p>
<p>Wherever your class starts, the object of your teaching is the next level up</p>	

Part 2 – syllabus items

The ELAC syllabus is not designed to be prescriptive, but rather to point you in the direction of what areas are usually appropriate to students at levels A1 and A2, B1 and B2, and C1 and C2. The syllabus should be used as a 'checklist' of what the students can already manage, which need additional work and which might be productive new areas for exploration and practice. By the end of each two- or three-week student block, it should be possible for teachers to see how many of the syllabus items can be ticked off.

Skills syllabus and objectives

These objectives are cumulative. So, for example, reading advertisements and notices only appears in Levels 1A and 2A but, of course, students at levels above those must also be able to handle these text types. Don't just look at your level; look at the levels below.

Using the skills syllabus

Locate an area of the syllabus you feel needs attention.

Example 1: you may feel that your students at level B1 need help in being able to express their opinion in speaking and ask what others think. Now:

1. Look in your course book or think of a short list of ways to express your opinions simply and select a number of exponents you think your class could handle. You might choose, for example:
 - “I think it’s / I thought it was wonderful / amusing / awful / interesting / delightful / horrible etc.”
 - “What’s it like?”
 - “What did you think of it?”
2. Now look at the topic bank and select a topic you think looks suitable. You might choose, for example, Food and drink or Tourism.
3. Locate some suitable resources – a text at the right level, some pictures or whatever.
4. Use the materials carefully to elicit and / or teach the language you want the class to use. Don’t forget to focus on pronunciation and intonation at this stage – they are important.
5. Now introduce some more materials – pictures, a text etc – or focus them on their own experiences and get them to practise the language you have presented using these materials or their own ideas.

Example 2: you want your level A2 learners to be able to read and write simple personal e-mails.

1. Write one yourself giving some first impressions of working at Elac or living in a particular town. Think about the structure – opening greetings, reason for writing, opinions about the place / Elac, sign off hoping to hear soon etc. Use the sort of language you want the class to use – opinion, description or whatever.
2. Present the material to the class and get them to understand it by using a task of some sort.
3. Now look at the structure with the class and the sort of language used in each part – “I thought you’d like to know about ...”, “At first I felt a little ...” “Please write and tell me about ...” etc.
4. Finally, get them to collaborate on writing a similar e-mail following the same structure and using some of the same language but inserting their own feelings and opinions. Make it personal.
5. Put the final versions on the walls and let everyone read everyone else’s.

LEVELS A1 and A2

SKILL	TEXT TYPES	SKILLS DEPLOYED
READING	<ul style="list-style-type: none"> ○ <i>Informal letters</i> ○ <i>Postcards</i> ○ <i>Notes and e-mails</i> ○ <i>Menus</i> ○ <i>Schedules & Timetables</i> ○ <i>Advertisements and notices</i> ○ <i>Graded Readers</i> ○ <i>Short, simplified articles and features</i> 	<ul style="list-style-type: none"> ▪ Locate specific information ▪ Recognise text type ▪ Understand gist ▪ Use alphabetical referencing ▪ Use a dictionary to help understanding ▪ Understand the writer's feelings when clearly and simply expressed in the text
WRITING	<ul style="list-style-type: none"> ○ <i>Forms</i> ○ <i>Postcards</i> ○ <i>Notes and e-mails</i> ○ <i>Descriptions</i> ○ <i>Short, informal letters</i> 	<ul style="list-style-type: none"> ▪ Express: simple information ▪ Write clearly using known grammar and vocabulary ▪ Use punctuation and paragraphing correctly ▪ Ask for information and help ▪ Write about how you feel ▪ Describe events
LISTENING	<ul style="list-style-type: none"> ○ <i>Announcements</i> ○ <i>Instructions</i> ○ <i>Information</i> ○ <i>Everyday English in dialogues</i> ○ <i>Simple songs</i> ○ <i>Some easier TV programmes</i> 	<ul style="list-style-type: none"> ▪ Locate clearly signposted information ▪ Recognise text type ▪ Understand gist ▪ Act on the information heard ▪ Understand the speaker's feelings when clearly signposted
SPEAKING	<ul style="list-style-type: none"> ○ <i>Informal social English</i> ○ <i>Survival transactions shops and services</i> ○ <i>Asking for and giving information, directions and help</i> ○ <i>Saying what you want</i> ○ <i>Saying what you think</i> ○ <i>Describing people, places and routines</i> 	<ul style="list-style-type: none"> ▪ Elicit: information, directions, help, repetition ▪ Express: need, apology, information, opinion, reason ▪ Describe: objects people, places, routines and events

ADDITIONAL ITEMS FOR LEVELS B1 AND B2

SKILL	TEXT TYPES	SKILLS DEPLOYED
READING	<ul style="list-style-type: none"> ○ <i>Forms</i> ○ <i>Plans</i> ○ <i>News articles</i> ○ <i>Maps</i> 	<ul style="list-style-type: none"> ▪ Use English-English dictionary ▪ Recognise grammatical and lexical discourse markers ▪ Take action based on textual information ▪ Assess correspondence to other information
WRITING	<ul style="list-style-type: none"> ○ <i>Formal and informal correspondence</i> ○ <i>Forms</i> ○ <i>Notices</i> ○ <i>Notes and e-mails</i> ○ <i>Descriptions</i> ○ <i>Instructions</i> ○ <i>Messages</i> ○ <i>Short articles</i> 	<ul style="list-style-type: none"> ▪ Express: thanks, apology, need, attitude, reasons, opinions ▪ Elicit: help, permission, services, opinion ▪ Describe: objects, people, events, processes
LISTENING	<ul style="list-style-type: none"> ○ <i>Radio announcements</i> ○ <i>Answer phone messages</i> ○ <i>Weather forecasts and news reports</i> ○ <i>TV dramas and radio programmes</i> ○ <i>More complex songs</i> ○ <i>Anecdotes</i> 	<ul style="list-style-type: none"> ▪ Locate specific information ▪ Take action based on heard information ▪ Assess correspondence to other information
SPEAKING	<ul style="list-style-type: none"> ○ <i>More formal transactions</i> ○ <i>Wide topic range</i> 	<ul style="list-style-type: none"> ▪ Elicit: permission ▪ Express: comment, confirmation ▪ Report on decisions ▪ Describe sequences of events

ADDITIONAL ITEMS FOR LEVELS C1 AND C2

SKILL	TEXT TYPES	SKILLS DEPLOYED
READING	<ul style="list-style-type: none"> ○ <i>Opinion columns</i> ○ <i>Newspaper features</i> ○ <i>Novels</i> ○ <i>Short stories</i> ○ <i>Poetry</i> ○ <i>Diaries</i> ○ <i>Proposals</i> 	<ul style="list-style-type: none"> ▪ Recognise implicit attitude ▪ Decide on basis of text - hearsay, opinion, fact etc ▪ Summarise ▪ Appreciate influence of layout, structure and typography
WRITING	<ul style="list-style-type: none"> ○ <i>Reports</i> ○ <i>Narratives</i> ○ <i>Biographies</i> ○ <i>CVs</i> ○ <i>Memos</i> ○ <i>Questionnaires</i> 	<ul style="list-style-type: none"> ▪ Elicit: directions, clarification ▪ Set out complex information ▪ Convert graphics to written texts
LISTENING	<ul style="list-style-type: none"> ○ <i>Interviews</i> ○ <i>Discussions</i> ○ <i>Commentaries</i> ○ <i>Lectures</i> ○ <i>Debates</i> ○ <i>Formal lectures and presentations</i> ○ <i>Regional accents</i> 	<ul style="list-style-type: none"> ▪ Trace development of argument ▪ Take notes and summarise ▪ Recall speaker's attitudes
SPEAKING	<ul style="list-style-type: none"> ○ <i>Formal social situations</i> ○ <i>Commercial transactions</i> 	<ul style="list-style-type: none"> ▪ Elicit: opinion ▪ Express: reason, excuse, emotion ▪ Describe: complex processes ▪ Present reports and give talks ▪ Describe complex processes

Language syllabus

Please don't try to teach everything on these lists! They are simply checklists of the sorts of structures you should be focusing on (either as activation of knowledge or as new language) at the three levels. You may have a bank of splendid grammar lessons in your bag but, if it isn't on the list for the level you are teaching, ask yourself if you should be teaching it. Again, items are cumulative – Levels C1 and C2 should know all the items below that level as well.

Structures

LEVELS A1 and A2	LEVELS B1 and B2	LEVELS C1 and C2
<p>VERBS AND TENSES: First conditional Gerunds after verbs E.g., like love go enjoy going to - future intentions/plans have got - possession Imperatives - commands and directions Infinitives after verbs E.g., want would like let's + infinitive Past Continuous/Progressive Present Continuous/Progressive - current events and future arrangements Present Perfect With, e.g., for since etc Present simple Positive, negative, interrogative forms and short answers Simple Past Positive, negative, interrogative forms and short answers there is/are/was/were Verbs commonly used statively (think know etc) AUXILIARIES/MODALS: can - ability and permission could - ability in the past and permission must - obligation will - requests and futurity would - requests DEMONSTRATIVES AND PRONOUNS: Genitives: Saxon s my his mine etc Other pronouns: this that each everyone someone Subject and Object pronouns: I me myself etc this that these those etc DETERMINERS: Articles few little some any much many a lot of enough all both no every etc QUESTION WORDS AND FORMS: what where when how why who which how much/many/long whose THE TIME, DAYS, DATES, MONTHS CARDINAL AND ORDINAL NUMBERS</p>	<p>TENSES, ASPECTS AND VERB FORMS: Causatives with have Future forms Past Perfect Past tense and participle forms of all common verbs Stative and dynamic verb uses Progressive aspects of future Verbs followed by Gerunds and Infinitives Wish AUXILIARIES/MODALS: can - possibility (compare may) could - expressing doubt and permission have to/be able to as alternatives to must/can may - permission and possibility might - possibility must - present deduction need main verb and modal use for lack of obligation ought - advice should - obligation and advice will - futurity and intention would - 2nd and 3rd conditional uses and past habits CONDITIONALS: 1st, 2nd and 3rd forms Alternatives to if E.g., providing if vs. whether Requests with if PASSIVES: Formation in present simple and past simple Omission of agent With modals DETERMINERS: Articles a vs. the for specific reference Quantifiers - countable and uncountable concepts Zero article INDIRECT/REPORTED SPEECH: Modal verb changes Time and place expression changes 'Rules' for common tense shifts</p>	<p>TENSES, ASPECTS AND VERB FORMS: Causatives with get Future Perfect Passive causatives Perfect aspects and modal verbs Progressive perfect aspects Wish - including past regrets and irritation AUXILIARIES/MODALS: can - tendencies could - (compare was able to/could have), doubt, sarcasm dare might - anger, irritation and sarcasm must - past deduction (compare couldn't have/can't have) needn't have done vs. didn't need to ought - duty shall as 1st person will and for emphasis in 2nd person should for obligation and deduction In conditionals without if will annoying habits Assumptions Insistence CONDITIONALS: Alterations with modal verbs Alternatives to if E.g., providing supposing otherwise else unless provided that on condition that assuming Mixed conditionals Subjunctive forms Tense changes across clauses Unfinished conditionals PASSIVES: Infinitive constructions Statal passives With complex tenses DETERMINERS: Countries with articles Defined abstracts few a few a little little less fewer INDIRECT/REPORTED SPEECH: Anecdotal uses</p>

Vocabulary

LEVELS A1 and A2	LEVELS B1 and B2	LEVELS C1 and C2
<p>WORD CLASSES:</p> <ul style="list-style-type: none"> - Adjectives - Adverbs - Conjunctions - Nouns - Prepositions - Pronouns - Verbs <p>NOUNS:</p> <ul style="list-style-type: none"> - Concepts of countability and uncountability - Plurals including common irregulars <p>ADJECTIVES:</p> <ul style="list-style-type: none"> - Attributive and predicative adjectives - Comparative and superlative forms - Demonstrative adjectives - Possessives <p>ADVERBS:</p> <ul style="list-style-type: none"> - Degree - Frequency - Manner - Place - Time - Formation from adjectives and common irregulars, e.g., well <p>PREPOSITIONS:</p> <ul style="list-style-type: none"> - Direction - Place - Time <p>CONJUNCTIONS/CONNECTORS:</p> <ul style="list-style-type: none"> - Co-ordination (and or but) - Subordination (because when that to/so that) 	<p>WORD FORMATION:</p> <ul style="list-style-type: none"> - Affixation - Nouns ↔ verbs - Verbs ↔ nouns - Adjectives ↔ verbs <p>NOUNS:</p> <ul style="list-style-type: none"> - Concepts of countability and uncountability - Plural verbs with singular nouns <p>ADJECTIVES and ADVERBS:</p> <ul style="list-style-type: none"> - Participles as adjectives - Comparative and superlative forms - Irregular forms - Adjective order (2 adjectives) - Adverb positions <p>PREPOSITIONS:</p> <ul style="list-style-type: none"> - Compounds in common phrases - Verbs taking specific prepositions <p>PHRASAL/MULTI-WORD VERBS:</p> <ul style="list-style-type: none"> - Common compounds - Positions of particles <p>CONJUNCTIONS/CONNECTORS:</p> <ul style="list-style-type: none"> - Causal - Adversative 	<p>WORD FORMATION:</p> <ul style="list-style-type: none"> - Adjectives ↔ verbs - Affixation including less common affixes - Less common word formation - Nouns ↔ verbs - Rules for affixation - Stress - Verbs ↔ nouns <p>ADJECTIVES and ADVERBS:</p> <ul style="list-style-type: none"> - Adjective order - Adverb positions - Compound adjectives - stress and hyphenation - Inversion after negative-function adverbials - Irregular forms - Proleptic adverbs <p>PREPOSITIONS:</p> <ul style="list-style-type: none"> - Compounds in common phrases - Verbs taking specific prepositions <p>PHRASAL/MULTI-WORD VERBS:</p> <ul style="list-style-type: none"> - Compounds with less common verbs - Positions of particles <p>CONJUNCTIONS/CONNECTORS:</p> <ul style="list-style-type: none"> - Role as discourse markers

Pronunciation

<p>BASIC INTONATION PATTERNS (fall-rise, rise-fall)</p> <p>CONSONANT PRODUCTION</p> <p>-ED AND -S INFLECTIONS</p> <p>SCHWA AND COMMON WEAK FORMS</p> <p>VOWELS AND DIPHTHONGS</p> <p>WORD STRESS</p>	<p>ALL WEAK FORMS</p> <p>CONSONANT CLUSTERS</p> <p>INTONATION PATTERNS - stress, timing, rhythm</p> <p>KEY - additive, neutral, contrastive</p> <p>PROMINENCE - contrastive stresses</p> <p>QUESTION AND TAG INTONATION</p>	<p>INTONATION PATTERNS - expressing irony, indifference, sarcasm etc</p>
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Functional syllabus

Again, the lists are cumulative and they overlap. At A1 / A2, learners should be able to express agreement simply – “Yes, I’m happy to help.” – but at level C1/C2 they should be able to express levels of agreement – “Well, I suppose I could be persuaded to ...” – rather more subtly.

LEVELS A1 and A2	LEVELS B1 and B2	LEVELS C1 and C2
AGREEING / DISAGREEING APOLOGISING / ACCEPTING APOLOGIES ASKING/TALKING ABOUT ABILITY ASKING ABOUT / TALKING ABOUT LIKES AND DISLIKES ASKING FOR/GIVING / REFUSING PERMISSION ASKING ABOUT / TALKING ABOUT PLANS ASKING FOR / GIVING INFORMATION ASKING FOR / GIVING OPINION ASKING ABOUT / TALKING ABOUT WANTS ASKING FOR / GIVING DIRECTIONS GREETINGS INTRODUCTIONS INVITING / ACCEPTING / DECLINING MAKING / SUGGESTING ARRANGEMENTS OFFERING / ACCEPTING / DECLINING OFFERING / ACCEPTING HELP PHATIC STATEMENTS SAYING GOODBYE THANKING / ACCEPTING THANKS	ACCUSING / DENYING / ADMITTING ARRANGEMENTS ASKING / TALKING ABOUT INTELLECTUAL ATTITUDES ASKING FOR / GIVING OPINION ASKING / TALKING ABOUT OBLIGATION ATTRACTING ATTENTION EXPRESSING DEGREES OF CERTAINTY EXPRESSING DEGREES OF GRATITUDE EXPRESSING REMORSE / REGRET EXPRESSING DEDUCTIONS EXPRESSING SYMPATHY EXPRESSING (DIS)INTEREST EXPRESSING HOPE EXPRESSING SURPRISE EXPRESSING FEAR EXPRESSING FORGETFULNESS MAKING / CONFIRMING / SUGGESTING ALTERNATIVE ARRANGEMENTS SOCIALISING FORMALLY PER / DISSUADING SUGGESTING / RESPONDING TO SUGGESTION WARNING	BEGINNING A MEAL CORRECTING OTHERS EXPRESSING (DIS)SATISFACTION EXPRESSING DEGREES OF (DIS)AGREEMENT EXPRESSING MORAL SHOCK EXPRESSING INDIFFERENCE EXPRESSING DESIRE EXPRESSING DISAPPOINTMENT EXPRESSING WORRY EXPRESSING DISBELIEF GRANTING FORGIVENESS INQUIRING WHETHER INVITATION IS ACCEPTED OR DECLINED INQUIRING ABOUT WHETHER SOMETHING IS REMEMBERED PROPOSING A TOAST RECOMMENDING COURSES OF ACTION TACT IN DECLINING

Topic areas

These are the areas in which the language and skills you address are situated. It's not a complete list but it is designed to give you a starting point. Higher levels should also be aware of more complex language which occurs in the first list. For example, at level B1/B2, learners should also be able to talk about things like insurance, delays, cancellations and so on under the heading of 'Travel'.

LEVELS A1 and A2	LEVELS B1 and B2	LEVELS C1 and C2
FOOD AND DRINK types of food, preparation modes, eating out FREE TIME leisure activities, entertainment, sports, intellectual pursuits, press/TV HEALTH AND WELFARE parts of the body, ailments, personal comfort, hygiene, medical services, emergency services HOUSE AND HOME accommodation, furniture, services, amenities, region, flora/fauna, host family LANGUAGE abilities, understanding, getting help etc PERSONAL IDENTIFICATION AND DETAILS name, address, telephone, date/place of birth, age, sex, nationality, origin, jobs, family PUBLIC NOTICES general locations, airports, stations, hotels, on the road, prohibitions SCHOOL experiences SERVICES post, telephones, banks, police etc SHOPPING types of shop, clothes/fashion, household articles, prices TRAVEL public transport, private transport, travel documents, hotels/campsites/guest houses WEATHER Types	EDUCATION schooling, subjects, examinations, qualifications, training LIFESTYLES rich, poor, class, rural/urban PERSONAL RELATIONSHIPS friendships, correspondence, clubs, political affiliations, politics and social views PERSONAL CHARACTERISTICS temperament, disposition, mood TASTES art, dress, music, games, hobbies TECHNOLOGY gadgets, jargon, implications, pollution, leisure time, energy, futurism TRADE AND PROFESSION job titles, descriptions, places of work, conditions of work, hours, holidays, management structure, income, training, job applications and interviews	AMBITION jobs, marriage, children, travel, education CRIME types of offence, the law, police, prison system INTERNATIONAL RELATIONS war, tension, ethnicity, nationalism, prejudice MEDIA TV, radio, newspapers, censorship, bias, indecency POLITICS isms, procedures, parliaments, forms of government, parties, the role of the state RELIGION mythologies, superstitions, beliefs, comparisons WEATHER climatic conditions, global warming, greenhouse gases, ozone depletion

Drawing up a programme for the week

Use the syllabus to look at the week's programme for your classes. You can't possibly teach even a tenth of the syllabus so draw up priorities. For each day and each lesson consider:

- ▶ What skills are we practising?
- ▶ What function(s) do I want to focus on?
- ▶ What grammar do my students need to have to be able to express the function? area(s)
- ▶ What topic would be appropriate?
- ▶ How am I going to review / introduce the language? practise it so that the class are confident in using it?
- ▶ How am I going to make it personal for my learners?

Remember to liaise with your partner teacher to make sure that the lessons mesh and that the skills work and grammar focus is balanced. If you don't talk to your colleagues, the class will notice and will not be impressed.

Outline 2-week academic programme – the main teacher teaches lessons 1 and 3. The second teacher teaches lesson 2.
(Teachers can therefore often repeat lesson 1 with their swap class).

Sample 1 – Levels A1/A2

	LESSON 1	LESSON 2	LESSON 3
DAY 1	Testing (written and oral) and campus tour		Elac induction lesson: Student Code of Conduct
DAY 2	Placement of students Elac lesson: Getting to know you	Elac lesson: Getting to know you	Elac Centre-linked lesson (A1/A2)
DAY 3	Review of previous teaching day's lessons Speaking: Daily routines and finding out about routines of people (other students) from different countries. Grammar activation: Question forms, present simple, adverbs of frequency. Vocabulary: Time expressions e.g., in the morning, in the evenings, at weekends, on holiday, after school. Pronunciation: Pronunciation of time expressions.	Listening & Speaking: Talking about cities and comparing cities in different countries. Grammar activation: Comparatives and superlatives Vocabulary: Adjectives to describe cities e.g., big, small, noisy, quiet, dirty, clean, modern, old, crowded. Functions: Making comparisons. Giving opinion. Pronunciation: Pronunciation of adjectives and names of cities.	Elac Excursion lesson 1 (A1/A2)
DAY 4	Review of previous teaching day's lessons Speaking: Discussing free time, and likes and dislikes Grammar activation: Like + ing, and other verbs following same pattern e.g., love, hate, enjoy. Functions: Expressing likes and dislikes, agreeing and disagreeing. Pronunciation: Changes in intonation when expressing likes and dislikes: I love watching TV.	Elac Evening Activity lesson 1 (A1/A2)	Reading, Writing & Speaking: Describing different sports. Class mingling activity. Vocabulary: Collocation of verbs play, do, go with different sports. Extra: Verbs, people, places and equipment linked to different sports. Pronunciation: Pronunciation of key vocabulary and collocations.
DAY 5	Review of previous teaching day's lessons Listening to a song in English (students' / teacher's choice). Gap fill exercise of key vocabulary. Pronunciation: Focus based on pronunciation, stress or connected speech in the chosen song. Speaking: Talking about genres of music, and favourite singers.	Speaking: Holidays. Planning a holiday. Grammar activation: Future tenses. Grammar is level dependent. (Stronger students will be able to use more language to talk about the future: will and going to) Vocabulary: Holiday types and locations, objects to pack, holiday accommodation and transport. Pronunciation: Connected speech in future tense sentences.	Project (Brainstorming, Planning)

DAY 6	<p>Review of previous teaching day's lessons Speaking and reading: Food and Eating Habits. Grammar Activation: Countable and uncountable nouns. Functions: Discussing habits and preferences. Pronunciation: Food lexis, particularly ones which often cause problems e.g. chocolate, sandwich, biscuit, rice.</p>	Elac Excursion lesson 2 (A1/A2)	Project (Writing, Discussion)
DAY 7	<p>Review of previous teaching day's lessons</p> <p>Elac workbook lesson (A1/A2): Writing a news story</p>	<p>Speaking: Discussing Festivals and Celebrations. Grammar Activation: Zero and first conditionals. Writing: A guide to festivals comparing how different countries celebrate the same/similar occasions. Pronunciation: Intonation of conditional sentences (Rise on the first clause, fall on the second)</p>	Project (Presentations/posters/ demonstrations/marketing fair etc.)
DAY 8	<p>Review of previous teaching day's lessons Speaking and listening: Clothes and clothes shopping. Functions: Asking for help and advice. Vocabulary: Verbs linked to shopping e.g. to try on, to take back, to exchange. Pronunciation: Intonation for questions.</p>	<p>Speaking: Desert Island/Survival. Grammar activation: Modal verbs when discussing options and choices; could, should, have to. Vocabulary: Objects for survival e.g., torch, matches. Pronunciation: Weak forms of modals in connected speech (/kəd/ /jəd/ /tə/).</p>	<p>Vocabulary: Dangerous and extreme sports hang gliding, mountaineering, white-water rafting etc. Speaking: mini-dialogue practice and class mingling. Grammar Activation: Have you ever? <u>Grammar is level dependent here.</u> Pronunciation: Pronunciation of key vocabulary.</p>
DAY 9	<p>Review of previous teaching day's lessons Vocabulary: Different types of films. Speaking: Describing recent, favourite and least favourite films. Grammar Activation: Past Simple and Present Perfect. <u>Grammar is level dependent here.</u></p>	Drama (Preparation, Scriptwriting, Practice)	Drama (Practice, Performances, Reviews)
DAY 10	<p>Review of the course Speaking: Mingling activity & class survey What did you do? What did you like / dislike doing? What did you want to do? What will you do next time? etc.</p>	Elac workbook lesson (A1/A2): Writing a centre report (based on summer school or dream school)	Vocabulary revision games: Jeopardy, hot seat, hangman, mime games, quizzes etc. Farewells and advice/brainstorming ideas for continuing independent study.

Sample 2 – Levels B1/B2

	LESSON 1	LESSON 2	LESSON 3
DAY 1	Testing (written and oral) and campus tour		Elac induction lesson: Student Code of Conduct
DAY 2	Placement of students Elac lesson: Getting to know you	Elac lesson: Getting to know you	Elac Centre-linked lesson (B1/B2)
DAY 3	Review of previous teaching day's lessons Vocabulary: Dangerous and extreme sports – hang gliding, mountaineering, white-water rafting etc. Speaking: Class mingling Grammar Activation: Present Perfect (Have you ever? How many times have you...?) Pronunciation: Pronunciation of new key vocabulary and use of weak forms in present perfect questions/answers; /bɪn/ /tə/.	Speaking and writing: Food and Eating Habits. Mingling activity and class survey Vocabulary: Collocations with food eg., to waste, to leave, to reheat, to play with, to cut down on, to wolf down Pronunciation: New collocations used in sentences.	Elac Excursion lesson 1(B1/B2)
DAY 4	Review of previous teaching day's lessons Speaking and Reading: Discussing lifestyles, being a guest at somebody's home and cultural differences. Vocabulary: Focus on phrasal verbs linked to topic e.g. to shake hands, to take off shoes, to lay the table. Functions: Describing habits, Describing differences, Asking and answering questions.	Elac Evening Activity lesson 1 (B1/B2)	Speaking: Survival (Jungle/Desert Island or Balloon Debate) Group Discussion/Class Debate Grammar Activation: 2 nd Conditional Pronunciation: Intonation of 2 nd conditional sentences(rise on the first clause, fall on the second) Functions: Justifying, Persuading.
DAY 5	Review of previous teaching day's lessons Listening: A song in English (students' / teacher's choice). Gap fill exercise of key vocabulary. Pronunciation: Focus based on pronunciation, stress or connected speech in the chosen song. Speaking: Talking about genres of music, favourite singers, and music festivals.	Speaking and Writing: Discussing technology and crazy inventions, and their purpose. Grammar Activation: Predictions and modals will/might/may. Functions: Making predictions. Making suggestions.	Project (Brainstorming, Planning)

DAY 6	<p>Review of previous teaching day's lessons Speaking and Listening: Personalities. Lexis: Idioms linked to character e.g. bad/good egg, as cold as ice, couch potato, two-faced, social butterfly. Functions: Describing character. Giving details. Giving opinions. Pronunciation: New idioms.</p>	Elac Excursion lesson 2 (B1/B2)	Project (Writing, Discussion)
DAY 7	<p>Review of previous teaching day's lessons</p> <p>Elac workbook lesson (B1/B2): Writing a news story</p>	<p>Speaking and Reading: Describing Crime and Punishment. Vocabulary: Lexis related to crimes, criminals, and punishment. Crime collocations e.g. to commit a crime, to break the law, to get a life sentence. Functions: Giving and justifying opinion. Whole class debate or Group role play discussion</p>	Project (Presentations/posters/ demonstrations/marketing fair etc.)
DAY 8	<p>Review of previous teaching day's lessons Speaking and Writing: Describing advertisements and advertising campaign. Creating an advertising campaign. Presenting the campaign. Vocabulary: Advertising lexis e.g. slogan, logo, target audience. Pronunciation: Key vocabulary. Functions: Persuading, Describing.</p>	<p>Speaking and Reading: Discussing Heroes and Icons. Functions: Describing people and their lives, Giving reasons for choices. Telling anecdotes. Grammar Activation: Narrative tenses.</p>	<p>Speaking and Reading: Mysteries and Unexplained Phenomena. Grammar Activation: Modals of deduction for speculation e.g. might have been, could have been, can't have been, must have been. Pronunciation: Weak forms in connected speech e.g. could've been= /kʊdəbɪn/.</p>
DAY 9	<p>Review of previous teaching day's lessons Vocabulary: Genres of films. Speaking: Describing recent seen films, and favourite and least favourite films. Guessing games. Grammar Activation: Simple and Past Passive. Functions: Summarising, Giving opinions.</p>	Drama (Preparation, Scriptwriting, Practice)	Drama (Practice, Performances, Reviews)
DAY 10	<p>Review of the course Speaking: Mingling activity & class survey What did you do during your stay? What did you like / dislike doing? What did you want to do? Did you do it? If not, why not? What will you do if you come back? What would you have done differently? etc.</p>	Elac workbook lesson (B1/B2): Writing a centre report (based on summer school or dream school)	<p>Vocabulary revision games: Jeopardy, hot seat, hangman, mime games, quizzes etc. Farewells and advice / brainstorming ideas for continuing independent study.</p>

Sample 3 - Levels C1

	LESSON 1	LESSON 2	LESSON 3
DAY 1	Testing (written and oral) and campus tour		Elac induction lesson: Student Code of Conduct
DAY 2	Placement of students Elac lesson: Getting to know you	Elac lesson: Getting to know you	Elac Centre-linked lesson (C1/C2)
DAY 3	Review of previous teaching day's lessons Speaking and Writing: Describing advertisements and advertising campaigns. Creating an advertising campaign. Presenting the campaign. Vocabulary: Advertising lexis e.g. slogan, logo, target audience. Pronunciation: Key vocabulary. Functions: Persuading, Describing.	Speaking and Listening: Personalities. Lexis: Idioms linked to character e.g. bad/good egg, as cold as ice, couch potato, two-faced, social butterfly. Functions: Describing character. Giving details. Giving opinions. Pronunciation: New idioms.	Elac Excursion lesson 1 (C1/C2)
DAY 4	Speaking and Reading: Mysteries and Unexplained Phenomena. Grammar Activation: Modals of deduction for speculation e.g. might have been, could have been, can't have been, must have been. Pronunciation: Weak forms in connected speech e.g. could've been= /kʊdəbɪn/	Elac Evening Activity lesson 1 (C1/C2)	Speaking and Reading: Describing Crime and Punishment. Vocabulary: Lexis related to crimes, criminals, and punishment. Crime collocations e.g. to commit a crime, to break the law, to get a life sentence. Functions: Giving and justifying opinion. Group debates or Group role play discussions.
DAY 5	Review of previous teaching day's lessons Listening: A song in English (students' / teacher's choice). Gap fill exercise of key vocabulary. Pronunciation: Focus based on pronunciation, stress or connected speech in the chosen song. Speaking: Talking about genres of music, history of music, favourite singers, and music festivals.	Speaking and writing: Discussing food and using food idioms in dialogues. Vocabulary: Idioms linked to food e.g. cool as a cucumber, nice as pie, have your cake and eat it, spill the beans, in a nutshell etc. Pronunciation: New collocations used in sentences. Mingling activity and memory games.	Project (Brainstorming, Planning)

DAY 6	<p>Review of previous teaching day's lessons Speaking and Reading: Different types of media: print, TV, film etc. Differences and similarities Comparing two papers – tabloid and broadsheet Functions: Making comparisons. Grammar Activation: As ... as, so ... as, whereas, although, on the other hand etc. Pronunciation: Intonation and sentence stress.</p>	<p>Elac workbook lesson (C1/C2): Writing a news story</p>	<p>Project (Writing, Discussion)</p>
DAY 7	<p>Review of previous teaching day's lessons Speaking and Reading: Asking and answering questions about hypothetical situations in the past. Writing: Funny half sentences for partners to complete using the 3rd Conditional e.g., If I'd been born 100 years ago.../ If I'd been born with a tail.../I would be a millionaire... Grammar Activation: 3rd and mixed Conditionals</p>	<p>Speaking: Discussing laws and inventing political manifestos for an invented country. Mingling Activity. Functions: Arguing, Persuading, Describing proposals and plans.</p>	<p>Project (Presentations/posters/ demonstrations/marketing fair etc.)</p>
DAY 8	<p>Review of previous teaching day's lessons Speaking and Listening: Discussing the environment and extreme weather conditions and effects. Vocabulary: Lexis related to the topic e.g. climate, flash floods, landslides, snowstorms, drought. Functions: Describing landscape and extreme weather, Giving opinions. Pronunciation: Syllable stress of key vocabulary.</p>	<p>Speaking and Listening: Holding the floor, turn taking, interrupting politely etc. (Practice for class debate). Pronunciation: Intonation patterns when insisting, disagreeing, and interrupting.</p>	<p>Speaking and Writing: Preparation of opposing arguments. Rehearsal of arguments. Class Debate on topical subject/controversial subject (<i>Chosen carefully considering students in class</i>) Pronunciation: Intonation patterns when insisting, disagreeing, and interrupting</p>
DAY 9	<p>Review of previous teaching day's lessons Speaking: Describing plots and settings of films. Grammar Activation: Narrative tenses. Passive tenses. Functions: Summarising, Giving opinions.</p>	<p>Drama (Preparation, Scriptwriting, Practice)</p>	<p>Drama (Practice, Performances, Reviews)</p>
DAY 10	<p>Review of the course Speaking: Mingling activity & class survey What did you do during your stay? What did you like / dislike doing? What did you want to do? Did you do it? If not, why not? What will you do if you come back? What would you have done differently? etc.</p>	<p>Elac workbook lesson (C1/C2): Writing a centre report (based on summer school or dream school)</p>	<p>Vocabulary revision games: Jeopardy, hot seat, hangman, mime games, quizzes etc. Farewells and advice / brainstorming ideas for continuing independent study.</p>