

## SYLLABUS

### Elementary Level

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

### Lower Intermediate Level

<b>Simple present</b>	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.
<b>Simple past</b>	Presentation and practice of the simple past in statements, negatives and questions; forming the simple past; the verb <i>to be</i> ; time indicators. Vocabulary focus: example sentences. Pronunciation: simple past endings.
<b>Present perfect</b>	Presentation and practice of the present perfect for events that have a result in the present, that happened before now, that happened recently.

## SYLLABUS

	Vocabulary focus: technology. Pronunciation: <i>have</i> (strong and weak forms).
<b>Comparisons</b>	Presentation and practice of comparatives and superlatives, form and function. Vocabulary focus: learning words in groups. Pronunciation: unstressed '-er' in comparatives; /ist/ in superlatives.
<b>Present continuous</b>	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.
<b>Prepositions</b>	Presentation and practice of <i>in, on, at</i> and no preposition to talk about time and place ( <i>in London, on Thursday</i> and so on). Speaking exercise where learners correct mistakes.

## Intermediate Level

<b>The passive</b>	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 <i>get</i> . Pronunciation: elision.
<b>'Will' and 'going to'</b>	Presentation and practice of <i>will</i> and <i>be going to</i> for decisions and predictions; statements, negatives and questions. Vocabulary focus: planning a trip. Pronunciation: <i>going to</i> / 'gonna'.
<b>Question tags</b>	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.
<b>Equality</b>	Presentation and practice of how we talk about equality using ( <i>not</i> ) <i>as... as...</i> Vocabulary: fixed expressions ( <i>as white as a sheet</i> ). Pronunciation: using chants to help with stress and rhythm.
<b>Relative clauses</b>	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 <i>out</i> . Pronunciation: sentence stress.
<b>Conditionals</b>	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

<b>Past continuous</b>	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.
<b>Conditionals</b>	Presentation and practice of the third conditional and <i>I wish / If only</i> . Concept of imaginary situations in the past. Vocabulary focus: referencing. Speaking exercise where learners correct mistakes.

## SYLLABUS

<b>Adjectives and adverbs</b>	Presentation and practice of adjectives ending in <i>-ed</i> and <i>-ing</i> ( <i>bored / boring</i> ) and how they are used. Also contrasting adjectives and adverbs. Pronunciation: adjectives ending in <i>-ed</i> .
<b>Present perfect</b>	Presentation and practice of the present perfect simple and continuous in statements, negatives and questions. Focus on <i>for, since, yet, already, just</i> . Vocabulary focus: word groups. Pronunciation: the continuous.
<b>Modals</b>	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.
<b>The future</b>	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.

## Advanced Level

<b>Reported speech</b>	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.
<b>Phrasal verbs</b>	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.
<b>Nouns</b>	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.
<b>Past perfect</b>	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.
<b>The passive</b>	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.
<b>Articles</b>	Presentation and practice of article use ( <i>a, an, the</i> and no article) in a variety of contexts. Vocabulary focus: learning words and article use together. Pronunciation: corrective stress.