

SYLLABUS

A2

English Preparatory Program

Main Course

Reading

Writing

Listening

Speaking

Integrated Skills

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Introduction

Common European Framework of Reference for Languages (CEFR) document generates the base in deciding the results of the curriculum and in preparing the syllabus of the Preparatory program, as well as British Council – EAQUALS: Core Inventory for General English, which is also based on the CEFR.

Basic User	A2	Track I	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
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References

- *Common European Framework of Reference for Languages: Learning, Teaching, Assessment.* Cambridge University Press
- *British Council – EAQUALS Core Inventory for General English.* B. North, A. Ortega, Susan Sheehan
- *Waystage 1990.* J.A. van Ek and JLM Trim. Cambridge University Press.

Syllabus aims

The aims of the syllabus, listed below, are the same for all learners and are to:

- develop the ability to understand the target language in a variety of registers
- enable the learner to communicate confidently and clearly in English
- form a sound base of skills, language and attitudes required for further study, work, and leisure
- develop insights into the cultures and civilisation of where English is spoken
- encourage positive attitudes to language learning and a sympathetic approach to other cultures
- further intellectual and personal development by promoting learning and social skills.

The aims of this syllabus are to enable learners to develop the language and skills needed for effective, sophisticated communication in English and to provide them with an opportunity to gain an insight into English-speaking societies around the world.

In addition to practising listening and reading, a particular attention to the promotion of accuracy and the wealth of structures in the more active skills of speaking and writing is aimed. It is hoped that an emphasis on grammar and syntax will result in an increased sophistication in the way learners can express their own ideas and build them into a cogent argument, whether orally or in writing.

Objectives

The communicative objectives of the track are designed to encourage learners to use their receptive and productive skills in a competent way.

SPEAKING

Spoken Interaction

- I can ask people how they feel in different situations. For example: “Are you hungry?” or “Are you ok?” and say how I feel.
- I can ask and answer simple questions about home and country, work and free time, likes and dislikes.
- I can ask and answer simple questions about a past event. For example, the time and place of a party, who was at the party and what happened there.
- I can make and accept invitations, or refuse invitations politely.
- I can make and accept apologies.

Spoken Production

- I can describe myself, my family and other people.
- I can describe my education, my present or last job.
- I can describe my hobbies and interests.
- I can describe my home and where I live.
- I can describe what I did at the weekend or on my last holiday.
- I can talk about my plans for the weekend or my next holiday.

LISTENING

- I can understand simple information and questions about family, people, homes, work and hobbies.
- I can understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help.
- I can understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly.
- I can understand short, clear and simple messages at the airport, railway station etc. For example: "The train to London leaves at 4:30".
- I can understand the main information in announcements if people talk very clearly. For example: weather reports, etc.

READING

- I can understand short, simple texts containing familiar vocabulary including international words.
- I can find the most important information in advertisements, information leaflets, webpages, catalogues, timetables etc.
- I can understand the main points in short, simple news items and descriptions if I already know something about the subject. For example: news about sport or famous people.
- I can understand short simple messages from friends. For example: e-mails, web chats, postcards or short letters.

WRITING

- I can write a simple message, for example to make or change an invitation or an appointment to meet.
- I can write a short message to friends to give them personal news or to ask them a question. For example, a text message or a postcard.
- I can complete a questionnaire with information about my educational background, my job, my interests and my skills.
- I can write about things and people I know well using simple language. For example: descriptions of friends, what happened during the day.

STRATEGIES

- I can start a conversation.
- I can explain what I don't understand and ask simply for clarification.
- I can start, maintain, or end a short conversation in a simple way.
- I can ask somebody to repeat what they said in a simpler way.

Courses

Guided learning hours

The A2 level course in English Preparatory Program (EPP) consists of 160 hours of guided learning over the duration of the eight-week track.

Couse code	Course name	Guided hours
IHP101	Main Course	80
IHP102	Reading	16
IHP103	Writing	16
IHP104	Listening	16
IHP105	Speaking	16
IHP106	Integrated Skills	16

Course content

In the examinations, questions will be set on the following content:

Grammar

- Adjectives – comparative, – use of ‘than’ and definite article
- Adjectives – superlative – use of definite article
- Adverbial phrases of time, place and frequency – including word order
- Adverbs of frequency
- Articles – with countable and uncountable nouns
- Countables and Uncountables: much/many
- Future Time (will and going to)
- Gerunds
- Going to
- Imperatives
- Modals – can/could
- Modals – have to
- Modals – should
- Past continuous
- Past simple
- Phrasal verbs – common
- Possessives – use of ‘s, s’
- Prepositional phrases (place, time and movement)
- Prepositions of time: on/in/at
- Present continuous
- Present continuous for future
- Present perfect
- Questions
- Verb + ing/infinitive: like/ want-would like
- Wh-questions in past
- Zero and 1st conditional

Vocabulary

- Adjectives: personality, description,
- feelings
- Food and drink
- Things in the town, shops and shopping
- Travel and services

Functions

- Describing habits and routines
- Describing past experiences
- Describing people
- Describing places
- Describing things
- Obligation and necessity
- Requests
- Suggestions

Topics

- Education
- Hobbies and pastimes
- Holidays
- Leisure activities
- Shopping
- Work and jobs

Discourse Markers

- Linkers: sequential – past time

Scheme of assessment

For A2 level in English Preparatory Program, students take all the components.

COMPONENT	WEIGHTING
Main Course Three Quizzes; one in-class, and two take-home online (100 marks each) One in-class Progress Test at the end of the track (100 marks)	30%
Integrated Skills One take-home online quiz (100 marks) One in-class Progress Test at the end of the track (100 marks)	10%
Reading One in-class quiz (100 marks) One in-class Progress Test at the end of the track (100 marks)	15%
Writing Two written papers; in-class (50 marks each) One in-class Progress Test at the end of the track (100 marks)	15%
Listening One in-class quiz (100 marks) One in-class Progress Test at the end of the track (100 marks)	15%
Speaking One in-class quiz (100 marks) One in-class Progress Test at the end of the track (100 marks)	15%

Assessment objectives

AO1	Understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books, and other forms of extended written and spoken material.
AO2	Manipulate the target language accurately in spoken and written forms to demonstrate an ability to choose appropriate examples of lexis and structure.
AO3	Select and present information, organising arguments and ideas logically.
AO4	Research and discuss aspects of the history, current affairs or cultures of countries where the target language is spoken.

Breakdown of assessment components

Main Course

The assessment of learners in this component is subdivided into six different examinations, whose total provides the final score for any learner's assessment in Main Course.

Tests may include a variety of question types, which are listed at the bottom of this chapter.

Main Course – Quiz 1

Paper based, 45 minutes, 100 marks

Learners answer multiple questions on the use of language and vocabulary combined with language skills of reading, writing, or listening.

Main Course – Quiz 2

Online, 100 marks

Learners answer multiple questions on the grammar, vocabulary combined with language skills of reading or listening.

Main Course – Quiz 3

Online, 100 marks

Learners answer multiple questions on the grammar, vocabulary combined with language skills of reading or listening.

Main Course – Progress Test

Paper based, 60 minutes, 100 marks

Learners answer multiple questions on the use of language and vocabulary combined with language skills of reading, writing, or listening.

Reading

The assessment of learners in this component is subdivided into two different examinations, whose total provides the final score for any learner's assessment in Reading.

Reading – Quiz 1

Paper based, 45 minutes, 100 marks

Learners answer multiple questions of reading and comprehension including reading subskills.

Reading – Progress Test

Paper based, 60 minutes, 100 marks

Learners answer multiple questions of reading and comprehension including reading subskills.

Writing

The assessment of learners in this component is subdivided into two different examinations, whose total provides the final score for any learner's assessment in Writing.

Writing – Quiz 1

Two written papers, 45 minutes (each), 50 marks (each)

Learners complete two writing tasks, each based on a different function. Both of the tasks carry equal weight (50%) in the calculation of the quiz score.

Writing – Progress Test

Written paper, 60 minutes, 100 marks

Learners complete a single writing task.

Listening

The assessment of learners in this component is subdivided into two different examinations, whose total provides the final score for any learner's assessment in Listening.

Listening – Quiz 1

Paper based, 45 minutes, 100 marks

Learners answer multiple questions of listening skills and subskills.

Listening – Progress Test

Written paper, 60 minutes, 100 marks

Learners answer multiple questions of listening skills and subskills

Speaking

The assessment of learners in this component is subdivided into four different examinations, whose total provides the final score for any learner's assessment in Speaking.

Speaking – Quiz 1

Project, 100 marks

Learners design and develop a project on the topic assigned. The presentation and/or the audio-visual recording of the project will be assessed.

Speaking – Progress Test

In-class, Interview/roleplay 100 marks

Learners act out the assigned roles in pairs which require language functions.

Integrated Skills

The assessment of learners in this component is subdivided into two different examinations, whose total provides the final score for any learner's assessment in Integrated Skills.

Integrated Skills – Quiz 1

Online, 100 marks

Learners answer multiple questions on the functional use of language in reading, and listening skills as well as use of language and vocabulary.

Integrated Skills – Progress Test

Written paper, 50 minutes, 100 marks

Learners answer multiple questions on language skills in an integrated way which include multiple skills, as well as functional language.

Question Types

- Multiple choice questions
- Identifying information
- matching questions
- short answer questions
- gap filling questions
- cloze test questions
- error correction questions
- transformation questions
- open ended questions
- completion questions
- sequence questions
- comprehension questions
- role-play
- project

Component	Subcomponent	Weighting within the component	Overall Weighting
Main Course	Quiz 1	20%	30%
	Quiz 2	10%	
	Quiz 3	10%	
	Progress Test	60%	
Reading	Quiz 1	40%	15%
	Progress Test	60%	
Writing	Quiz 1	40%	15%
	Progress Test	60%	
Listening	Quiz 1	40%	15%
	Progress Test	60%	
Speaking	Quiz 1	40%	15%
	Progress Test	60%	
Integrated Skills	Quiz 1	40%	10%
	Progress Test	60%	

Grading and reporting

The School of Foreign Languages (SFOL) reports achievement on a scale of 100. For ease of communication, the scale is subcategorized into five bands: Expert, Proficient, Apprentice, Limited, and Intermittent.

Learners should at least be reported as 'Proficient' to be considered successful at the track.

	Band	Grade
PASS	Expert	85-100
	Proficient	70-84
FAIL	Apprentice	50-69
	Limited	40-49
	Intermittent	0-39

Band descriptors

Band descriptions are provided to give an indication of the standards of achievement likely to have been shown by learners awarded particular grades. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

The following band descriptions indicate the level of attainment characteristic of the median of the given grade band.

Band	Band Description
Expert	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate words. Misunderstandings may occur in unfamiliar situations. Generally handles complex detailed argumentation well.
Proficient	Has generally effective command of the language despite some inaccuracies, inappropriate words and misunderstandings. Can use and understand fairly complex language particularly in familiar situations.
Apprentice	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
Limited	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
Intermittent	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.