

## **COURSE TITLE: ELEMENTARY GENERAL ENGLISH**

### **Course Description**

This course is designed for students who already have some knowledge of English but who need to consolidate and improve upon this. It equips students with further vocabulary and grammar and gives them practice in the skills of reading, writing, listening and speaking in English.

### **Common European Framework of Reference for Languages (CEFR)**

**A1: Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.**

<https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

### **Course Book**

- *English File Third Edition Elementary; Oxenden, C & Latham-Koenig, C & Seligson, P; OUP*

### **Supplementary Materials**

Aside from the above-mentioned course books and the accompanying resource packs, a variety of supplementary materials are used including photocopiable resources encouraging communication and interaction in English such as:-

- *Elementary Communication Games, Jill Hadfield: Longman.*
- *Reward Elementary, Susan Kay: Macmillan*
- *Instant Lessons 1 Elementary, Peter Watcyn-Jones: Penguin*
- *700 Classroom Activities, Seymour & Popova: Macmillan*

Grammar points and areas of vocabulary taught are reinforced by activities and exercises from books such as:-

- *Recycling Elementary English, Clare West: Georgian Press*
- *Elementary Language Practice, Michael Vince and Kevin McNicholas: Macmilan*
- *English Vocabulary In Use, Michael McCarthy: CUP*
- *Essential Grammar in Use, Raymond Murphy: CUP*

### **Teaching Methods**

Throughout the Elementary General English course, students will further improve in all four language skills (reading, writing, speaking, listening), as well as studying the features of the language (vocabulary, grammar, pronunciation), through a balance of teacher-led presentation and student-focussed practice. As well as studying the language, it is important that students use the language as much as possible. This is achieved in class by interacting with others in groups, pairs and with the teacher.

## **Resources**

All classrooms have interactive whiteboard technology installed and a range of interactive resources are used to ensure full and varied participation in lessons.

The choice of materials used in class will also vary according to individual needs.

To become more independent, students can use the self-access centre on site that gives opportunities for self-study and consolidation of knowledge gained from the lessons. A selection of graded readers with audio CDs is available for students to borrow to practise Reading and Listening skills.

Additionally, students have full access to a Guided E-Learning website that provides graded exercises and exam practice as well as Reading and Writing tasks based on current affairs Media texts that change on a weekly basis.

## **Assessment Methods**

All students must take a placement test prior to starting the course and a score of 16-24 is required for this level, along with a satisfactory speaking test at Elementary level.

In order to monitor progress, all students undergo weekly progress tests to assess their ongoing development. These typically cover both language and skills covered during the previous week. The results help the teacher and student to reflect on which areas need further development and what the student's strengths are.