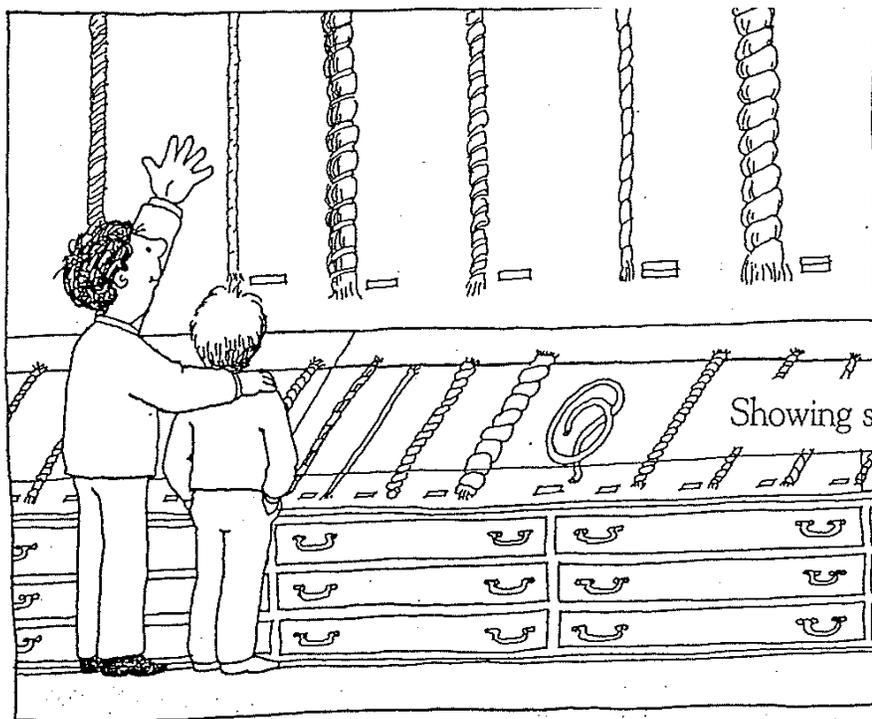


Courses, Levels and Objectives

We are principally interested in teaching the students useful, communicative English. This involves such skills as using appropriate words (and gestures!) in particular contexts, and knowing how intonation and stress can affect meaning. A written syllabus cannot adequately cover these less tangible areas yet they are vital if we are to teach 'real' English. And finally, brimming with good intentions and brandishing our box of tricks let's also be realistic and admit that we not going to make a huge impact on the English of students who will only be with us for, say, two weeks. Yet by setting ourselves achievable goals and constantly asking ourselves 'What will the students be able to do with the English I am teaching them?' we shall certainly make their time spent in lessons extremely worthwhile. So let's make the lessons **FUN**, **FUNKy** and **FUN**ctional for them!



Showing someone the ropes.

ELEMENTARY LEVEL

<u>POSSIBLE TOPICS/ SETTINGS</u>	<u>LANGUAGE FUNCTIONS</u>	<u>STRUCTURAL AND LEXICAL ITEMS</u>
At the Airport First day on a course or in a new job	<u>Meeting and greeting people and saying good-bye</u> (formal and informal)	<i>How do you do? v. Hello</i> <i>Good morning! Good-bye</i> <i>See you!</i>
Name Age Nationality JOBS/OCCUPATIONS Family Home Address Birthday INTERESTS and HOBBIES Favourite FOOD SPORT Types of CARS Routines and habits TV PROGRAMMES	<u>Talking about oneself and asking about people</u>	The Alphabet <i>What? How? Who?</i> <i>Where? How much? How many? When?</i> Present simple tense - affirmative, negative and interrogative Singular v. plural and irregular plurals <i>A/an/ some/any/the</i> <i>Much/many</i> <i>I like -ing, I dislike -ing</i> <i>I'm interested in -ing</i> <i>Can v. can't</i> Numbers - <i>one, two v. first, second</i> etc. Days and months Possessives
Telling the TIME Discussing the WEATHER CLASSROOM SURVIVAL (asking about the meaning, spelling and pronunciation of words and phrases) HEALTH and how one is feeling	<u>Asking general questions and answering them</u>	<i>Excuse me</i> (and other ways of interrupting / getting attention) <i>Can/could/may</i> <i>What is the weather like?</i> Present progressive tense - affirmative, negative and interrogative Parts of the body Names of ailments
Hometown SCHOOL-LIFE in own country Hurtwood House A good friend A SPORTS PERSONALITY A troublemaker Cranleigh Guildford LONDON TOURIST TRAPS The best car on the road COUNTRY v. CITY LIFE	<u>Talking in detail about people, places and things</u>	Adjectives relating to age, character, personality, size, shape, colour, substance etc. Comparative and superlative of adjectives <i>There is v. There are</i> <i>They're</i> <i>This/that/these/those</i> <i>She has got (v. She got)</i> Prepositions
At a chemist's In a boutique In a department store At a stationer's At a supermarket British clothes sizes FASHION MONEY At a BANK A look at SHOP SIGNS	<u>Requesting help</u> (in shops and banks)	<i>I'd like /Could/May.. please</i> and other polite ways of asking for sth. <i>I'd prefer</i> and other ways of expressing preference <i>A little v. a few</i> <i>How much v. How many?</i> <i>It's too + adj.</i> Words of measurement Containers e.g. <i>a jar of, a packet of, a carton of</i> Quantities e.g. <i>a pound, a dozen, a bunch</i>

Specific written skills

1. Completion of a simple registration form.
2. A short description of oneself, a family member or one's home (using capital letters, apostrophes, commas and full stops).
3. A postcard home

Language building:

1. Find other words for these adjectives: *great, nice, good, bad, strange, big, large, little, small, old, young, interesting, rich, poor, quiet, happy, cold, bright, fat, funny, boring.*
2. Short responses in social situations:
Congratulations!, Good Luck!, Happy Birthday!, Happy anniversary!, all the best!, You're welcome, I'm so sorry, Bless you! etc.

LOWER INTERMEDIATE LEVEL

Any revision from the previous level, if necessary.

<u>POSSIBLE TOPICS / SETTINGS</u>	<u>FUNCTIONS</u>	<u>STRUCTURAL and LEXICAL ITEMS</u>
<p>Present simple: NATIONAL CUSTOMS TRADITIONS related to birth, marriage and death Weekends v. weekdays ETIQUETTE around the world BODY LANGUAGE e.g. winking, shrugging Dangerous or different JOBS and SPORTS INTERVIEW with a famous person HOLIDAYS Present continuous: A COMMENTARY on a drama unfolding PLANS after Summer course A description of what's happening in PICTURES, PHOTOS AND POSTERS</p>	<p><u>Discussing what people do and what they are doing</u></p>	<p>Present simple v. present continuous tense including tags and contracted forms Present simple for habits, customs, scientific facts Adverbs of frequency e.g. <i>sometimes, often</i></p> <p>Present continuous for now and definite future plans Verbs not used in continuous form e.g. <i>know, remember, seem, belong</i> Verbs in both simple and continuous form e.g. <i>think, see, look, hold, have</i></p>
<ul style="list-style-type: none"> •DIRECTIONS in the street and MAP -READING •Travelling by bus, train, taxi and underground •STREET and ROAD SIGNS •At the TOURIST INFORMATION CENTRE •BANKING TRANSACTIONS 	<p><u>Requesting specific information when out and about</u></p>	<p>Vocabulary for monuments, buildings, landmarks etc. Polite ways of getting attention, making a request and expressing thanks e.g. <i>I'd like please</i> Prepositions of direction and place Imperatives Distances: <i>How far is...?</i> Use or omission of <i>the</i> e.g. <i>Oxford Street, the High Street</i> Words for <i>WC!</i> Use of present simple for arrival and departure times</p>
<ul style="list-style-type: none"> •Places where one can eat out •Understanding MENUS •DIETS and DIETING •ANOREXIA •Being a VEGETARIAN •The reputation of ENGLISH FOOD •RECIPES •MANNERS AND EATING HABITS in different cultures •PUB NAMES •LICENSING LAWS •UNUSUAL DELICACIES •TYPES OF CELEBRATIONS 	<p><u>Ordering a meal and discussing FOOD</u></p>	<p>Drinking expressions <i>Cheers!</i> Specific vocabulary relating to courses, items on menu and drink Food adjectives - comparative and superlative. <i>It's too + adj.</i> Adjectives relating to HEALTH Imperatives e.g. <i>mix</i> and Adverbials e.g. <i>first, then</i> for recipes Markers of comparison and contrast e.g. <i>while, whereas</i></p>

- HOLIDAYS
- AFTER LEAVING SCHOOL
- AMBITIONS
- RESOLUTIONS
- An interview with a celebrity for HELLO magazine
- PARTY ELECTION PROMISES
- HOROSCOPES, TEA LEAVES AND CRYSTAL BALLS

Discussing future plans, events and intentions

- Present progressive
- 'Going to' future in contrast
- 'Will' future
- Conditional sentences with present simple and 'will' future
- e.g. *If I pass my exams, I'll go....*

- OKLAHOMA 1995
- TERROR on the JAPANESE UNDERGROUND
- V.E.DAY
- MY OWN OBITUARY
- The game of 'Consequences'
- An event which shocked me
- The WORST FILM ever made
- THE LIFE OF a CULT FIGURE
- An ageing popstar reflecting on past life

Talking about the past

- Past simple: - negative, interrogative and tags
- Irregular past simple forms
- Sequencing adverbs e.g. *after*
- Adjectives and verbs describing states of mind and feelings
- Adverbs of manner
- I used to

- Opinions about e.g. *FAME*
- VIDEO GAMES are mindless
- SCHOOL-preparation for life?
- SMOKING - Why ban it ?
- AN EYE FOR AN EYE
- MARRIAGE is out-of-date
- HISTORY never learns from its mistakes
- Balloon debate
- Argument between two drivers after car collision

Expressing one's opinion

- Phrases to state one's opinion e.g. *As far as I'm concerned, I believe that*
- Phrases expressing agreement and disagreement (formal and informal)
- Phrases expressing indifference (formal and informal)
- Oaths!
- Adverbs expressing degrees of certainty e.g. *probably, definitely*

Specific written tasks

1. Keeping a daily diary (This does not need to be corrected).
2. A recipe for a national dish.
3. Completion of a detailed registration form.
4. An account of a bad dream (using past simple tense).
5. A short personal letter (with appropriate layout).
6. Writing telephone messages.

Language building:

1. British vs American English (Different in grammar, pronunciation, spelling and vocabulary)
2. Idioms related to food e.g. *sour grapes; to eat humble pie*

Idioms related to health & wellbeing e.g. *to feel up to scratch*; *to be on cloud nine*

3. Phrasal verbs with LOOK e.g. *to look for*, *to look at*, *to look after*, *to look out*
Phrasal verbs with TAKE e.g. *to take after*, *to take off*, *to take in* etc.
4. To have something done e.g. *to have the car washed*.

INTERMEDIATE
LEVEL

Any revision from previous levels, if necessary

POSSIBLE
TOPICS/SETTINGS

LANGUAGE FUNCTIONS

STRUCTURAL AND
LEXICAL ITEMS

Past simple:
Discussing the plot of a FILM
Yesterday's news
Present perfect:
NEWS COMMENTARY
e.g. *A bomb has just exploded...*
Recriminations: *You've never..*
Therapist to patient: *Have you ever...*
An impatient person e.g. *Have youyet?*
Interview for a job: *Have you had any serious illnesses?*

Talking about the past and the recent past

Past simple with *ago, last, in 1994*
past simple v. present perfect tense (affirmative, interrogative negative and tags)
Present perfect with *yet, since, already, just, recently, ever, never*
Present perfect for actions in incomplete periods of time

- HEALTH questionnaire
- SMOKING and DRINKING
- JUNK THE JUNK FOOD
- A.I.D.S.
- COSMETIC SURGERY
- YOGA and MEDITATION
- The emphasis on health in ADVERTISING
- FITNESS FANATICS
- STRESS in our lives
- VISIT to DOCTOR or DENTIST

Discussing HEALTH

Vocabulary relating to parts of the body and internal organs
Adj. and verbs to do with healthy and unhealthy living e.g. *obese, to gorge, balanced diet*
Names of illnesses, diseases and symptoms
Nouns relating to nutrients in diet
Verbs/adjectives relating to ways of cooking food e.g. *boiled*
Modals for obligation e.g. *If you want to be healthy you must/should/ought to/have to...*

- STRIP CARTOON
- ROMANCE
- PEER PRESSURE
- ADVERTISING on TV and in the Press
- PROBLEM PAGE
- PARENT/TEENAGER or TEACHER/STUDENT PROBLEMS

Making suggestions, persuading and giving advice

Let's...How about... Would you mind... If you would...
Phrases for inviting, apologising declining e.g. *I'd rather not...*
Comparative and superlative of adjectives and adverbs
Clauses expressing reason and consequence: *as, so that, so*
Adverbials expressing opposition e.g. *however, even so, nevertheless*
Use of conditionals for giving advice e.g. *If you want to.. you'll have to...; If I were you...*

- Rules of a named SPORT
e.g. CRICKET
- ORIGAMI
- Are YOUR PARENTS
STRICT?
- ROAD SIGNS
- Rules of FILM
CENSORSHIP

- Understanding written
INSTRUCTIONS
How to work the pay phone,
the cash dispenser, the word
processor
- Teaching DANCE STEPS

Explaining rules and
instructions

- Sequencing adverbials e.g.
First of all, then
- Imperatives and other ways to
express what is obligatory
- Conditionals e.g. *If you catch
the ball...*
- Impersonal expressions e.g.
*It is essential that, It is forbidden
to...*

- Looking at GRAFFITI
- SEX DISCRIMINATION
- A FILM, PLAY, BOOK,
PAINTING OR POEM
- EUTHANASIA
- IRRITATING PEOPLE
- IMPRESSIONS of ENGLISH
LIFE
- Feelings at/about BIRTH,
MARRIAGE, DIVORCE
and DEATH.
- SCHOOL - preparation
for Life?

Discussing one's feelings
about things, people,
and situations

- Adjectives and verbs
relating to feelings
- Qualifiers e.g. *extremely*
such a moving film, so realistic
- Relative clauses with *who*,
whose, which, where, whom,
that
- Euphemisms to refer to
unpleasant events
e.g. *They parted company*
She passed away

Specific written tasks:

1. Draw up a questionnaire entitled: 'How healthy are you?'
2. Write a letter to an 'Agony Aunt' requesting advice about a problem. Write an answer to someone advising him/her how to deal with ha problem.
3. Invent an advertisement for a household product, a beauty product or a car.
4. Write a set of rules for a named sport.
5. Love at first sight? Does this exist? Write half a page about this (using a full range of punctuation and connectives).

Language building:

1. Propositional phrases with *in* (e.g. in a hurry) *by, for, on, without, under, at* and *off*.
2. Verb + -ing or to e.g. *I dread giving, I enjoy visiting, I hope to go, she promised to meet me*
3. Phrasal verbs with GO (e.g. *to go out, to go in for, to go along with, to go through*)
PUT (e.g. *to put out, to put up with, to put on*)

- COME (e.g. *to come round, to come to, to come across*)
 MAKE (e.g. *to make off with, to make out, to make for*)
4. Word formation. Forming adjectives from nouns (e.g. *emotion – emotional, excitement*
excited)
 Forming verbs from nouns (eg *advertisement – to advertise, persuasion – to persuade*)
5. Idioms using **foreign words** e.g. *ad nauseam, bête noire, crème del al crème, paparazzi*
 involving **animals** e.g. *to let the cat out of the bag, to let sleeping dogs lie*
 relating to **people** e.g. *bimbo, high-flyer, yuppie*
 involving **emotions and feelings** e.g. *to give someone the cold shoulder, to get on*
like a house on fire
6. Topical Acronyms e.g. *EU, MP, VE Day*
7. Words which are easily confused (Homophones – same pronunciation, different meaning) e.g. *allowed/aloud, weather/whether, bear/bare*

**UPPER
INTERMEDIATE
LEVEL**

Any revision from previous levels, if necessary

**POSSIBLE TOPICS/
SETTINGS/ACTIVITIES**

Past perfect:
The background to a historical, religious or social problem
An account of the sequence of events/actions leading up to a DISASTER
Any action CHAIN STORY using past tenses
EMOTIONAL REACTIONS:
e.g. She laughed/ swore because he'd...
Politician reflecting on election failure: *If we had ... we would have....*
Past continuous:
ALIBI : *At 7 o'clock I was...*
Parents returning early from holiday to find : *The music was blaring...*
With *while* + 2 actions:
Lives of 1)service men and 2) their families back home in war years

- SEX EDUCATION in schools
- Any recent, popular FILM
e.g. Forest Gump
- BLOOD SPORTS - why the fuss?
- GREEN ISSUES
- Reasons for taking DRUGS
- The BRITISH ROYAL FAMILY should be scrapped
- Desert Island game
- Which PERSONALITY in the news would be most welcome to visit Summer School ?
- PROBLEMS AND MORAL DILEMMAS *e.g. You witness someone shoplifting. What should you do?*

FUNCTIONS

Discussing events in the past

Expressing and justifying one's opinion

**STRUCTURAL AND
LEXICAL ITEMS**

Past perfect including:
interrogative, negative and tags
Use of past simple v. past perfect tense for sequencing
Ordering devices: e.g. as soon as, prior to that, after that
Conditional 3 *e.g. If I had, gone, I would have...*

Past continuous including negative, interrogative and tags.
Use of past simple v. past continuous for interrupted actions
Use of *while* + 2 past continuous actions

Phrases to express agreement and disagreement (formal and informal)
Markers of contrast
e.g. whereas
Markers of concession
e.g. although
Means of exemplification
e.g. for instance
Summarising *e.g. In short...*
Expressions useful for 'butting in' and questioning a point raised *e.g. So you're saying...*
Phrases to challenge an argument *e.g. Are you suggesting that...?*
Phrases marking depth of opinion *e.g. I'm convinced that*
The unexpected: *Oddly enough*
Believe it or not...

- MURDER SCENE: What happened?
- Analysis of HANDWRITING
- Analysis of DOODLES
- GUESSING the next picture in a CARTOON STRIP
- Speculating about the economy, politics, sport
- IMPOSSIBLE SITUATIONS:
If I had won the Lottery Jackpot last week, I would have...

Discussing the possible,
the probable and
the impossible

Modals and verbs expressing possibility and probability
e.g. *might, I expect*
Revision of future tenses
Conditionals 1, 2 and 3
If you go to London,...
If I met Prince Charles,...
If I hadn't come to Hurtwood Summer School,...

- Re-tell/report:
- FAIRY TALE (re-tell correctly first time then 'embroidered' the second time!)
 - TELEPHONE conversation
 - A JOB INTERVIEW that made you sweat
 - THE NEWS
 - What group members think about e.g. Pres. Clinton, the Eurovision Song Contest, tax fiddling, vivisection etc.

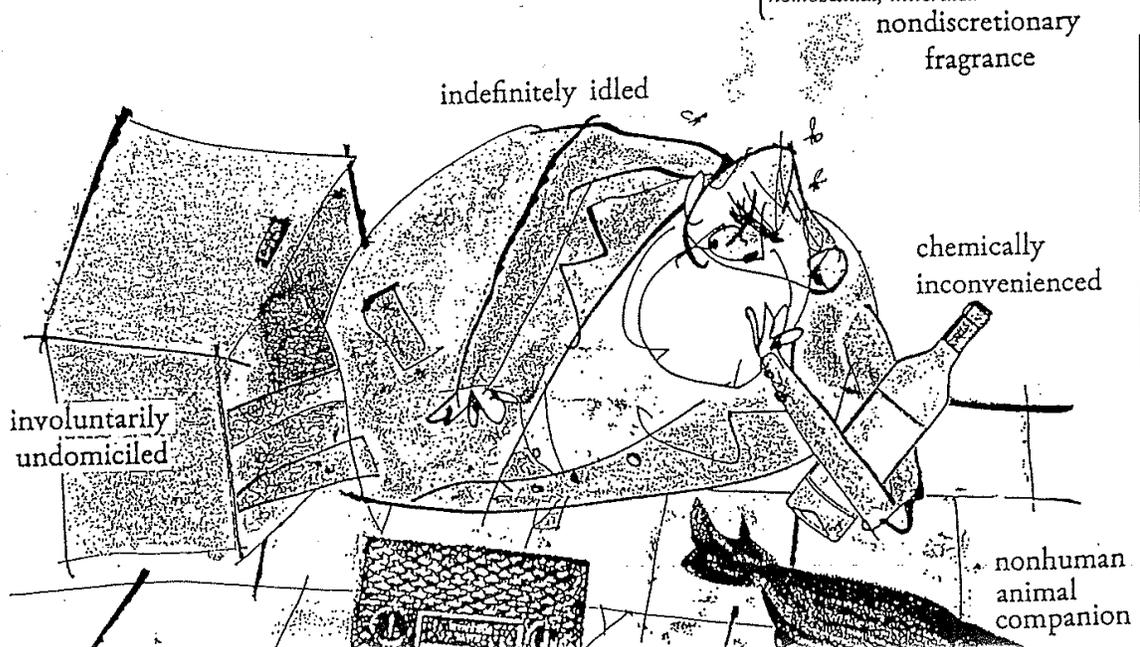
Reporting/ Re-stating
information

Direct v. Indirect Speech:
Changes in tense, pronouns and adverbs
Commands: '*Don't do that!*'
He told me not to ...
Questions and word order:
'How long have you worked for IBM?'
He asked me how long I had worked for IBM
Introductory verbs:
e.g. *warn, advise, persuade, admit, accuse, suggest, pretend, refuse and promise*
Cases where there are no verb changes in indirect speech

- Forgetting someone's name
- Responding to bad news
- How to reply when offered something you hate
- Avoiding being chatted up
- Pointing out a *faux pas* at a formal function
- POLITICALLY CORRECT LANGUAGE

Managing unforeseen situations
and being tactful

Formal and informal expressions of apology/request
Use of understatement, euphemism and circumlocution
Politically correct language:
e.g. nouns: *ageism, birth name*
adjectives: *sexually active, physically challenged, morally different*
Words we may no longer use!
e.g. *bald, deaf, fat, ugly, homosexual, illiterate...*



Specific written skills:

1. Write Curriculum Vitae.
2. An account of the life of someone famous (using a good range of connectives and accurate punctuation).
3. Two contrasting dialogues showing how disagreement can be expressed formally and informally.
4. Short written horoscopes for all signs of the Zodiac.
5. Re-tell (using indirect speech) how someone tried to force you to handover some money outside a nightclub/party.
6. A formal business letter (e.g. a letter of complaint) with appropriate layout and language.

Language building:

1. Everyday abbreviations explained e.g. *etc, RSVP, PS and mph*
2. Foreign and classical terms used in English e.g. *alter ego, bête noire, nouveau riche, ad hoc, angst*
3. Phrasal verbs with
BRING (e.g. *to bring back, bring out, bring up, bring about*)
GET (e.g. *to get over, get along with, get out*)
TURN (e.g. *to turn against, turn up, turn to*)
BREAK (e.g. *to break down, break in, break off*)
4. Idioms:
 - Slang e.g. *bonkers, iffy, plonk, old banger, wet blanket*
 - Idioms which sound funny e.g. *mumbo jumbo, fuddy-duddy, hotchpotch, gobbledygook, namby-pamby*
 - Historical idioms e.g. *Hobson's choice, money for old rope*
5. Common prefixes and suffixes
6. Word order e.g. *one brand new pink Swiss woollen ski hat! Re-arranging words in the right order.*

ADVANCED
LEVEL

Any revision from previous levels
if necessary

POSSIBLE TOPICS
/THEMES

- Pleasant feelings e.g. in
- SUCCESS
- FRIENDSHIP
- PEACE
- Unpleasant feelings in
- PHOBIAS
- EMBARRASSING moments
- LOSS
- GUILT

- DEPRIVATION of any of the five senses and resulting feelings
- Feelings conjured up by MUSIC
- SELF-IMAGE feelings
- MALE/FEMALE differences in how we react to events
- Imagine the feelings of :
 - the unborn child
 - a bull in a ring
 - an ant or a bird!

- WAR / PEACE
- LIFE / DEATH
- LOVE / HATE
- YOUTH / OLD AGE
- BEAUTY / UGLINESS

- Comparison between DIFFERENT COUNTRIES and CULTURES
- OPPOSITES ATTRACT. True?

- FAMINE
- A.I.D.S.
- The DRUGS PROBLEM
- A PERSONAL DILEMMA
- EXAM STRESS
- UNEMPLOYMENT
- MORAL AND ETHICAL IMPLICATIONS of people's actions e.g.
 - ABORTION
 - GENETIC experimentation

LANGUAGE FUNCTIONS

Talking about pleasant and unpleasant feelings

Comparing and contrasting people, places, objects, ideas and ideals

Discussing cause and effect

STRUCTURAL AND LEXICAL ITEMS

- Abstract nouns and corresponding adjectives expressing feelings e.g. *embarrassment, embarrassed inferiority, inferior*
- Use of prepositions in e.g. *embarrassed about, ashamed of, aggressive towards.*
- Verbs showing how one is feeling e.g. *shudder, gasp, wink, beam, stutter, hesitate* etc.
- Adjectives to do with sensations e.g. *smooth, soft, slimy*
- Verbs showing how people treat /relate to each other e.g. *betray, hurt, envy, admire, respect, understand*

- Contrasting nouns, verbs and adjectives e.g. *victory, failure; to lose one's temper, to keep calm; optimistic, pessimistic*
- Connectives used to express comparison e.g. *similarly* and contrast e.g. *whereas*
- Connectives which limit the area of similarity or difference e.g. *in that, insofar as*
- Connectives used to express concession e.g. *although, despite the fact that...*
- In writing: use of the semi-colon for balancing contrasting statements
- Revision of forms of the comparatives and superlatives of adj. including irregular forms

- Subject specific vocabulary
- Clauses of result: *so... that, such..... that*
- Clauses showing reason : *due to, owing to, because*
- Nouns: *factor, consequence*
- Connectives: e.g. *thus*
- Verbs: *to result in, to lead to*
- Conditional 1, using two present tenses: *If trees are cut down, wild life suffers*
- Expressions showing approval/disapproval

- NEWS HEADLINES e.g.
Students arrested in...
- FACTORY and AGRICULTURAL processes
e.g. How chickens *are farmed*
How cars *are manufactured*
- Processes involved in BUILDING A HOUSE
- RECYCLING SCHEMES in different countries
- Interpretation of FLOW CHARTS showing processes
- INSTRUCTIONS explaining WHAT YOU WANT DONE at work or at home while you are away
e.g. *I'd like the minutes of the meeting to be sent..., the files to be organised etc.*
- TERRORIST DEMANDS
e.g. *The prisoners are to be released*

Describing processes

- The passive:
- Passive infinitive: *The materials have to be taken*
 - Perfect passive infinitive: e.g. *The President is thought to have been shot by guerrilla forces*
 - Impersonal passive constructions e.g. *It is believed that, it is said that*
 - Use of *need, want* and *require* with passive meaning: e.g. *My watch needs cleaning*
 - Ways of linking parts of sentences involving passives e.g. *After being...,..... Having been...,..... Before being...,.....*
e.g. *After being put into storage containers, the goods are then transported..*

- Looking at e.g.:
- MUSIC
 - PLAYS
 - POEMS
 - PAINTINGS
 - STATUES
 - SHORT STORIES
 - NONSENSE POETRY and the British sense of humour
 - Reasons for writing, the target audience, the writer's/artist's point of view, depiction of life/society etc.
- Newspaper/Magazine ADVERTISEMENTS:
- Looking at e.g.
- GENDER ROLES
 - YOUTH
 - SOCIETY
 - CLASS CATEGORIES
 - PRODUCT PROMOTION
 - CULTURAL assumptions

Talking about the ARTS

- General critical vocabulary e.g. *crude, compelling, harrowing, overrated, tasteless*
 - Vocabulary for discussing poetry: *theme, rhythm, symbolism, allegory, intonation etc.*
 - Different types of writing: e.g. *argument, description, exposition, narrative*
 - Figurative language e.g. *simile* and *metaphor*
 - Formal and informal language
 - Technical terms to discuss music.
- Superlatives,
 - onomatopoeia
 - connotations of words
 - use of imagery
 - foreign words
 - imperatives

Specific written skills:

1. Prepare a speech for a debate in which you warn your audience of the effects of a planned course of action (e.g. releasing a convicted murder from prison, building a motorway near town).
2. Describe a process (e.g. how tea is made, how wine is produced) using passive forms.
3. Have you ever seen a work of art/exhibition/unusual portrait etc. which took your breath away or which left you cold? Describe your experience.

Language building:

1. Idioms
 - Using similes and metaphors e.g. *as cool as a cucumber, as tick as two short planks, a storm in a teacup*
 - Using proverbs e.g. *once bitten twice shy, one swallow does not make a summer, let sleeping dogs lie*
 - Current expressions e.g. *DIY, toyboy, nightmare scenario*
2. Looking at negatives of nouns, verbs, adjectives (e.g. negatives with: *dis-, mis-, il-, ir-, un-, anti-* etc)
3. Review of punctuation rules
4. Phrasal verbs with
 - DOWN e.g. *close down*
 - Out e.g. *close out*
 - Off e.g. *lay off*
 - Up e.g. *shut up*
5. Prepositional phrases e.g. *peace with, in time for, in the hope of, in love with*
6. Word formation: Forming nouns from adjectives e.g. *aggressive – aggression*
Forming nouns from verbs e.g. *criticise – criticism*
7. English words/phrases used abroad e.g. *le weekend*
8. Common errors in English e.g. *its, it's; whose, who's; less, fewer; lie and lay etc.*

Attainment Targets

Elementary Level

1. To know what to say when meeting/being introduced to people both in formal and informal situations.
2. To be able to understand basic written and oral questions (in the present simple tense) and to respond to these. To ask someone simple questions about him/herself, using appropriate stress and intonation. To be able to ask for help/clarification when a question is not clear.
3. To understand range of vocabulary relating to one's home, family, native country and immediate surroundings, both in spoken and written form; to be able to talk about these subjects and to write a short description, using simple sentences and basic punctuation.
4. To have no difficulty in communicating requests in shops and to phrase these with a suitable level of formality and politeness.
5. To be able to give a short, appropriate response conveying praise, good wishes or sympathy in social situations.

Lower Intermediate Level

1. To be able to ask, understand and respond to questions using the present simple, present progressive, 'will' and 'going to' future, and past simple tenses (to refer to present actions, everyday life and personal history). To be aware of the different future uses of the present simple, present progressive, 'will' and 'going to' future tenses. To be able to discuss recent items in the news using the past simple tense; to write a short account with accurate use of the past simple tense, basic punctuation and simple/compound sentences.
2. To be easily understood when requesting travel information, directions to a place and help regarding other essential services; to be familiar with a range of setting-specific vocabulary/phrases and to use these correctly and in context. To express one's requests with appropriate stress and intonation and with a suitable level of formality. To be able to interpret and discuss written information, for example as presented in train timetables.
3. To have a good understanding of the words and phrases used in menus and recipes; to be able to order a meal and comment on the food. To be able to discuss issues/facts related to food, diet, national dishes and eating habits.
4. To be able to express one's opinion formally and informally, using expression of agreement, disagreement and indifference with suitable stress and intonation.
5. To write a short, personal letter, with appropriate expressions, lay out and punctuation.

Intermediate Level

1. To use English to suggest, advise, instruct and to order i.e. 'to affect the behaviour of others', both formally and informally and with an awareness of the degree of obligation implied. To be able to understand suggestions made, advice offered and rules/instructions given both in spoken and written form.
2. To be able to discuss issues related to health; to be able to extract general and specific information from articles on the subject. To be able to express symptoms, if necessary, to a doctor/dentist and to understand the treatment proposed.
3. To talk or write about an outing/activity/book/situation/social issue, conveying the necessary shades of opinion and feeling. To write an essay on the topic of one's reaction to a specific event, using simple, compound and complex sentences, connectives and a full range of punctuation.
4. To write a semi-formal letter, with appropriate expressions, layout and punctuation
5. To sustain a flow of conversation, responding to questions and interruptions, and to follow colloquial dialogues adequately.

Upper Intermediate Level

1. To be able to sequence events in the past using the past simple and past perfect tenses and to use the past continuous and past simple tenses to refer to interrupted actions in the past. To be sensitive to, and know how to, express degrees of future certainty and uncertainty, having mastery of the tenses and modals necessary to convey these distinctions orally and in writing.
2. To be able to use a full range of verb tenses and forms to report statements, questions, request and commands. To be aware of when such reporting requires changes in verb tenses, pronouns and adverbs and when no changes are necessary.
3. To be able to expand upon and justify one's opinion when taking part in both a formal and an informal discussion; to present one's arguments in a logical and convincing way.

In writing, to express one's point of view using clear pronominal reference, a variety of sentence types, effective discourse markers and appropriate use of punctuation.

To understand linguistically complex discussions and to be sensitive to subtleties of intonation; to be able to write a concise summary of what has been read or heard, with few syntactic errors.

4. To write a formal business letter, with the appropriate layout, phrasing and level of formality.
5. To have the linguistic control to manage conversations in unexpected situations where tact, sensitivity or firmness are called for. To be able to manipulate language to this end.

Advanced Level

1. To be sensitive to and express, in written and spoken form, shades of emotion, sensation and opinion. To be able to express personal feelings as well as empathy.
2. To be able to compare and to contrast abstract and concrete subjects, using appropriate markers of comparison, contrast and concession.
3. To be able to discuss cause and effect, taking into account the personal, global and ethical implications of actions/situations/problems. In writing, to use a range of verbs, nouns and connectives to mark cause, effect and deduction.
4. To recognise and use passive forms in all tenses and to be aware of situations/contexts where the use of the passive is desirable or effective; for example, in media reporting.
5. To give an objective and subjective appraisal of plays, poems, prose, songs, works of art, employing an extensive range of critical vocabulary. In analysing written texts, to be aware of the literal and figurative meaning so the language as well as the writer's purpose.
6. To be able to give a clear, accurate and detailed presentation on a prepared topic, using complex sentences and few syntactic errors. To be able to extract key information from a general or a specialised article and to express this succinctly.
7. To understand discussions at a high linguistic level and to be able to formulate complex questions. To have no difficulty in following colloquial dialogues between native speakers, and to contribute to the conversation effectively and naturally.