



Syllabus

E

Elementary

Unit

Learning focus

- 1 Am, is, are (to be) Presentation and practice of the verb *to be* in the simple present with a focus on *to be* + adjective and the language of meeting people (*How are you?*). Vocabulary focus: word association.
- 2 Simple present Presentation and practice of the simple present in statements. Adverbs of frequency with the simple present, and practice of the 3rd person singular. Pronunciation: /s/ and /z/ endings. Vocabulary focus: animals.
- 3 Negatives (I don't go) Presentation and practice of negatives in the simple present. Additional focus on short forms, short answers and the verb *to be*. Pronunciation: sentence stress. Vocabulary focus: understanding the functions of a dictionary.
- 4 Questions (does he?) Presentation and practice of questions in the simple present. Focus on question words, yes-no questions and 3rd person singular. Vocabulary focus: media. Pronunciation: asking questions (*dyu...*).
- 5 Countable? Presentation of countable and uncountable nouns, *much* and *many*, *there is* and *there are*. Speaking exercise where learners correct mistakes. Vocabulary focus: quantifiers for uncountable nouns (*jar, packet, bottle...*).
- 6 Some, any Presentation and practice of *a*, *some* and *any* in statements, negatives and questions. Additional focus on countable and uncountable nouns. Vocabulary focus: food. Speaking exercise where learners correct mistakes.
- 7 I, my, me Presentation and practice of subject and object pronouns and possessive adjectives. Vocabulary focus: the family (*my uncle, his grandfather*). Pronunciation: linking (*my_uncle*).
- 8 A, an, the Presentation and practice of *a*, *an*, *the* and no article. Focus on *the* for unique items and 'shared knowledge'. Vocabulary focus: jobs. Pronunciation: *a*, *an*, *the* before vowel and consonant sounds.
- 9 Have got (International English version only) Presentation and practice of *have got* for possession in statements, negatives and questions. Vocabulary focus: describing people (*She's got fair hair...*). Pronunciation: strong and weak forms of *have*, the schwa.

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Pre-Intermediate

- 1 Comparisons Presentation and practice of comparatives and superlatives, form and function. Vocabulary focus: learning words in groups. Pronunciation: unstressed *-er* in comparatives; /ist/ in superlatives.
- 2 Simple present Presentation and practice of the simple present in statements, negatives and questions with a focus on daily routine. Vocabulary focus: referencing words. Pronunciation: sentence stress in questions.



Syllabus

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| 3 | Present continuous | Presentation and practice of the present continuous in statements, negatives and questions; full and short forms; contrast with the simple present. Vocabulary focus: learning a word. Pronunciation: linking. |
| 4 | Present perfect | Presentation and practice of the present perfect for events that have a result in the present, that happened before now, that happened recently. Vocabulary focus: technology. Pronunciation: <i>have</i> (strong and weak forms). |
| 5 | Simple past | Presentation and practice of the simple past in statements, negatives and questions; forming the simple past; the verb <i>to be</i> ; time indicators. Vocabulary focus: example sentences. Pronunciation: simple past endings. |
| 6 | Prepositions | Presentation and practice of <i>in, on, at</i> and no preposition to talk about time and place (<i>in London, on Thursday</i> and so on). Speaking exercise where learners correct mistakes. |



Intermediate

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| 1 | The passive | Presentation and practice of the passive, form and function. Forming the passive in different tenses; introducing the agent; negatives and questions. Vocabulary focus: phrasal verbs with <i>get</i> . Pronunciation: elision. |
| 2 | Will and going to | Presentation and practice of <i>will</i> and <i>be going to</i> for decisions and predictions; statements, negatives and questions. Vocabulary focus: planning a trip. Pronunciation: <i>going to / gonna</i> . |
| 3 | Question tags | Presentation and practice of question tags and short questions (' <i>Jack's ill.</i> ' ' <i>Is he?</i> '). Vocabulary focus: guessing the meanings of words. Pronunciation: rising and falling intonation with question tags. |
| 4 | Equality | Presentation and practice of how we talk about equality using (<i>not</i>) <i>as... as...</i> Vocabulary: fixed expressions (<i>as white as a sheet</i>). Pronunciation: using chants to help with stress and rhythm. |
| 5 | Relative clauses | Presentation and practice of defining and 'extra information' relative clauses. Focus on the relative pronoun and agreement in a relative clause. Vocabulary focus: phrasal verbs with <i>out</i> . Pronunciation: sentence stress. |
| 6 | Conditionals | Presentation and practice of the first, second and general conditionals. Focus on speaker's perception of how likely the condition is to be fulfilled. Vocabulary focus: synonyms. Pronunciation: long and short vowel sounds. |



Upper Intermediate

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| 1 | Present perfect | Presentation and practice of the present perfect simple and continuous in statements, negatives and questions. Focus on <i>for, since, yet, already, just</i> . Vocabulary focus: word groups. Pronunciation: the continuous. |
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Syllabus

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| 2 | Past continuous | Presentation and practice of the past continuous in statements, negatives and questions. Focus on storytelling. Vocabulary focus: choosing words to learn. Pronunciation: distinguishing present and past continuous. |
| 3 | Adjectives and adverbs | Presentation and practice of adjectives ending in <i>-ed</i> and <i>-ing</i> (<i>bored / boring</i>) and how they are used. Also contrasting adjectives and adverbs. Pronunciation: adjectives ending in <i>-ed</i> . |
| 4 | Modal verbs | Presentation and practice of modal verbs (especially of deduction) and how they are used in the present and past. Additional focus on questions and negatives. Vocabulary focus: word families. Pronunciation: sentence stress. |
| 5 | The future | Presentation and practice of the future continuous and future perfect and how they relate to present and past perfect and continuous. Pronunciation: unstressed sounds in the future perfect and continuous. |
| 6 | Conditionals | Presentation and practice of the third conditional and <i>I wish / If only</i> . Concept of imaginary situations in the past. Vocabulary focus: referencing. Speaking exercise where learners correct mistakes. |



Advanced Level

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| 1 | Past perfect | Presentation and practice of the past perfect as 'the past in the past'. Focus on the past perfect in storytelling. Vocabulary focus: idioms. Pronunciation: distinguishing between present perfect and past perfect. |
| 2 | Reported speech | Presentation and practice of reported speech, including 'backshifting', reporting questions, and verbal actions with the infinitive. Vocabulary focus: reporting verbs. Pronunciation: using chants to help with stress and rhythm. |
| 3 | Phrasal verbs | Presentation and practice of phrasal verbs with a focus on meaning and word order. Vocabulary focus: phrasal verbs in different lexical fields, such as telephoning, the car, health and so on. Pronunciation: linking. |
| 4 | Nouns | Presentation and practice of (a) three ways of forming compound nouns, (b) singular and plural nouns, with a focus on subject-verb agreement. Vocabulary focus: irregular plurals. Pronunciation: word stress. |
| 5 | The passive | Presentation and practice of the passive with a focus on the different genres in which it is used (crime stories, reports, hotel notices and so on). Vocabulary focus: international words. Pronunciation: consonant clusters. |
| 6 | Articles | Presentation and practice of article use (<i>a, an, the</i> and no article) in a variety of contexts. Vocabulary focus: learning words and article use together. Pronunciation: corrective stress. |

CEFR level and IELTS band score reference for ClarityEnglish programs

