

Course Syllabus

A1 Starter

Course length: 72 hours

COURSE OBJECTIVES				
By the end of the course a learner will be able to:				
Listening	Reading	Spoken Interaction	Spoken production	Writing
Recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	Understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	Interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	Use simple phrases and sentences to describe where I live and people I know.	Write simple isolated phrases and sentences. Write a short, simple postcard, for examples sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

STARTER A					
Aim to cover the material in Units 1-8 (24 hours)					
Topics and Vocabulary	Language functions	Grammar Points	Sub-skills	Intonation and Pronunciation	Desired outcome competences: What learners will be able to do

<p>1. Greetings Numbers 0-10; days of the week</p>	<p>Greeting people Using numbers and days</p>	<p>Verb be (singular): I and you</p>	<p>Overall listening comprehension. Overall reading Comprehension. Spoken interaction.</p>	<p>/h/, /aɪ/, and /i:/</p>	<p>Follow speech that is very slow and carefully articulated, with long pauses for him / her to assimilate meaning.</p> <p>Understand very short, simple texts a single phrase at a time, picking up familiar names, words, and basic phrases and re-reading as required</p> <p>Interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing, and repair.</p> <p>Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.</p>
<p>2. Where are you from? Countries</p>	<p>Talking about countries and nationalities Asking and telling where something is.</p>	<p>Verb be (singular): he, she, it</p>	<p>Overall listening comprehension Overall spoken interaction Information exchange</p>	<p>/I/, /əʊ/, /s/, and /ʃ/</p>	<p>Follow speech that is very slow and carefully articulated, with long pauses for him / her to assimilate meaning.</p> <p>Interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing, and repair.</p> <p>Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Understand questions and instructions addressed carefully and slowly to him / her and follow short, simple directions.</p> <p>Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p>

					<p>Ask and answer questions about themselves and other people, where they live, people they know, things they have. Indicate time by such phrases as next week, last Friday, in November, three o'clock.</p>
<p>3. We aren't English. We're American. Nationalities</p>	<p>Expressing nationality Asking about nationality</p>	<p>Verb be (plural): we, you, they</p>	<p>Overall listening comprehension Reading comprehension Goal-oriented cooperation</p>	<p>/dʒ/, /tʃ/, and /f/</p>	<p>Follow speech that is very slow and carefully articulated, with long pauses for him / her to assimilate meaning.</p> <p>Understand very short, simple texts a single phrase at a time, picking up familiar names, words, and basic phrases and re-reading as required.</p> <p>Can understand questions and instructions addressed carefully and slowly to him / her and follow short, simple directions. Can ask people for things, and give people things.</p>
<p>4. What's your phone number? Phone numbers; numbers 11-100</p>	<p>Having basic conversations Using Wh- questions</p>	<p>Wh- and How questions with be</p>	<p>Overall listening comprehension Reading for information and argument Notes, messages and forms Creative writing</p>	<p>Sentence rhythm</p>	<p>Follow speech that is very slow and carefully articulated, with long pauses for him / her to assimilate meaning.</p> <p>Get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.</p> <p>Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Write numbers and dates, own name, nationality, address, age, date of birth, or arrival in the country, etc.</p> <p>Write simple phrases and sentences about themselves and imaginary people, where they live, and what they do.</p>

<p>5. Personal possessions Small things</p>	<p>Talking about possessions Expressing plurals</p>	<p>Singular and plural nouns; a / an</p>	<p>Overall listening comprehension Overall spoken interaction General linguistic range</p>	<p>/z/ and /s/; plural endings</p>	<p>Follow speech that is very slow and carefully articulated, with long pauses for him / her to assimilate meaning.</p> <p>Interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing, and repair.</p> <p>Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Have a very basic range of simple expressions about personal details and needs of a concrete type.</p>
<p>6. Souvenirs</p>	<p>Asking about souvenirs and cost</p>	<p>This / that / these / those</p>	<p>Overall reading comprehension Transactions to obtain goods and services Overall written production</p>	<p>/ð/ and /ə/</p>	<p>Understand very short, simple texts a single phrase at a time, picking up familiar names, words, and basic phrases and re-reading as required.</p> <p>Ask people for things, and give people things. Can handle numbers, quantities, cost, and time.</p> <p>Write simple, isolated phrases and sentences.</p>
<p>7. Family and friends People and family</p>	<p>Talking about family Expressing possession</p>	<p>Possessive adjectives; possessive's</p>	<p>Overall listening comprehension Reading for information and argument Information exchange Orthographic control Coherence</p>	<p>/ʌ/, /æ/ and the /ə/ sound</p>	<p>Follow speech that is very slow and carefully articulated, with long pauses for him / her to assimilate meaning.</p> <p>Get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.</p> <p>Understand questions and instructions addressed carefully and slowly to him / her and follow short, simple directions.</p> <p>Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Ask and answer questions about</p>

					<p>themselves and other people, where they live, people they know, things they have. Indicate time by such phrases as next week, last Friday, in November, three o'clock.</p> <p>Copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops, and set phrases used regularly.</p> <p>Spell his / her address, nationality, and other personal details.</p> <p>Link words or groups of words with very basic linear connectors like 'and' or 'then'.</p>
8. Colours and common adjectives	<p>Expressing colour, size, etc.</p> <p>Expressing preference</p>	Adjectives	<p>Coherence.</p> <p>Conversation</p> <p>Phonological control</p>	/u:/, /ɑ:/, and /ɔ:/; linking	<p>Interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing, and repair.</p> <p>Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Make an introduction and use basic greeting and leave-taking expressions. Ask how people are and react to news. Understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him / her in clear, slow, and repeated speech by a sympathetic speaker.</p> <p>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his / her language group.</p>

STARTER B

Aim to cover the material in Units 9-16 (24 hours)

9. Food and drink	Talking about meal habits	Present simple + and - : I, you, we, they	Overall reading comprehension	Word stress; /tʃ/, /dʒ/, and /g/	Understand very short, simple texts a single phrase at a time, picking up familiar names, words, and basic phrases and re-
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	Expressing likes and dislikes		Overall spoken production Overall written production Processing text		reading as required. Interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing, and repair. Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Produce simple, mainly isolated phrases about people and places. Copy out single words and short texts presented in standard printed format.
10. A flight Common verb phrases	Basic conversations with Yes/No questions	Present simple ? : I, you, we, they	Overall listening comprehension Overall reading comprehension Vocabulary range Spoken fluency	/w/, /v/, and /b/; sentence rhythm and linking	Follow speech that is very slow and carefully articulated, with long pauses for him / her to assimilate meaning. Understand very short, simple texts a single phrase at a time, picking up familiar names, words, and basic phrases and re-reading as required. Have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.
11. Jobs and places of work	Talking about jobs and places of work Asking about and giving reasons	Present simple: he, she, it	Reading for information and argument	Third person –s; /z:/; sentence rhythm	Get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.

			Goal-oriented cooperation Creative writing Orthographic control		Understand questions and instructions addressed carefully and slowly to him / her and follow short, simple directions. Can ask people for things, and give people things. Write simple phrases and sentences about themselves and imaginary people, where they live, and what they do.
12. A typical day	Expressing frequency Talking about a typical day	Adverbs of frequency	Reading for information and argument Sustained monologue: describing experience	/j/; sentence rhythm	Get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. Describe himself / herself, what he / she does, and where he / she lives. Copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops, and set phrases used regularly. Spell his / her address, nationality, and other personal details.
13. Free time Sports; common verb phrases 2	Interviewing someone about sporting habits Talking about free time	Word order in questions: be and present simple	Overall listening comprehension Reading for information and argument Interviewing and being interviewed Overall spoken production	/w/, /h/, /eə/, /aʊ/; sentence rhythm	Follow speech that is very slow and carefully articulated, with long pauses for him / her to assimilate meaning. Get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. Reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. Produce simple, mainly isolated phrases about people and places.
14. Films Kinds of films	Talking about film genres Using the imperative	Imperatives, object pronouns: me, him, etc.	Overall listening comprehension Goal-oriented	Sentence rhythm and intonation	Follow speech that is very slow and carefully articulated, with long pauses for him / her to assimilate meaning.

			cooperation Vocabulary range		Understand questions and instructions addressed carefully and slowly to him / her and follow short, simple directions. Ask people for things, and give people things. Have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
15. Verb phrases	Expressing permission and possibility	Can / can't	Conversation Overall spoken production Phonological control Sociolinguistic appropriateness	/æ/, /ɑ:/, /ə/; sentence rhythm	Make an introduction and use basic greeting and leave-taking expressions. Ask how people are and react to news. Understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him / her in clear, slow, and repeated speech by a sympathetic speaker Produce simple, mainly isolated phrases about people and places. Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his / her language group. Establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.
16. Activities	Expressing preferences for typical activities: loves, likes and hates	Like / love / hate + verb + ing	Reading correspondence Reading for information and argument General linguistic range	/ʊ/, /u:/, and /ɪ/; sentence rhythm	Understand short, simple messages on postcards. Get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. Have a very basic range of simple expressions about personal details and needs of a concrete type.

STARTER C

Aim to cover the material in Units 17-24 (24 hours)

<p>17. Common verb phrases</p>	<p>Expressing actions occurring now Expressing similarity and difference</p>	<p>Present continuous</p>	<p>Overall listening comprehension Sustained monologue: describing experience Grammatical accuracy</p>	<p>Sentence rhythm</p>	<p>Follow speech that is very slow and carefully articulated, with long pauses for him / her to assimilate meaning. Describe himself / herself, what he / she does, and where he / she lives. Show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.</p>
<p>18. Work Clothes</p>	<p>Describing clothing and uniform</p>	<p>Present continuous or present simple?</p>	<p>Overall reading comprehension Grammatical accuracy Coherence</p>	<p>/ɜ:/, /i:/, /e/, and /eə/</p>	<p>Understand very short, simple texts a single phrase at a time, picking up familiar names, words, and basic phrases and re-reading as required. Show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. Link words or groups of words with very basic linear connectors like 'and' or 'then'.</p>
<p>19. Hotels In, on, under</p>	<p>Talking about hotel facilities Expressing placement of objects</p>	<p>There's a... / there are some...</p>	<p>Information exchange General linguistic range Spoken fluency</p>	<p>/eə/ and /ɪə/</p>	<p>Understand questions and instructions addressed carefully and slowly to him / her and follow short, simple directions. Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Ask and answer questions about themselves and other people, where they live, people they know, things they have. Indicate time by such phrases as next week, last Friday, in November, three o'clock. Have a very basic range of simple expressions about personal details and needs of a concrete type. Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less</p>

					familiar words, and to repair communication.
20. Famous People In, at, on	Expressing time and place Talking about famous people and past actions	Past simple: be	Overall listening comprehension Overall spoken production Orthographic control	Was and were; sentence rhythm	Follow speech that is very slow and carefully articulated, with long pauses for him / her to assimilate meaning. Produce simple, mainly isolated phrases about people and places. Copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops, and set phrases used regularly. Spell his / her address, nationality, and other personal details.
21. Erasmus experience Regular verbs	Talking about the past using regular verbs Talking about Erasmus and lifechanging events	Past simple: regular verbs	Overall listening comprehension Goal-oriented cooperation Phonological control	Regular past simple endings	Follow speech that is very slow and carefully articulated, with long pauses for him / her to assimilate meaning. Understand questions and instructions addressed carefully and slowly to him / her and follow short, simple directions. Ask people for things, and give people things. Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his / her language group.
22. Daily routine Verb phrases with do, get, go, have	Expressing daily routine Interviewing a partner Writing a blog post	Past simple irregular verbs: do, get, go, have	Overall listening comprehension Overall reading comprehension Overall spoken interaction Creative writing	Sentence rhythm	Follow speech that is very slow and carefully articulated, with long pauses for him / her to assimilate meaning. Understand very short, simple texts a single phrase at a time, picking up familiar names, words, and basic phrases and re-reading as required. Interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing, and repair. Ask and answer simple questions, initiate and respond to simple statements in areas

					<p>of immediate need or on very familiar topics.</p> <p>Write simple phrases and sentences about themselves and imaginary people, where they live, and what they do.</p>
<p>23. Strangers on a train More irregular verbs</p>	<p>Talking and asking about the past using irregular verbs</p>	<p>Past simple, regular and irregular verbs (revision)</p>	<p>Overall listening comprehension</p> <p>Overall reading comprehension</p> <p>Overall spoken production</p> <p>General linguistic range</p>	<p>Irregular verbs</p>	<p>Follow speech that is very slow and carefully articulated, with long pauses for him / her to assimilate meaning.</p> <p>Understand very short, simple texts a single phrase at a time, picking up familiar names, words, and basic phrases and re-reading as required.</p> <p>Produce simple, mainly isolated phrases about people and places.</p> <p>Has a very basic range of simple expressions about personal details and needs of a concrete type.</p>
<p>24. A weekend away Future time expressions</p>	<p>Expressing future arrangements</p>	<p>Present continuous for future</p>	<p>Overall listening comprehension</p> <p>Overall reading comprehension</p> <p>Goal-oriented cooperation</p>	<p>The letters ea</p>	<p>Follow speech that is very slow and carefully articulated, with long pauses for him / her to assimilate meaning.</p> <p>Understand very short, simple texts a single phrase at a time, picking up familiar names, words, and basic phrases and re-reading as required.</p> <p>Understand questions and instructions addressed carefully and slowly to him / her and follow short, simple directions. Ask people for things, and give people things.</p>