



Syllabus

E Elementary Level

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| Am, is, are | Presentation and practice of the verb to be in the simple present with a focus on to be + adjective and the language of meeting people (How are you?). Vocabulary focus: word association. |
| Simple present | Presentation and practice of the simple present in statements. Adverbs of frequency with the simple present, and practice of the 3rd person singular. Pronunciation: /s/ and /z/ endings. Vocabulary focus: animals. |
| Negatives (I don't go) | Presentation and practice of negatives in the simple present. Additional focus on short forms, short answers and the verb to be. Pronunciation: sentence stress. Vocabulary focus: understanding the functions of a dictionary. |
| Countable? | Presentation of countable and uncountable nouns, much and many, there is and there are. Speaking exercise where learners correct mistakes. Vocabulary focus: quantifiers for uncountable nouns (jar, packet, bottle...). |
| Have got (International English version only) | Presentation and practice of have got for possession in statements, negatives and questions. Vocabulary focus: describing people (She's got fair hair...). Pronunciation: strong and weak forms of have, the schwa. |
| I, my, me | Presentation and practice of subject and object pronouns and possessive adjectives. Vocabulary focus: the family (my uncle, his grandfather). Pronunciation: linking (my_uncle). |
| Questions (does he?) | Presentation and practice of questions in the simple present. Focus on question words, yes/no questions and 3rd person singular. Vocabulary focus: media. Pronunciation: asking questions (dyu...). |
| A, an, the | Presentation and practice of a, an, the and no article. Focus on the for unique items and 'shared knowledge'. Vocabulary focus: jobs. Pronunciation: a, an, the before vowel and consonant sounds. |
| Some, any | Presentation and practice of a, some and any in statements, negatives and questions. Additional focus on countable and uncountable nouns. Vocabulary focus: food. Speaking exercise where learners correct mistakes. |

LI Lower Intermediate Level

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| Simple present | Presentation and practice of the simple present in statements, negatives and questions with a focus on daily routine. Vocabulary focus: unusual jobs, referencing words. Pronunciation: sentence stress in questions. |
| Simple past | Presentation and practice of the simple past in statements, negatives and questions; forming the simple past; the verb to be; time indicators. Vocabulary focus: example sentences. Pronunciation: simple past endings. |



Syllabus

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| Present perfect | Presentation and practice of the present perfect for events that have a result in the present, that happened before now, that happened recently. Vocabulary focus: technology. Pronunciation: have (strong and weak forms). |
| Comparisons | Presentation and practice of comparatives and superlatives, form and function. Vocabulary focus: learning words in groups. Pronunciation: unstressed '-er' in comparatives; /ist/ in superlatives. |
| Present continuous | Presentation and practice of the present continuous in statements, negatives and questions; full and short forms; contrast with the simple present. Vocabulary focus: aspects of a word. Pronunciation: linking. |
| Prepositions | Presentation and practice of in, on, at and no preposition to talk about time and place (in London, on Thursday and so on). Speaking exercise where learners correct mistakes. |



Intermediate Level

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| The passive | Presentation and practice of the passive, form and function. Forming the passive in different tenses; introducing the agent; negatives and questions. Vocabulary focus: phrasal verbs with get. Pronunciation: elision. |
| 'Will' and 'going to' | Presentation and practice of will and be going to for decisions and predictions; statements, negatives and questions. Vocabulary focus: planning a trip. Pronunciation: going to / 'gonna'. |
| Question tags | Presentation and practice of question tags and short questions ('Jack's ill.' 'Is he?'). Vocabulary focus: guessing the meanings of words. Pronunciation: rising and falling intonation with question tags. |
| Equality | Presentation and practice of how we talk about equality using (not) as... as... Vocabulary: fixed expressions (as white as a sheet). Pronunciation: using chants to help with stress and rhythm. |
| Relative clauses | Presentation and practice of defining and 'extra information' relative clauses. Focus on the relative pronoun, and agreement in a relative clause. Vocabulary focus: phrasal verbs with out. Pronunciation: sentence stress. |
| Conditionals | Presentation and practice of the first, second and general conditionals. Focus on speaker's perception of how likely the condition is to be fulfilled. Vocabulary focus: synonyms. Pronunciation: long and short vowel sounds. |



Upper Intermediate Level

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| Past continuous | Presentation and practice of the past continuous in statements, negatives and questions. Focus on story-telling. Vocabulary focus: choosing words to learn. Pronunciation: distinguishing present and past continuous. |
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Syllabus

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| Conditionals | Presentation and practice of the third conditional and I wish / If only. Concept of imaginary situations in the past. Vocabulary focus: referencing. Speaking exercise where learners correct mistakes. |
| Adjectives and adverbs | Presentation and practice of adjectives ending in -ed and -ing (bored / boring) and how they are used. Also contrasting adjectives and adverbs. Pronunciation: adjectives ending in -ed. |
| Present perfect | Presentation and practice of the present perfect simple and continuous in statements, negatives and questions. Focus on for, since, yet, already, just. Vocabulary focus: word groups. Pronunciation: the continuous. |
| Modal verbs | Presentation and practice of modal verbs (especially of deduction) and how they are used in the present and past. Additional focus on questions and negatives. Vocabulary focus: word families. Pronunciation: sentence stress. |
| The future | Presentation and practice of the future continuous and future perfect and how they relate to present and past perfect and continuous. Pronunciation: unstressed sounds in the future perfect and continuous. |

A Advanced Level

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| Reported speech | Presentation and practice of reported speech, including 'backshifting', reporting questions, and verbal actions with the infinitive. Vocabulary focus: reporting verbs. Pronunciation: using chants to help with stress and rhythm. |
| Phrasal verbs | Presentation and practice of phrasal verbs with a focus on meaning and word order. Vocabulary focus: phrasal verbs in different lexical fields, such as telephoning, the car, health and so on. Pronunciation: linking. |
| Nouns | "Presentation and practice of (a) three ways of forming compound nouns, (b) singular and plural nouns, with a focus on subject - verb agreement. Vocabulary focus: irregular plurals. Pronunciation: word stress." |
| Past perfect | Presentation and practice of the past perfect as 'the past in the past'. Focus on the past perfect in story-telling. Vocabulary focus: idioms. Pronunciation: distinguishing between present perfect and past perfect. |
| The passive | Presentation and practice of the passive with a focus on the different genres in which it is used (crime stories, reports, hotel notices and so on). Vocabulary focus: international words. Pronunciation: consonant clusters. |
| Articles | Presentation and practice of article use (a, an, the and no article) in a variety of contexts. Vocabulary focus: learning words and article use together. Pronunciation: corrective stress. |