

**COURSE TITLE: «GENERAL ENGLISH»**

**COURSE LEVEL: Elementary**

**COURSE DURATION:** 15-18 weeks with 4 ac.hrs per week (*two lessons/week*).

**GOALS OF THE COURSE:**

- ✓ acquire general information from different sources and media under selected themes;
- ✓ communicate with friends in informal situations;
- ✓ read adapted texts and summarize the content;
- ✓ write letters in formal and informal style.

**OBJECTIVES OF THE COURSE:**

Upon completion of the course the students should be able to demonstrate the ability to:

- ✓ understand basic expressions and have learned questions and statements about self, work, hobbies, and daily routines in predictable situations; basic greetings, introductions and statements about feelings;
- ✓ understand simple descriptions of people and familiar objects; simple suggestions, requests, and directions; basic questions and statements in everyday social situations; the main idea of a short conversation or presentation on a familiar topic;
- ✓ ask for and give personal details such as name, job, nationality, and family information;
- ✓ use simple greetings and introduce oneself and others;
- ✓ describe physical and personal characteristics of people;
- ✓ talk about simple feelings, daily routines, and habits; likes, dislikes, hobbies, and personal interests;
- ✓ talk about different kinds of transportation, such as buses, trains, and planes; calendar dates and make appointments;
- ✓ order food in a restaurant and make simple requests in stores and restaurants;
- ✓ talk about events or activities in the past, present, and future;
- ✓ ask for and give advice, apologize, express gratitude, and make suggestions;
- ✓ describe an illness to a doctor;
- ✓ participate in social activities and dinner parties;
- ✓ make a hotel reservation.

**THEMATIC STRUCTURE OF THE COURSE (SAMPLE):**

Program topics (the themes taken at the course)

- ✓ Cities
- ✓ Work and study
- ✓ Water
- ✓ Leisure time
- ✓ Transport
- ✓ Food
- ✓ Shopping
- ✓ History and Culture
- ✓ Inventions
- ✓ Money
- ✓ Homes

✓ Travel

## COURSE OUTLINE (FIRST 18 LESSONS)\*:

Week	Theme	Lesson activities	
		Day 1	Day 2
One	Cities	<p>Introducing <i>new vocabulary</i> related to the topic: Cities and places in a city, buildings and places;</p> <p><i>Practicing pronunciation</i> of these words and expressions;</p> <p><i>Explaining grammar:</i> to be: affirmative, negative, question, short forms; usage of there is\there are: affirmative, negative, question; a lot;</p> <p><i>Practicing to ask</i> personal questions and questions about different cities;</p>	<p><i>Listening</i> to the Interviews in a language school and answering questions about the content;</p> <p><i>Listening</i> to TV program and writing down new words;</p> <p><i>Reading:</i> magazine article from in-flight magazine and completing Fact sheet about a city;</p> <p><i>Writing</i> a description of a city using topic related vocabulary;</p> <p><i>Role-play situation: on the street (saying &amp; describing where places are)</i></p>
Two	Work and study	<p><i>Acquisition</i> of new vocabulary: jobs and places of work, jobs in an office;</p> <p><i>Introduction of grammar:</i> Present Simple: affirmative, negative, questions;</p> <p><i>Speaking</i> about work and reporting on someone's job\study; completing extracts about professional areas with suitable words and expressions.</p>	<p><i>Listening to the</i> Interview with a student and understanding the main points; Answering questions to the listening.</p> <p><i>Reading</i> Profiles of different working people and completing one of your own;</p> <p><i>Writing:</i> A CV;</p> <p><i>Role-play situation:</i> in an office (asking for information)</p>
Three	Water	<p><i>Vocabulary introduction:</i> verbs and words connected with water;</p> <p><i>Talking</i> about water and deserts, asking questions about routines and habits;</p> <p><i>Practicing pronunciation</i> and principals of usage;</p> <p>Grammar: Question words, adverbs of frequency;</p>	<p><i>Listening</i> to TV interview about deserts and completing exercises on content;</p> <p><i>Reading:</i> publicity leaflet; festival program and discussing how much you know about water;</p> <p><i>Learning how to write</i> description of any process (syntax and style);</p> <p><i>Role-play situation:</i> at a festival (making suggestions and responding to suggestions)</p>
Four	Leisure time	<p><i>Introducing new vocabulary:</i> types of film; leisure activities, sports, holiday accommodation, activities;</p> <p><i>Practicing new expressions,</i> nouns and verbs in speaking form: talking</p>	<p><i>Listening</i> to the interview with members of a health club;</p> <p><i>Reading</i> a website template about world cinema, health club leaflet, leaflets for holiday resorts and</p>

about films, holidays and spare time; completing;

*Grammar:* Articles, can, can't: ability and possibility;

Learning how to write a description of a table or bar graph, practicing vocabulary;

*Role-playing situation:* at a travel agent's (asking for information, saying no politely, exchanging basic information)

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<b>Five</b>	<b>Transport</b>	<p><i>Introducing new vocabulary</i> related to transport and air travel;</p> <p><i>Learning and practicing usage</i> in content (exercises and text) and sharing ideas about best means of transport;</p> <p><i>Discussing</i> different means of transport;</p> <p><i>Grammar practice:</i> Comparison: comparative and superlative adjectives;</p>	<p><i>Listening</i> to the people talking about transport and doing exercises on comprehension;</p> <p><i>Reading</i> article Q&amp;A in magazine on urban transport and writing description of a transport system;</p> <p><i>Role-play situation:</i> at a ticket agency (booking and buying a ticket)</p>
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**Six**

**Revision and Progress test**

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<b>Seven</b>	<b>Food</b>	<p><i>Vocabulary consideration</i> (looking through words and expressions and practicing pronunciation): food and drink, international food;</p> <p><i>Grammar:</i> count and uncountable nouns, some and any, much, many, a lot of; how much? How many;</p> <p><i>Learning the language techniques</i> for describing objects (photos) and practicing describing food problems;</p>	<p><i>Listening</i> to the Interview about eating habits and extracting new vocabulary;</p> <p><i>Reading</i> Magazine article from health magazine and sharing ideas about diets;</p> <p>Reading a charity leaflet and a flyer for conference, then <i>writing</i> a restaurant review with recommendations;</p> <p><i>Role-playing situation:</i> at a conference (requests and offers; talking about numbers and quantities)</p>
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<b>Eight</b>	<b>Shopping</b>	<p><i>Vocabulary consideration:</i> shops and shopping; identifying American and British words;</p> <p><i>Talking</i> about shopping habits, discussing shopping preferences;</p> <p><i>Grammar study:</i> Present Continuous: affirmative, negative, questions; contrasted with present simple;</p>	<p><i>Listening</i> to the radio program about discussing online shopping and extracting necessary words for describing buying habits;</p> <p><i>Reading</i> magazine article about shopping and completing a Business report on distribution channels (based on template);</p> <p><i>Writing:</i> writing informal email to your friends describing ideas about shopping centers and discount seasons;</p> <p><i>Role-play situation:</i> at a meeting</p>
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(giving advantages and disadvantages; describing places)

<b>Nine</b>	<b>History and culture</b>	<p><i>Introducing new vocabulary:</i> buildings; types of exhibits in museum and pictures in art gallery;</p> <p><i>Talking</i> about ancient civilizations, discussing change in culture, lifestyles - using new vocabulary and forming questions about novelties seen before;</p> <p><i>Grammar:</i> past simple: to be, could-couldn't;</p>	<p><i>Listening</i> to short presentations on technology and cultural changes;</p> <p><i>Reading</i> a text from history book and <i>discussing</i> new vocabulary;</p> <p><i>Reading</i> a magazine article about cultural change and then taking notes of new words and expressions;</p> <p><i>Reading</i> a museum leaflet for sharing ideas about museum exhibits and <i>Writing</i> a description of an object;</p> <p><i>Role-play situation:</i> at a museum (polite requests and finding out important information)</p>
<b>Ten</b>	<b>Money</b>	<p><i>Presenting</i> new vocabulary for further usage in communication: money and phrases connected with money;</p> <p>Learning how to bargain and operate in bank;</p> <p><i>Talking</i> about different ways of spending and saving money – sharing ideas;</p> <p><i>Grammar:</i> should\shouldn't; have to, don't have to;</p>	<p><i>Listening</i> to information about safety in the UK and completing the text with missing words;</p> <p><i>Taking notes</i> while listening to help in discussion;</p> <p><i>Reading</i> a poster advertising of a meeting; FAQs re micro-credit; scanning the information form web page for a case study;</p> <p><i>Writing</i> informal letter;</p> <p><i>Role-play situation:</i> Giving opinion (asking for and giving opinion; expressing thoughts and opinions)</p>
<b>Eleven</b>		<b>Revision and Progress test</b>	

\* THIS IS A SAMPLE OUTLINE REFLECTING THE GENERAL NATURE OF THE COURSE. ALL SYLLABI ARE SUBJECT TO CHANGE BY THE TEACHER FOR INDIVIDUAL STUDENT'S PURPOSES.

**COURSE LITERATURE**

1. Language Leader, Course book, Longman
2. English Vocabulary in Use, Elementary, Cambridge University Press
3. Grammar practice for Elementary Students, Longman

**COURSE POLICIES**

**Teaching methods**

Role-plays, dialogues, translation completion, text reading and discussion, audio-records listening, small summaries writing and other activities available to the teacher by the methodic approach chosen for the course, etc.

**Attendance**

Attendance is essential and required (legitimate excuses will be considered). When circumstances prevent you from attending a class, it is your responsibility to notify the teacher or coordinator, preferably prior to the absence. The critical level of missed lessons is set up at 20%. By reaching the critical level of missed classes the school is entitled to stop your studies.

**Homework and homework check**

Homework is provided every lesson and is given 5-10 minutes before the end of the class. Home task may vary in dependence on the skills being developed.

Every lesson begins with check-up of your homework; the typical home assignments for this Program will include retelling, text reading and translating, vocabulary study, grammar exercises completion;

**Revision**

The Revision is set up one lesson before the Progress Test and two lessons before The Final one; it assumes revising of vocabulary and grammar material.

Besides, the lessons are set up as a consequent process of proper practice of the material taken before. The revision of already studied grammar and vocabulary is arranged every lesson so that the student has to encounter with it in every exercise, listening task and text.

**Progress test**

The progress test is mandatory and held every 8-10 lessons to check and control the advance. The assignments of test are obligatory to include topic discussion, translation completion, text reading and retelling.

**Final Test**

The Final Exam assumes oral (this may involve discussing, telephone talk role-play, text skimming with non-stop retelling and discussing) and written (grammar translation completion and letter writing) assignments.

The Exam is credited by points. Every task (oral\written) is marked with max 25 points. If you make a mistake you get one point less. So you seem to succeed if you get not less than 80 points.

**Certificate**

At the end of your course you can request the certificate on education. The certificate is awarded to students who complete the program and who don't possess any financial and other obligations before Active English. To claim the Certificate you must succeed in passing The Final Test.