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## The Academic Programme – information and advice

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### ***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 the most important effort that our students have to make is to **speak English at every opportunity**. 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 a notice up to remind all your learners – something like ***This is an English-only zone***. 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 up as much as possible. 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
<i>start and finish lessons on time.</i>	<i>come to class on time for every lesson.</i>
<i>help us find the language we need.</i>	<i>speak English as much as possible.</i>
<i>listen to us.</i>	<i>listen to the teacher and each other.</i>

and so on. Start with a couple of clauses and let the class work in groups to find new ones they can all agree on. 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 from time to time.
- ▶ 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 a break in the middle of long activities and relax the English-only rule for 5 minutes (only!). This takes off the pressure and reminds people of the rule.
- ▶ 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 makes the teacher's life difficult, 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.
- ▶ If all else fails with some individual(s), don't be afraid to use the centre's line management. You have tried everything so now it's the DoS's problem!

## 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. There are better ways to be informal and friendly.

### **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 rôle 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 other European countries as well as Turkey, Russia and Japan. 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 England (& Wales!) 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 multiple-choice 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 which helps us to assess skills in students who achieve the same 'raw' score. Students are also given an oral assessment (conducted by a teacher with students in pairs). The Director of Studies carries out the placement of students in classes. Wherever possible, the DoS will take into consideration such factors as nationality, age and gender mix when constructing the classes.

## 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 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 hours and the 'second' teacher will have one hour with the group – this will almost always be the second hour 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. In addition, the main teacher should support the learners in completing their Course Diary which we consider an important memento and record of each student's stay with us.

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, this teacher's 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 rôle-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!", do you?
- 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

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## 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><b>Listening:</b> can recognise familiar words and very basic phrases concerning very familiar topics when people speak slowly and clearly.</p> <p><b>Speaking:</b> can use simple phrases and sentences and interact in a simple way on very familiar topics.</p> <p><b>Reading:</b> can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</p> <p><b>Writing:</b> can write a short, simple postcard, and fill in forms with personal details.</p>
A2	<p><b>Listening:</b> 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><b>Speaking:</b> 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><b>Reading:</b> can read very short, simple texts and find specific, predictable information in simple everyday material.</p> <p><b>Writing:</b> can write short, simple letters, notes, and messages relating to matters in areas of immediate need.</p>
B1	<p><b>Listening:</b> can understand the main points of clear standard speech on familiar matters.</p> <p><b>Speaking:</b> 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><b>Reading:</b> can understand texts that consist mainly of high frequency everyday language and can understand the main points of easy texts.</p> <p><b>Writing:</b> can write simple texts of general interest using the most important structures and basic vocabulary.</p>
B2	<p><b>Listening:</b> 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><b>Speaking:</b> 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><b>Reading:</b> can understand longer texts of middle difficulty using restricted general vocabulary and understand their main idea, viewpoint and some specific details.</p> <p><b>Writing:</b> 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><b>Listening:</b> can understand difficult authentic speech containing a broad vocabulary, picking up explicit and implicit information, even when it is not clearly structured.</p> <p><b>Speaking:</b> 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><b>Reading:</b> can understand long authentic texts, understanding explicit and implicit information through intensive reading.</p> <p><b>Writing:</b> 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><b>Listening:</b> can understand complex authentic speech even on abstract and very specific subjects and picks up implicit information and hidden nuances.</p> <p><b>Speaking:</b> 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><b>Reading:</b> 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><b>Writing:</b> 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>

**Wherever your class starts, the object of your teaching is the next level up!**

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

**ADDITIONAL ITEMS FOR LEVELS B1 AND B2**

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

**ADDITIONAL ITEMS FOR LEVELS C1 AND C2**

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

## 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., <b>like love go enjoy</b>  <b>going to</b> - future intentions/plans  <b>have got</b> - possession                      Imperatives - commands and directions                      Infinitives after verbs E.g., <b>want would like</b>  <b>let's</b> + infinitive                      Past Continuous/Progressive                      Present Continuous/Progressive - current events and future arrangements                      Present Perfect With, e.g., <b>for since</b> etc                      Present simple Positive, negative, interrogative forms and short answers                      Simple Past Positive, negative, interrogative forms and short answers  <b>there is/are/was/were</b>                      Verbs commonly used statively (<b>think know</b> etc)                      AUXILIARIES/MODALS:  <b>can</b> - ability and permission  <b>could</b> - ability in the past and permission  <b>must</b> - obligation  <b>will</b> - requests and futurity  <b>would</b> - requests                      DEMONSTRATIVES AND PRONOUNS:                      Genitives: Saxon <b>s my his mine</b> etc                      Other pronouns: <b>this that each everyone someone</b>                      Subject and Object pronouns: <b>I me myself</b> etc  <b>this that these those</b> etc                      DETERMINERS:                      Articles  <b>few little some any much many a lot of enough all both no every</b> etc                      QUESTION WORDS AND FORMS:  <b>what where when how why who which how much/many/long whose</b>                      THE TIME, DAYS, DATES, MONTHS                      CARDINAL AND ORDINAL NUMBERS</p>	<p>TENSES, ASPECTS AND VERB FORMS:                      Causatives with <b>have</b>                      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  <b>Wish</b>                      AUXILIARIES/MODALS:  <b>can</b> - possibility (compare <b>may</b>)  <b>could</b> - expressing doubt and permission  <b>have to/be able to</b> as alternatives to <b>must/can</b>  <b>may</b> - permission and possibility  <b>might</b> - possibility  <b>must</b> - present deduction  <b>need</b> main verb and modal use for lack of obligation  <b>ought</b> - advice  <b>should</b> - obligation and advice  <b>will</b> - futurity and intention  <b>would</b> - 2nd and 3rd conditional uses and past habits                      CONDITIONALS:                      1st, 2nd and 3rd forms                      Alternatives to <b>if</b> E.g., <b>providing</b>  <b>if</b> vs. <b>whether</b>                      Requests with <b>if</b>                      PASSIVES:                      Formation in present simple and past simple                      Omission of agent                      With modals                      DETERMINERS:                      Articles <b>a</b> vs. <b>the</b> 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 <b>get</b>                      Future Perfect                      Passive causatives                      Perfect aspects and modal verbs                      Progressive perfect aspects  <b>Wish</b> - including past regrets and irritation                      AUXILIARIES/MODALS:  <b>can</b> - tendencies  <b>could</b> - (compare <b>was able to/could have</b>), doubt, sarcasm  <b>dare</b>  <b>might</b> - anger, irritation and sarcasm  <b>must</b> - past deduction (compare <b>couldn't have/can't have</b>)  <b>needn't have done</b> vs. <b>didn't need to</b>  <b>ought</b> - duty  <b>shall</b> as 1st person <b>will</b> and for emphasis in 2nd person  <b>should</b> for obligation and deduction In conditionals without <b>if</b>  <b>will</b> annoying habits Assumptions Insistence                      CONDITIONALS:                      Alterations with modal verbs                      Alternatives to <b>if</b> E.g., <b>providing supposing otherwise else unless provided that on condition that assuming</b>                      Mixed conditionals                      Subjunctive forms                      Tense changes across clauses                      Unfinished conditionals                      PASSIVES:                      Infinitive constructions                      Statal passives                      With complex tenses                      DETERMINERS:                      Countries with articles                      Defined abstracts  <b>few a few a little little less fewer</b>                      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"> <li>- Adjectives</li> <li>- Adverbs</li> <li>- Conjunctions</li> <li>- Nouns</li> <li>- Prepositions</li> <li>- Pronouns</li> <li>- Verbs</li> </ul> <p>NOUNS:</p> <ul style="list-style-type: none"> <li>- Concepts of countability and uncountability</li> <li>- Plurals including common irregulars</li> </ul> <p>ADJECTIVES:</p> <ul style="list-style-type: none"> <li>- Attributive and predicative adjectives</li> <li>- Comparative and superlative forms</li> <li>- Demonstrative adjectives</li> <li>- Possessives</li> </ul> <p>ADVERBS:</p> <ul style="list-style-type: none"> <li>- Degree</li> <li>- Frequency</li> <li>- Manner</li> <li>- Place</li> <li>- Time</li> <li>- Formation from adjectives and common irregulars, e.g., <b>well</b></li> </ul> <p>PREPOSITIONS:</p> <ul style="list-style-type: none"> <li>- Direction</li> <li>- Place</li> <li>- Time</li> </ul> <p>CONJUNCTIONS/CONNECTORS:</p> <ul style="list-style-type: none"> <li>- Co-ordination (<b>and or but</b>)</li> <li>- Subordination (<b>because when that to/so that</b>)</li> </ul>	<p>WORD FORMATION:</p> <ul style="list-style-type: none"> <li>- Affixation</li> <li>- Nouns → verbs</li> <li>- Verbs → nouns</li> <li>- Adjectives → verbs</li> </ul> <p>NOUNS:</p> <ul style="list-style-type: none"> <li>- Concepts of countability and uncountability</li> <li>- Plural verbs with singular nouns</li> </ul> <p>ADJECTIVES and ADVERBS:</p> <ul style="list-style-type: none"> <li>- Participles as adjectives</li> <li>- Comparative and superlative forms</li> <li>- Irregular forms</li> <li>- Adjective order (2 adjectives)</li> <li>- Adverb positions</li> </ul> <p>PREPOSITIONS:</p> <ul style="list-style-type: none"> <li>- Compounds in common phrases</li> <li>- Verbs taking specific prepositions</li> </ul> <p>PHRASAL/MULTI-WORD VERBS:</p> <ul style="list-style-type: none"> <li>- Common compounds</li> <li>- Positions of particles</li> </ul> <p>CONJUNCTIONS/CONNECTORS:</p> <ul style="list-style-type: none"> <li>- Causal</li> <li>- Adversative</li> </ul>	<p>WORD FORMATION:</p> <ul style="list-style-type: none"> <li>- Adjectives → verbs</li> <li>- Affixation including less common affixes</li> <li>- Less common word formation</li> <li>- Nouns → verbs</li> <li>- Rules for affixation</li> <li>- Stress</li> <li>- Verbs → nouns</li> </ul> <p>ADJECTIVES and ADVERBS:</p> <ul style="list-style-type: none"> <li>- Adjective order</li> <li>- Adverb positions</li> <li>- Compound adjectives - stress and hyphenation</li> <li>- Inversion after negative-function adverbials</li> <li>- Irregular forms</li> <li>- Proleptic adverbs</li> </ul> <p>PREPOSITIONS:</p> <ul style="list-style-type: none"> <li>- Compounds in common phrases</li> <li>- Verbs taking specific prepositions</li> </ul> <p>PHRASAL/MULTI-WORD VERBS:</p> <ul style="list-style-type: none"> <li>- Compounds with less common verbs</li> <li>- Positions of particles</li> </ul> <p>CONJUNCTIONS/CONNECTORS:</p> <ul style="list-style-type: none"> <li>- Role as discourse markers</li> </ul>

**Pronunciation**

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

## 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?
- ▶ What topic area(s) would be appropriate?
- ▶ How am I going to review / introduce the grammar and the vocabulary?
- ▶ How am I going to practise it so that the class are confident in using it?
- ▶ How am I going to make it personal for my learners?

You can come in at any point in the syllabus and work from there. Here are some examples:

### Example 1

*I'm teaching a class at Level A2 (Pre-intermediate) and I want to focus on the topic of Food and Drink because my class seem interested in that kind of thing. That's the Topic area decided.*

*They need to be able to: ask about and express opinions about food and drink, ask for and give information about eating habits, suggest and accept / decline suggestions about what to eat and where. That's the function focus sorted.*

*The grammar they will need to do this is questions forms in the present simple, some adverbs such as usually, sometimes, never and the ability to use the present perfect to talk about experiences and be able to say things like "I've never tried snails." and so on. That's my grammar focus organised.*

*A lot of this will be speaking activities but I can get them to write about what they like and don't like as well as do a rôle play on planning where to eat by reading a local restaurant guide in the paper but I'll need to teach the language of making and rejecting / accepting suggestions first. I can also get them to listen to me talking about what I like and don't like or telling an anecdote about an awful eating experience. They could write an e-mail about what they think of English food.*

*Clearly, I'll need lots of vocabulary work around food so we can do some reading of menus and so on. I can get that from almost any coursebook along with pictures of food items. Now, I wonder if the restaurant will lend me a few of their menus and a selection of vegetables.*

*That's it. Now I can plan each lesson for the whole of the first 3 days.*

### Example 2

*I'm teaching a class at Level B2, judging by the Can do statements above. My class say they want more speaking practice and they need more vocabulary, especially verbs, to talk about activities. I think they also need to review past tense forms and reported speech. I want to provide a balance of skills work but focus particularly on speaking and listening.*

*I'll need to find a good listening with someone talking about something they did in the past – a holiday, an awful experience, something memorable. I'll see what's in the course books we have. I can start with that and do a review with a few exercises of past forms such as past*

*simple, past progressive, past perfect and so on. It seems that a focus on past progressive being interrupted by past simple – I was enjoying the meal when suddenly I found ... etc. – would be a good place to start. We can also review what language they have to talk about activities like sports, hobbies, pastimes and so on. They'll need language like I enjoy + gerund and so on. I'll have to input some more advanced vocabulary here – adjectives and adverbs would help but I'll also need verbs such as take pleasure in and can't bear or can't stand and so on. I'll make a list and we can practise the pronunciation and the intonation putting words like really, truly, certainly and so on. Another list. Now I can get them to interview each other and report back on what they said but I'll need to review reported speech first. I'll look out a coursebook unit on that and that will fill two of my lessons at least. Now I can plan the week.*

### **Example 3:**

*I'm teaching a class at level C1 (Upper intermediate) and I want to activate their knowledge of modal verbs – they seem to know the verbs and what they mean but they avoid using complicated structures with them to talk about the past.*

*Look at the language syllabus (above) and you'll find a list of appropriate modal verb uses for your level. You could choose, say, making deductions. Notice, too, that the function of making deductions appears on the list for the level below yours. It's just a matter of extending the ability to say I think he was here. to He must have been here. etc.*

*Now do a bit of language analysis of your own (or consult a good grammar) and make sure you are happy with using modals to make deductions about past events – He could have been here. He might have been here. He can't have been here. He must have been here. is enough to start with. Now break it down – two lessons on making firm deductions (with must have and can't have), two on making tentative deductions (with might have, could have, mightn't have and couldn't have). Don't try to do too much.*

*Now you'll have to think of a good context for the language. Pictures are good for getting the concepts right – don't use too many and keep it simple. You need to set this difficult language in a clear context and check and double check that the concepts are clear. Text can be used as a stimulus, too. Things like, Have you noticed John isn't smoking? – He must have ... – But I saw him with a cigarette earlier so he can't have ...” and so on. Present this language clearly, practice the pronunciation and intonation and do some controlled writing practice so that the class are 100% comfortable with the form – be thorough. In a subsequent lesson, you can extend the practice by using some more materials. A trusted favourite is moving into an apartment and finding some of the belongings of a previous occupant to make deductions about. Prepare a list: ten empty vodka bottles, a broken CD, a postcard from Vienna and so on. In pairs or groups, the class have to make positive and negative deductions about the previous tenants.*

*Then, and only then are you ready to move on to more tentative deduction with could and might.*

### **The sample week plans**

**You could simply implement one of these plans but that would be more than slightly unimaginative and would be unlikely to appeal to your learners or meet their needs. Use the samples as a base and insert your ideas and lessons which address the needs of your class into the programme.**

**Notice how important it is 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. Nor will Elac.**

**Sample week programmes – the main teacher teaches lessons 1 and 3. The second teacher teaches lesson 2.**  
**Sample 1 – Levels A1/A2**

[contents ↑](#)

	LESSON 1	LESSON 2	LESSON 3
DAY 1	Grammar review / presentation: question forms in present. Writing: designing a short questionnaire – 6 questions for each person in the class.	Listening: talking about routines and work / school. Speaking: talking about routines. (Grammar activation – present simple vs. present progressive)	Speaking and writing: Conducting the questionnaire, taking notes of answers, putting the results together, presenting the results in poster form. Reading other people's results. Homework: writing to an English friend asking questions about England. Four things you want to know.
DAY 2	Homework review – what questions did you ask? Can anyone give me the answers? Functional focus: Asking for information – time, place and directions around the campus – exponents: Where is ...? What time/ day does / do ...? How do I get to ...? Grammar focus: prepositions of time and place: <i>at, in, on, next to, about, by, after, before, in front of</i>	Elac workbook 1: A day in the life of an Elac student Preparing what to say – group work and individual lists. Vocabulary: everyday activity verbs, time linkers ( <i>then, before, after</i> etc.) (Grammar activation – present simple)	Writing focus: E-mail a friend about staying with Elac. What do you do? When?, Where?, What do you like?, What don't you like? Homework: Find 5 things on the Elac social programme that you will do and prepare to say why. (Source: Elac workbook)
DAY 3	Homework review: What will you do? Grammar review / activation: <ul style="list-style-type: none"> <li>▪ adverbs of frequency</li> <li>▪ gerund following verbs (<i>enjoy, like, don't like, love, prefer</i> etc)</li> </ul> Function focus – asking about / expressing likes and dislikes. Practice: Find someone who ... activity. Topic area: free time activities.	Elac workbook 2: A day in the life of an Elac student Writing the description Vocabulary: everyday activity verbs, time linkers ( <i>then, before, after</i> etc.) (Grammar activation – present simple)	Making plans: What do you want to do at the weekend? Grammar review / activation: Infinitive after verbs referring to future events ( <i>would like, want, expect, hope</i> etc.) Homework / class work: diary (Elac workbook)
DAY 4	Homework review: read each other's diaries and ask more questions – <i>when, why, who with</i> etc. Grammar review / activation: present perfect with unfinished time. <i>What have you done this week?</i> <i>Have you ...?</i> <i>I haven't ... yet.</i> etc.	Project: THE PERFECT SUMMER SCHOOL Planning and idea generation in groups. Location. Facilities. Activities. etc.	Vocabulary focus: dangerous and extreme sports – <i>hang gliding, mountaineering, white-water rafting</i> etc. Grammar focus: Have you ever? <i>Would you like to ... + go, try, have a go.</i> Class mingle activity and report back.
DAY 5	Topic area: travel and tourism. Recognising places. Grammar focus: present perfect + <i>been</i> (not gone) + past simple for timed activities. <i>Have you ever been to ....?</i> When did you go? Practising mini-dialogues.	Project: THE PERFECT SUMMER SCHOOL Writing up and poster presentation.	Writing a postcard to a friend about your first week in England. Review of grammar for the week: E.g., " <i>You know I love going to discos so this week I have been to one every night.</i> " etc.

## Sample 2 – Levels B1/B2

[contents ↑](#)

	LESSON 1	LESSON 2	LESSON 3
DAY 1	Grammar review: the first conditional. Getting the concepts clear. Moving on: presenting the second conditional. Writing: designing a short moral test: – 6 questions for each person in the class. What would you do if you found a ten-pound note etc.	Listening: talking about unusual situations and places. Speaking: talking about places they would like to visit and places they wouldn't like to live. (Grammar activation – I would like / love to go to ... etc.)	Speaking and writing: Conducting the moral test, taking notes of answers, putting the results together, and presenting the results in poster form. Reading other people's results. Homework: writing about a time when they told a lie.
DAY 2	Homework review – what lie did you tell? Why? Functional focus: Expressing degrees of certainty – What would happen if ... vs. What will happen if ... Grammar focus: first and second conditionals. Pronunciation: 'd and 'll.	Elac workbook 1: Writing a postcard. Talking about what you want to do while you are in England. Preparing what to say – group work and individual lists. Vocabulary: types of attractions, causal linkers ( <i>because, as, in order to</i> etc.) (Functional focus – expressing hopes and interest)	Reading and Writing focus: Responding to a friend who is planning something drastic – changing jobs or moving abroad, e.g. What would / will you do if ...? When will you know if ...?, Where will you go if ...?, Homework: Find 5 things on the Elac social programme that you would like to do and prepare to say why. (Source: Elac workbook)
DAY 3	Homework review: What did you find? In pairs, suggest answers to your homework questions. E.g., What would you do if the new job didn't work out? I'd look for another. etc. Grammar review / activation: <ul style="list-style-type: none"> <li>▪ modals – could, may, might</li> <li>▪ 2<sup>nd</sup> conditional with modals of possibility</li> </ul> Function focus – expressing degrees of certainty.	Elac workbook 2: Writing the postcard. Send it to another student – they respond	Dreams: What would you like to do in the future? Where will you be in 20 years? Vocabulary and Topic areas: Lifestyles and Professions Grammar review / activation: Conditionals 1 and 2. Homework / class work: diary (Elac workbook)
DAY 4	Homework review: read each other's diaries and ask more questions – <i>when, why, who with</i> etc. Grammar review / activation: wish <i>What regrets do you have?</i> Introduce: <i>I wish I hadn't ... because ...</i> Revision of past perfect for this function.	Project: THE PERFECT SUMMER SCHOOL Planning and idea generation in groups. Location. Facilities. Activities. etc.	Vocabulary focus: dangerous situations. Writing a story about a disaster. Preparation (speaking and note taking): Where? What happened? Who to? Getting the language together.
DAY 5	Writing the story. Process writing skills – drafting, reviewing. Poster presentation.	Project: THE PERFECT SUMMER SCHOOL Writing up and poster presentation.	Review of the week's language: What was good / bad? Wishes for next week. What have you learned? How will you build on it?

## Sample 3 – Level C1

[contents ↑](#)

	LESSON 1	LESSON 2	LESSON 3
DAY 1	<p>Topic area: The Media. Types of media: print, TV, film etc. Differences and similarities. Functional focus: making comparisons. Structural focus: <i>as ... as, so ... as, whereas, although, on the other hand</i> etc.</p>	<p>Using the Internet Dangers and advantages. Vocabulary focus: language of IT: <i>link, menu, site map, attachment, URL, ISP, formats, upload, download</i> etc.</p>	<p>Speaking and reading: Comparing two papers – tabloid and broadsheet. Differences and commonalities. Homework: reading a newspaper – choosing an article / story that appeals. Preparing to explain it to another.</p>
DAY 2	<p>Homework review – talking to someone else about the article / story. Listening: a news report. Listening skills focus: listening for gist and key words.</p>	<p>Elac workbook 1: Report on the course centre. Talking about what is better and what worse. Using the language of comparison – <i>however, although, but</i> etc. Preparing the report – find five areas to comment on. Vocabulary: language of degree – <i>reasonable, excellent, outstanding, below par</i> etc. (Functional focus – expressing and eliciting opinion)</p>	<p>Writing focus: Writing a news report. Preparation Structure of reports. Tense flows – present perfect to past simple. Headlines etc. Homework: continue preparation</p>
DAY 3	<p>Writing the news article. Process writing skills – drafting and reviewing.</p>	<p>Elac workbook 2: Writing the report.</p>	<p>Speaking focus. Converting the news article to a radio report. Changes to vocabulary and sentence length. Writing the script and reviewing the draft. Homework / class work: diary (Elac workbook)</p>
DAY 4	<p>Speaking focus: recording the news report. Focusing on intonation and pronunciation. Focusing on tense structures. Listening to each other's reports.</p>	<p>Project: THE ELAC TIMES Planning and idea generation in groups. Events. Personalities. etc.</p>	<p>Vocabulary focus: talking about world affairs. What happened? Preparation in groups: Politics – researching the vocabulary. War – researching the vocabulary. Social affairs – researching the vocabulary. Groups exchange lists.</p>
DAY 5	<p>Discussion: Topic identification. Preparation of opposing arguments. Rehearsal of arguments.</p>	<p>Project: THE ELAC TIMES Writing up and poster presentation.</p>	<p>Having the debate. Review of the week. What have you learned? How will you build on it?</p>