

SYLLABUS

ENGLISH PREPARATORY PROGRAM

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, Other documents used as reference include:

- Council of Europe - *Common European Framework of Reference for Languages: Learning, teaching assessment*
- British Council – *EAQUALS Core Inventory for General English*
- Council of Europe - *Waystage 1990*
- Council of Europe - *Threshold 1990*
- Council of Europe - *Vantage*

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

The aims of this syllabus are to enable learners to develop the language and skills needed for effective, sophisticated communication in English.

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.

Levels

The English Preparatory Program (EPP) consists of four tracks in two semesters. There are two separate curricula available, taught to different learner groups.

	TRACK I	TRACK II	TRACK III	TRACK IV
ALPHA	Elementary	Pre-Intermediate	Intermediate	Upper Intermediate
	A2	B1		B2

BETA	Pre-Intermediate	Intermediate	Upper Intermediate	Advanced
	B1		B2	C1

Guided Learning Hours

Each track in English Preparatory Program (EPP) consists of 22 hours of weekly guided learning over the duration of the eight-week track.

Course Name	Guided Learning Hours (per week)
Main Course	12
Reading	2
Listening	2
Speaking	4
Writing	2

Objectives

A2	<ul style="list-style-type: none">• 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.
B1	<ul style="list-style-type: none">• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.• Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.• Can produce simple connected text on topics which are familiar or of personal interest.• Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	<ul style="list-style-type: none">• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.• Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	<ul style="list-style-type: none">• Can understand a wide range of demanding, longer texts, and recognise implicit meaning.• Can express him/herself fluently and spontaneously without much obvious searching for expressions.• Can use language flexibly and effectively for social, academic and professional purposes.• Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Breakdown of Objectives for Levels

A2

Listening

- Can understand clear, slow, standard speech related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can catch the main point in short, clear, simple messages and announcements.

Reading

- Can understand short, simple texts containing high frequency vocabulary and shared international expressions.
- Can find specific, predictable information in simple everyday material such as advertisements, prospectuses and timetables.

Speaking (Interaction)

- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- Can handle very short social exchanges, even though he/she cannot usually keep the conversation going of his/her own accord.

Speaking (Production)

- Can use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent job.

Writing

- Can write short, simple notes and messages relating to matters in areas of immediate need, linking a series of simple phrases and sentences with simple connectors like “and”, “but” and “because”.
- Can write a very simple personal letter, for example thanking someone for something.

B1

Listening

- Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- Can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.

Reading

- Can understand factual texts on subjects related to his/her interests that consist mainly of high frequency everyday or job-related language.
- Can recognise significant points in straightforward newspaper articles on familiar subjects.
- Can understand the description of events, feelings and wishes.
- Can distinguish between fact and opinion presented in simple texts on familiar topics.
- Can understand numerical values in graphs and charts in a simple academic text.

Speaking (Interaction)

- Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.
- Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Speaking (Production)

- Can keep going comprehensibly in order to describe experiences and events, dreams, hopes and ambitions.
- Can briefly give reasons and explanations for opinions and plans.
- Can narrate a story or relate the plot of a book or film and describe reactions.

Writing

- Can write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence.
- Can write personal letters describing events, experiences and impressions.
- Can write a very simple personal letter, for example thanking someone for something.
- Can prepare a simple outline to organise ideas and information.
- Can write a basic paragraph containing a topic sentence and related details, if provided with a model.

B2

Listening

- Can understand standard speech spoken at a normal rate and follow even complex lines of argument provided the topic is reasonably familiar.
- Can understand the essentials of lectures and most TV news and current affairs programmes.
- Can understand the majority of films in standard dialect.
- Can take effective notes while listening to a linguistically complex presentation or lecture.

Reading

- Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
- Can understand contemporary literary prose.
- Can adapt style and speed of reading to different texts and purposes, using appropriate reference sources selectively.
- Can understand the use of numerical data in graphs and charts in a linguistically complex academic text, if guided by questions.

Speaking (Interaction)

- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.
- Can take an active part in discussion in familiar contexts.
- Can account for and sustain views clearly by providing relevant explanations and arguments.

Speaking (Production)

- Can present clear, detailed descriptions on a wide range of subjects related to his field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
- Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Writing

- Can write clear, detailed text on a wide range of subjects related to his/her interests.
- Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
- Can write letters highlighting the personal significance of events and experiences.

C1

Listening

- Can understand lectures and discussions on complex topics beyond his/her field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.
- Can understand even when the talk is not clearly structured and when relationships are only implied and not signalled explicitly.
- Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic.

Reading

- Can understand long and complex factual and literary texts, appreciating distinctions of style.
- Can understand specialised articles and longer technical instructions, even when they do not relate to his/her field.

Speaking (Interaction)

- Can express him/herself fluently and spontaneously.
- Can use language flexibly and effectively for social and professional purposes.
- Can formulate ideas and opinions appropriately and relate contributions skilfully to those of other speakers.

Speaking (Production)

- Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Writing

- Can write clear, well-structured text and express points of view at some length.
- Can write detailed expositions of complex subjects in a letter, an essay or a report, underlining the salient issues.
- Can write different kinds of texts in a style appropriate to the reader in mind.

Course Contents

A2

Functions	Grammar	Topics & Vocabulary	Discourse Markers
<ul style="list-style-type: none"> • Giving personal information • Describing people • Describing places • Describing habits and routines • Expressing obligations and necessity • Describing past experiences • Giving advice • Requests • Suggestions 	<ul style="list-style-type: none"> • Present simple: be, positive, negative, questions • have got/has got • possessive adjectives • possessive 's • indefinite article: a/an • subject/object pronouns • Adverbs of frequency • Wh- questions • There is/are • Like/dislike • Can: ability • have to/ don't have to • Imperatives • count/uncount: some/any much/many/a lot of • definite article/no article • Past simple: was/were, affirmative/negative/question, regular/irregular • Wh- questions: past simple • Could/couldn't • Comparative/superlative • Present Cont. • should/shouldn't • verb + to + infinitive • Can/Could • Why don't you/Let's go/ Shall we • present perfect • present perfect vs past simple • Future time: will/going to • Might 	<ul style="list-style-type: none"> • Countries and nationalities • Family • Adjectives: description • Everyday items • Hobbies • Rooms and furniture • Prepositions of place, time • Things in a town • Adjectives: description • Work and jobs • Food and drink • Travel and services • Leisure activities • Weather • Linkers: sequential past time • Shopping • Health 	<ul style="list-style-type: none"> • Connecting words, and, but, because

B1

Functions	Grammar	Topics & Vocabulary	Discourse Markers
<ul style="list-style-type: none"> • Checking understanding • Describing experiences and events • Describing feelings and emotions • Describing places • Expressing opinions (agreeing, disagreeing) • Initiating and closing conversation • Managing interaction (interrupting, changing topic, resuming or continuing) 	<ul style="list-style-type: none"> • Adverbs • Intensifiers (too, enough) • Comparatives, superlatives • Reflexive Pronouns • Question tags • Conditionals, zero and 1st, 2nd 3rd • Connecting words expressing cause and effect, contrast • Future continuous • Modals: must/can't deduction • All, Some, Most, None • Indefinite Pronouns: Something, anything, nothing • Infinitive / Gerund • Subject and Object Questions • Modals: may/might/will • Modals: be able to • Modals: used to • Modals: should have/might have • Past continuous • Present Continuous for future • Present Simple / Present Continuous • Past Perfect • Phrasal verbs • Present Perfect: for /since • Present perfect cont. • Reported speech • Simple passive • Will/going to for prediction 	<ul style="list-style-type: none"> • Books and literature • Education • Film • Leisure activities • Media • News, lifestyles and current affairs • Frequency Words and Phrases • Adverbs of Degree • Collocation • Things in the town, shops and shopping • Travel and services 	<ul style="list-style-type: none"> • Connecting words expressing cause and effect, contrast • Linkers: sequential past time

B2

Functions	Grammar	Topics & Vocabulary	Discourse markers
<ul style="list-style-type: none"> ● Critiquing and reviewing ● Describing experiences ● Describing feelings and emotions ● Describing hopes and plans ● Developing an argument ● Encouraging and inviting another speaker to continue ● Expressing abstract ideas ● Expressing agreement and disagreement ● Expressing opinions ● Expressing reaction, e.g. indifference ● Interacting informally, reacting, expressing interest, sympathy, surprise, etc. ● Opinion, justification ● Speculating ● Taking the initiative in interaction ● Synthesizing, evaluating, glossing info 	<ul style="list-style-type: none"> ● Adjectives and adverbs ● Future continuous ● Future perfect continuous ● Mixed conditionals ● Modals – can't have, needn't have ● Modals of deduction and speculation ● Narrative tenses ● Present Perfect vs. Present Perfect Continuous ● Passives ● Past perfect ● Past perfect continuous ● Phrasal verbs, extended ● Relative clauses ● Reported speech ● Will and going to, for prediction ● Wish ● Would expressing habits, in the past 	<ul style="list-style-type: none"> ● Arts ● Books and literature ● Education ● Film ● Media ● News, lifestyle and current affairs ● Collocations ● Colloquial language 	<ul style="list-style-type: none"> ● Connecting words expressing cause and effect, contrast, etc. ● Discourse markers to structure formal speech ● Linkers: although, in spite of, despite ● Linkers: sequential – past time, subsequently

C1

Functions	Grammar	Topics & Vocabulary	Discourse Markers
<ul style="list-style-type: none"> • Conceding a point • Critiquing and reviewing constructively • Defending a point of view persuasively • Developing an argument systematically • Emphasizing a point, feeling, issue • Expressing attitudes and feelings precisely • Expressing certainty, probability, doubt • Expressing opinions tentatively, hedging • Expressing reaction, e.g. indifference • Expressing shades of opinion and certainty • Responding to counterarguments • Speculating and hypothesising about causes, consequences • Synthesising, evaluating and glossing information 	<ul style="list-style-type: none"> • Futures (revision) • Inversion with negative adverbials • Mixed conditionals in past, present and future • Modals in the past • Narrative tenses for experience, incl. passive • Passive forms, all • Phrasal verbs, especially splitting • Wish/if only regrets 	<ul style="list-style-type: none"> • Arts • Books and literature • Film • Media • News, lifestyles and current affairs • Scientific developments • Technical and legal language • Approximating (vague language) • Collocations • Colloquial language • Differentiated use of vocabulary • Eliminating false friends • Formal and informal registers • Idiomatic expressions 	<ul style="list-style-type: none"> • Linking devices, logical markers • Marker to structure and signpost formal and informal speech and writing

Scheme of Assessment

Component	Weighting
Track I	20%
Track II	20%
Track III	20%
Track IV	20%
General Evaluation Test (GET)	20%

Breakdown of Assessment Components

Component	Subcomponent	Weighting	Overall Weighting Within Track
Main Course	Quiz	20%	40%
	Assignment	20%	
	Progress Test	60%	
Listening	Quiz	40%	15%
	Progress Test	60%	
Reading	Quiz	40%	15%
	Progress Test	60%	
Speaking	Quiz	40%	15%
	Progress Test	60%	
Writing	Quiz	40%	15%
	Progress Test	60%	

Grading and Reporting

The English Preparatory Program 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	
Expert	85-100	PASS
Proficient	70-84	
Apprentice	50-69	FAIL
Limited	40-49	
Intermittent	0-39	

Band Descriptors

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.