**Syllabus**

|  |  |  |  |
| --- | --- | --- | --- |
| **Can do statements** | **Functions** | **Example exponents** | **Lexis** |
| Can understand short, simple text messages. | Giving information  Locating key information  Making arrangements  Saying hello and closing | I’m\_\_\_\_\_\_\_  Class is on Friday, 10 am  Come on 10 July  See you Friday. What time shall we meet?  Hello/Hi/How are you?  Thanks for the information  See you soon/then, BYE | See A1 of the English Vocabulary Profile (<http://vocabulary.englishprofile.org/>)  **Lexical fields**  Classroom language (e.g. how do you spell? I don’t understand. Etc.) Familiar countries & nationalities (e.g. Britain/British, America/American, China/Chinese, Europe/European, Asia/Asian) Family relationships (e.g. father, mother, brother, sister, grandfather, grandmother, uncle, aunt, cousin)  Family occasions  Providing personal information Simple stative verbs (e.g. live, to be (am, is, are)) Descriptive adjectives (e.g. big, small, old, young, happy, sad, hot, cold etc.)  Comparative and superlative adjectives Hobbies and activities Colours  Body parts Clothes  Labels and packaging  Tickets and timetables  Signs and notices Food and drink House vocabulary  Holidays, leisure activities and entertainment Numbers  Time (days, weeks, months, seasons) Basic jobs Transport Familiar geographical features Public spaces & equipment (park, playground, beach etc) Weather  Technology (phones, internet, computer, camera and associated verbs (scroll, click, attach etc.)  Action verbs (look at/for, watch, wash, watch, etc)  Verbs to request, offer, invite etc (e.g. can/would)  Verbs of communication (speaking, signing, tell, ask, agree, argue)  Verbs of cognition (believe, think, remember) |
| Can interact in a simple way provided the other person is prepare to assist and help me formulate what I’m trying to communicate. | Congratulating  Provide basic information  Reminding  Greetings  Farewells  Social exchanges  Making arrangements  Giving an opinion  Express doubt  Reassuring | Well done!  You can buy stamps at the post office.  Don’t forget…  Good morning/afternoon etc  Bye / Goodbye  Happy birthday!  See you tomorrow/on Wednesday  I think…  Well, I’m not sure.  Don’t worry (about)… |
| Can understand familiar names, words and very basic phrases for example on simple notices in most common everyday situations. | Understanding information  Inferring meaning from ellipted phrases (e.g. No smoking = do not smoke here) | Drinking water  No smoking  Toilets  Staff only |
| Can ask and answer simple questions in areas of immediate need or on very familiar topics. | Stating likes and dislikes  Stating preferences  Offering  Inviting  Requesting  Asking and answering questions about self and others  Telling the time  Requesting information  Apologising  Agreeing | Can I have…?  Please  I’d like…  Would you like (to)…  What’s your/the address…?  Are you/they? Is he/she?  Do you/we/they? Is he/she Are you?  Did you/they?  What do /what does?  Do you know…?  Sorry, I don’t know.  I’m sorry.  Okay / OK |
| Can ask people for things and give people things. | Asking for and providing personal information | What’s your/the e-mail address…  Can you add me (on whatsapp)?  Can you pass the…?  Where are you staying? |
| Can handle numbers, quantities, cost and time. | Asking how much/many  Asking about the price  Asking for the time | This is/These are..has / have It is... They are... There is/are... Nick’s book (Possessive ‘s) Personal subject pronouns Possessive adjectives  How much/many…?  How much is…?  How long…? (time/distance) |
| Can get an idea of the content of simpler informational materials and short simple descriptions, especially if there is visual support. | Locating key information |  |
| Can follow short, simple written directions. | Understand simple instructions / directions  Understand how to use a website | Get a taxi / train / bus  Get off at…  Turn left/right  Go straight on  Scroll up/ down  Click on…  On the left/right |
| Can describe where I live and people I know in short simple phrases and sentences. | Describing people  Describing places  Talking about family relationships  Comparing things | How old…?  I am…he/she is…you/we/they are..  I/you/we/they have…  He/she has…  I/you etc. had  X is bigger than Y  X is the biggest…. |
| Can link words or groups of words with very basic linear connectors like *and, then or because* | Link simple ideas in written text using linear linkers | I went to the bank and the office  I can’t go because… |
| Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. | Talking about frequency  Describing hobbies/interests  Describing jobs  Describing abilities  Talk about your life and when things happened | Always/sometimes/often/never / every  I’m…  I like/enjoy…  I play/do…  I can/can’t…  I went…  I worked/studied… |
| Can ask for or pass on personal details in written form (e.g. personal details such as filling in name, nationality and address on a hotel registration form). | Giving personal information in written form | First name:  Family name:  Date of birth:  Nationality:  Address:  Passport number: |
| Can identify important unfamiliar words and use strategies to find the meaning of these unfamiliar words (e.g. dictionary, thesaurus, online search) | Confirming understanding |  |  |
| Can ask appropriate questions to overcome gaps in communication. | Checking understanding | What does X mean?  What do you mean by X? |  |
| Can inform a conversational partner about gaps in communication | Repairing a miscommunication | I didn’t understand…  I don’t know what X is.  Can you spell that?  Can you write that down for me? |  |
| Can talk about one’s own level of English | Giving information  Describing language ability | I know a little English.  I can write X but not Y  I need to learn more English for X  I would like to know more about X  I don’t know the English word for X |  |