



## **General English Elementary**

**CEFR Level: A2**

## **Syllabus**

**2019-2020**

## Key information

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**Course level: A2**

**Course duration: 36 weeks**

**Class length: 2 hours twice per week**

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<p><b>Overview:</b> WISE'S General English courses are designed for students who are seeking to further expand their understanding and fluency in the English language.</p>	<p><b>Materials:</b> <b>English File Elementary 3<sup>rd</sup> Edition Student's Book, Teacher's Resource Pack, Workbook &amp; CDS</b></p>
<p><b>Goals:</b> This course will help students improve their knowledge of English by introducing new grammatical issues and lexical items. It reinforces all four language skills of listening, reading, speaking and writing acquired previously by involving learners in a number of realistic and communicative activities. By the end of the course we hope students reach B1 level according to the CEFR.</p>	<p><b>Other resources:</b></p> <ul style="list-style-type: none"><li>• Realia</li><li>• Websites</li><li>• Youtube</li><li>• BBC Learning English site</li><li>• British Council Resources (accessed online)</li><li>• Dictionaries</li><li>• Local library</li><li>• New English File Beginner Resource Pack</li><li>• BBC Bitesize</li></ul>
<p><b>End of course 'CAN DO' statements:</b></p> <ul style="list-style-type: none"><li>• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</li><li>• Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</li><li>• Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of</li></ul>	<p><b>Milestones:</b></p> <ul style="list-style-type: none"><li>• Monthly progress tests</li><li>• Tutorials</li><li>• Exit test</li><li>• Attendance certificate or Student report (on request)</li></ul>

<p>immediate need.</p> <ul style="list-style-type: none"> <li>• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</li> <li>• Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</li> <li>• Can produce simple connected text on topics, which are familiar, or of personal interest.</li> <li>• Can describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans</li> </ul>	
<p><b>Prerequisites:</b> Beginner understanding of English (A2) according to the Common European Framework of Reference for Languages.</p>	<p><b>Requirements:</b> It is necessary to be flexible and prepared. Please complete all homework assignments on time. It is important that you bring the following to class:</p> <ol style="list-style-type: none"> <li>1. Coursebook</li> <li>2. Homework</li> <li>3. Pens &amp; paper</li> <li>4. Dictionary (can use your phone)</li> </ol>

## Topic Outline / Schedule

36 weeks to include (not necessarily in this order and other areas will be covered, as order and precise content will depend on fortnightly needs analysis of class and 2 weekly plan programme):

Topic	To be covered
My name's Hannah, not Anna	<ul style="list-style-type: none"> <li>• Verb be + subject pronoun: I, you, etc.</li> <li>• Days of the week</li> <li>• Numbers 0-20</li> <li>• Greetings</li> <li>• Vowel sounds, word stress</li> </ul>
All over the world	<ul style="list-style-type: none"> <li>• Verb be ? and –</li> <li>• The world</li> <li>• Numbers 21-100</li> <li>• Sentence stress</li> </ul>
Open your books, please	<ul style="list-style-type: none"> <li>• Possessive adjectives</li> </ul>

	<ul style="list-style-type: none"> <li>• My, your, etc.</li> <li>• Classroom language</li> <li>• The alphabet</li> </ul>
A writer's room	<ul style="list-style-type: none"> <li>• A/an plurals</li> <li>• This/that/these/those</li> <li>• Things</li> <li>• Final-s and -es, th</li> </ul>
Stars and stripes	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Colours, adjectives, modifiers: quite, very, really</li> <li>• Long and short vowel sounds</li> </ul>
After 300 metres, turn right	<ul style="list-style-type: none"> <li>• Imperatives, let's</li> <li>• Feelings</li> <li>• Understanding connected speech</li> </ul>
Things I love about Britain	<ul style="list-style-type: none"> <li>• Present simple</li> <li>• Verb phrases</li> <li>• Third person s</li> </ul>
Work and plan	<ul style="list-style-type: none"> <li>• Present simple</li> <li>• Jobs</li> </ul>
Love online	<ul style="list-style-type: none"> <li>• Word order in questions</li> <li>• Question words</li> <li>• Sentence stress</li> </ul>
Is she his wife or his sister?	<ul style="list-style-type: none"> <li>• Whose? Possessive's</li> <li>• Family</li> <li>• The letter o</li> </ul>
What a life!	<ul style="list-style-type: none"> <li>• Prepositions of time (at in, on) and place (at, in, to)</li> <li>• Everyday activities</li> <li>• Linking and sentence stress</li> </ul>
Short life, long life?	<ul style="list-style-type: none"> <li>• Position of adverbs and expressions of frequency</li> <li>• Adverbs and expressions of frequency</li> <li>• The letter h</li> </ul>
Do you have the X Factor?	<ul style="list-style-type: none"> <li>• Can/can't</li> <li>• Verb phrases: buy a newspaper, etc.</li> <li>• Sentence stress</li> </ul>
Love your neighbours	<ul style="list-style-type: none"> <li>• Present continuous</li> <li>• Verb phrases</li> </ul>
Sun and the city	<ul style="list-style-type: none"> <li>• Present simple or present continuous</li> <li>• The weather and seasons</li> <li>• Places in London</li> </ul>
Reading in English	<ul style="list-style-type: none"> <li>• Object pronouns: me, you, him, etc.</li> <li>• Phone language</li> </ul>
Times we love	<ul style="list-style-type: none"> <li>• Like + verb + ing</li> <li>• The date; ordinal numbers</li> <li>• Consonant clusters; saying the date</li> </ul>
Music is changing their lives	<ul style="list-style-type: none"> <li>• Revision: be or do?</li> </ul>

	<ul style="list-style-type: none"> <li>• Music</li> </ul>
At the National Portrait Gallery	<ul style="list-style-type: none"> <li>• Past simple of be: was/were</li> <li>• Word formation: paint – painter</li> <li>• Sentence stress</li> </ul>
Chelsea Girls	<ul style="list-style-type: none"> <li>• Past simple: regular verbs</li> <li>• Past time expressions</li> <li>• -ed endings</li> </ul>
A night to remember	<ul style="list-style-type: none"> <li>• Past simple: irregular verbs</li> <li>• Go, have, get</li> <li>• Sentence stress</li> </ul>
A murder story	<ul style="list-style-type: none"> <li>• Past simple: regular and irregular</li> <li>• Irregular verbs</li> <li>• Past simple verbs</li> </ul>
A house with a history	<ul style="list-style-type: none"> <li>• There is / there are, some / any + plural nouns</li> <li>• The house</li> <li>• Sentence stress</li> </ul>
A night in a haunted hotel	<ul style="list-style-type: none"> <li>• There was/there were</li> <li>• Prepositions: place and movement</li> <li>• Silent letters</li> </ul>
What I ate yesterday	<ul style="list-style-type: none"> <li>• Countable / uncountable nouns; a / an, some / any</li> <li>• Food</li> <li>• The letters ea</li> </ul>
White gold	<ul style="list-style-type: none"> <li>• Quantifiers: how much / how many, a lot of, etc.</li> <li>• Food containers</li> <li>• /f/ and /s/</li> </ul>
Quiz night	<ul style="list-style-type: none"> <li>• Comparative adjectives</li> <li>• High numbers</li> <li>• Sentence stress</li> </ul>
The most dangerous road...	<ul style="list-style-type: none"> <li>• Superlative adjectives</li> <li>• Places and buildings</li> <li>• Consonant groups</li> </ul>
CoachSurf round the world!	<ul style="list-style-type: none"> <li>• Be going to (plans), future time expressions</li> <li>• Holidays</li> <li>• Sentence stress</li> </ul>
What's going to happen?	<ul style="list-style-type: none"> <li>• Be going to (predictions)</li> <li>• Verb phrases</li> <li>• The letters oo</li> </ul>
First impressions	<ul style="list-style-type: none"> <li>• Adverbs (manner and modifiers)</li> <li>• Common adverbs</li> <li>• Word stress</li> </ul>
What do you want to do?	<ul style="list-style-type: none"> <li>• Verb + to + infinitive</li> <li>• Verbs that take the infinitive</li> <li>• Sentence stress</li> </ul>
Men, women, and the internet	<ul style="list-style-type: none"> <li>• Articles</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>The internet</b></li> <li>• <b>Word stress</b></li> </ul>
<b>Books and film</b>	<ul style="list-style-type: none"> <li>• <b>Present perfect</b></li> <li>• <b>Irregular past participles</b></li> <li>• <b>Sentence stress</b></li> </ul>
<b>I've never been there!</b>	<ul style="list-style-type: none"> <li>• <b>Present perfect or past simple?</b></li> <li>• <b>More irregular past participles</b></li> <li>• <b>Irregular past participles</b></li> </ul>

## **Learner training**

- Increased familiarity with a bilingual and English dictionary
- Using the library as a reference point for extra resources and help
- Increased familiarity with the phonemic chart – layout, understanding the pictures, vowels/consonants, voiced/unvoiced, main vowel sounds.
- Learning the alphabet, especially correct pronunciation.
- Guessing the meaning of unknown words.
- Strategies for asking for clarity in the classroom and elsewhere.
- Awareness of skimming and scanning reading skills.
- Awareness of note taking skills.
- Getting by around town.
- Awareness of vocabulary learning techniques.