



# Sample Summer Syllabus

Summer  
A1/ Elementary

**Course book: New English File (fourth Edition) Elementary**

**Oxford Business College syllabus in correlation to CEF Framework:**

**Entry Level:** Level A1

**Exit Level:** Level A2

**CAN-DO at entry level:**

**WRITING:** Can write simple isolated phrases and sentences.

**READING:** Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

**LISTENING:** Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

**SPEAKING:** Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

**STUDY SKILLS:** Can possibly differentiate style and register to a basic degree. Can use basic classroom language. Can understand names of Activities; Reading, Writing, Listening etc

**Aims and Objectives (CAN-DO at exit level):**

**WRITING:** Can write short, simple formulaic notes relating to matters in areas of immediate need.

**READING:** Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

**LISTENING:** Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.

**SPEAKING:** Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

**STUDY SKILLS:** Can do the entry level 'can dos'. Can recognise many phonemic symbols, stress marks. Will have familiarity with using (bi-lingual) dictionary. Can store vocabulary using spidergrams, word maps, collocation, etc.

## General Specifications

This syllabus has been designed to form a basic structure for the lessons at this level for a twelve-week summer programme. It is based on the main textbook, supplemented by a skills development textbook, and provides an initial method of supplementation for the materials provided in the book. The textbook should be seen as providing about 75% of the course material. The suggested supplementation and teacher's supplementation should provide the rest of the lesson. This should be of an appropriate level and relevance to language content and context.

Teachers will use their experience and expertise to adapt the material to their class profiles and individual student needs. The course book material should be completed in the time given but the time period given for this gives the teacher plenty of time to use their experience and expertise to introduce related supplementary materials that fit with class needs and individual learner needs.

Teachers always teach their classes in line with the Oxford Business College Academic Framework in the Curriculum Policy.

The maximum number of students in the class will be dependent on facility resources, with no class exceeding 16, and it is assumed that the students will fall within the band of ability of this level as suggested by the testing procedure. The lessons will last for 90 minutes twice a day and will be a total of fifteen academic hours per week.

Progression on the course is anticipated to be advancement of one CEFR level over a 12-week period.

## Class Profile

Summer General English students take the course in order to improve their level of English in general but also to have a cultural experience in the UK. As such, the students tend to be focused on developing their level in line with improving academic and social ability. However, they are also here to have fun, immerse themselves in British life and have an enriching cultural experience.

Students will likely have a basic effective understanding of English and be ready to take on learning and developing a wider range of vocabulary and grammar structures. As students are typically studying English in schools, colleges and universities in their home countries, there will be a bigger focus on communication and transactional language.

The class will be made up of a mix of nationalities and ages, typically college or university age (18-20+). The teacher's approach should reflect this and take into account the range of expectations of students who may not have studied in a communicative class-based system before.

Students will benefit from regular practice, drilling exercises and a high amount of free practice to build confidence for practical 'real world' use. Pronunciation should be considered in some form in all lessons. All skills should be practised throughout the course. Contexts and scenarios should reflect relevant 'real world' usage for spending time in the UK over more academic/ exam based focus (eg. essay writing, listening to prolonged lectures).

## Progress measurement during the Student's courses:

During a student's course, his or her progress is measured by the Oxford Business College academic staff in four ways:

### **On a day to day basis by the teacher in the class**

All OBC teachers' lessons have clear objectives and the achievement of these objectives is continually checked by the teacher in a variety of ways during or at the end of the execution of the lesson. Furthermore, the teacher will revise points and objectives of previous lessons and check again they have been understood throughout the week's lessons, and longer.

### **In the form of course book unit progress tests**

At the end of each textbook unit, a progress test of the unit content will be given to students. This may be given in class time, to complete as homework, or a combination of both. Staff should note that students will not be moved levels based solely on results of any tests completed outside of exam conditions.

### **In a once-a-month tutorial between student and class teacher**

Students will have a one-to-one tutorial with their teacher in which they have the opportunity to discuss their own perception of their progress and learning (they fill out a self-assessment form and the teacher listens to their opinions about their progress and learning ability). If the student has done badly in the unit progress tests, or states that he or she feels they are not progressing as fast as they would like, or would like to work on a certain aspect of their studies in their self-assessment, the teacher will refer them to the Student Support Service for guidance or additional classes. Student self assessments, progress tests and student interaction with Student support are kept in the student's academic files.

### **End of course checks in the form of new level assessment**

All students receive an end of course re-assessment to check that they have made the progress targeted by their course, be it a level increase or progress within the same level.

## Books to Avoid

Teachers should refrain from using the New English File suite at levels other than Elementary/ A1. These books are used in previous and subsequent level courses.

## Homework

Homework should be given at least once a week as a general principle but the teacher should decide the nature of the work. Guidance is available from the Director of Studies or Lead Teacher.

Sample Summer Elementary Syllabus weeks
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Week	Topic	Pages	Lexis	Grammar	Supplementary Materials	Revision/ link to previous work	Comments
ONE	Meeting people, Nationalities	4-7	Numbers 1-20; Days of the week. Countries & nationalities, numbers 20-1000,	Pronouns. Verb – to be & making simple questions,	To be organised by the teacher	None	Homework/ classroom activities can be taken from pages 4/5 'Nice to meet you'
	His and her names; The classroom; What's in your bag,	8-11	Personal information: address, phone number; The classroom, common objects,	possessive adjectives: my, your...etc; Plurals, this/that/these/those	To be organised by the teacher	Getting to know you revision; making questions using 'be'	
	On a plane, completing a form	12-15	Useful travel phrases; ordering a drink	Revision of be, demonstratives, plurals, prepositions	To be organised by the teacher	Revision Test covering material from first week	End of unit 1 test, writing activity, completing a form (page 13) suggested homework.
TWO	Typically British, meeting someone	16-19	Verb phrases: irregular plurals & common verb phrases. Food/drink & lifestyle	Present simple + and – and making questions	To be organised by the teacher		
	Artist and musicians, relatively famous people,	20-23	Jobs, family, useful social phrases	a/an + jobs, possessives, present simple	To be organised by the teacher	possessives; common objects, common verb phrases, present simple	
	Hotels and sending informal emails.	24 -27	Making reservations; social English	Revision of present simple third person, possessives, prepositions, question words	To be organised by the teacher	Revision test covering material from week 1&2	End of unit 2 test, writing an informal email (page 25) suggested homework

Week	Topic	Pages	Lexis	Grammar	Supplementary Materials	Revision/ link to previous work	Comments
THREE	Skills development week	Headway 8, 14, 7-19	Using a dictionary, methods of organising vocabulary, word stress in numbers		Headway Academic Skills: Listening, Speaking and Study Skills Level 1		Homework to be set by teacher accordingly.
	Using adjectives to describe American culture, waking up, getting out of bed	28-31	Adjectives useful for popular culture & the USA, daily routine	Common adjectives, telling time, present simple	To be organised by the teacher	Link to Study Skills material	
	Describing lifestyle, Japan, festivals	32-35	Time words, expressions, dates	Adverbs of frequency, prepositions of time	To be organised by the teacher	Adjectives and telling the time,	
FOUR	Ordering in a coffee shop, Describing a favourite day	36-39	Hot drinks and snacks; weekend activities	Verb phrases connectors and sequencers; prepositions,	To be organised by the teacher.  One day devoted to students' requests*	Revision of material covered in weeks 1, 2 & 3	Writing activity (page 37) suggested homework
FIVE	Dancing and hobbies	40-43	Free-time activities, likes and dislikes, Verb phrases,	Can/can't ability; Like + (verb + -ing);	To be organised by the teacher		
	Finding people attractive & falling in love, music	44-47	Love story phrases, music genres	Object pronouns: me, you, him etc, Possessive pronouns: mine, yours...etc	To be organised by the teacher	Ability	
	Shopping for clothes, Describing a friend, Social English	48-51	Clothes and buying clothes, asking somebody out, physical description, likes and dislikes	Spelling; can for ability; prepositions	To be organised by the teacher	Free-time activities	writing activity (page 49) suggested homework

Week	Topic	Pages	Lexis	Grammar	Supplementary Materials	Revision/ link to previous work	Comments
SIX	Skills development week	Headway Academic skills: Listening and Speaking 1: P6-7, 18-19;	Recognition of phonetic symbols Word and sentence stress, awareness of style and register		To be organised by the teacher		
	Famous historical people & artefacts, holiday in Australia	52-55	Word formation: Paint -> painter, past time expressions	Past simple of be: was/were, past simple regular verbs	To be organised by the teacher	Revision of Study Skills	
	Girls Night out, Murder in a country house.	56-59	Go, have, get; irregular verbs	Past simple: regular and irregular verbs		Past Simple	
SEVEN	Shopping and social English; Describing 'firsts' and 'lasts'	60-63	Souvenirs; dating vocabulary; describing a holiday; First and last times; Past time expressions	Past simple verb forms; noun suffixes; have, go, get; prepositions revision	To be organised by the teacher  One day devoted to students' requests*	Revision of material covered in weeks 5 & 6  Revision test covering material from Units 4-5	Units 5 revision test. Write an interview featuring yourself (Page 63 exercise A) - suggested homework)
EIGHT	Describing houses	64-67	Houses and furniture, Telling a story in the past	There is/There are/There was/There were; prepositions of place	To be organised by the teacher		
	Neighbours & Living in the City	68-71	Verb phrases + vocab for towns and cities	Present simple v. present continuous	To be organised by the teacher	Week 1: Revision of there is/there are/there was/there were	
	Directions, social English, writing a postcard	72-75	Asking for and giving directions; finding your way; Telling the history of a house	Using different tenses to describe a visit; prepositions revision			Homework: write a postcard (p73)

Week	Topic	Pages	Lexis	Grammar	Supplementary Materials	Revision/ link to previous work	Comments
NINE	Skills development	Headway Academic: Reading and Writing Skills p: 8, 12-13; 32	Parts of Speech, Taking notes, sequencing vocabulary.				
	Food & Water	76-79	Food and drinks; countable and uncountable nouns	Articles and quantifiers: a/an, some/any, how much/how many, a lot/not much etc	To be organised by the teacher	Revision of study skills material	
TEN	Plans & Predictions	80-83	Holidays + Life event verb phrases (get married etc)	'Going to' future plans and predictions	To be organised by the teacher	Week 1: Articles and quantifiers	
	Restaurants, recipes and Social English	84-87	Reading a menu; ordering a meal; making a sandwich; healthy and unhealthy food	Would; imperatives; going to and prepositions revision.	To be organised by the teacher	Revision of material covering weeks 4-5	End of unit 7 test. Writing a recipe suggested homework
ELEVEN	True/False and world's most extreme cities	88-91	Weather, Personality adjectives	Comparatives and Superlatives	To be organised by the teacher		
	Dangerous Activities; Living abroad	92-95	Adventures and Common adverbs	Would like to v. like, Adverb usage	To be organised by the teacher	Week 1: comparatives and superlatives; weather vocabulary	
	Making Reservations, Checking out, Social English	96-99	Hotel description; formal and informal emails. Describing a location in detail	Adjectives, adverbs and prepositions revision	To be organised by the teacher	Week 2: Would like to	End of unit 8 test. Writing activity (page 97) suggested homework

Week	Topic	Pages	Lexis	Grammar	Supplementary Materials	Revision/ link to previous work	Comments
TWELVE	Past Experiences (Places visited, books read etc)	100-103	Past participles (incl. 'been to'); Cinema experiences; books v films comparison	Present perfect v. past simple	To be organised by the teacher	Comparatives and superlatives	
	Skills development	Headway Academic Skills: Reading and Writing: Pages 25,43, 55, 61	Presentations		To be organised by the teacher		
	Revision/End of course test And feedback	104-107	Revision of Lexis from Units 8 & 9	Revision of Grammar Units 8 & 9			End of book grammar test (p105) suggested homework