



English for adults... *by the sea*

The Towers, Hawley Square, Margate, Kent, CT9 1PH, England
Tel: +44 (0)1843 227700 • Fax: +44 (0)1843 223377
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EiM Syllabus





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EiM Syllabus

First, a word about our EiM courses.

The Standard Course focuses on the key skills areas of listening, speaking, reading and writing while, underlying this is the emphasis on the communicative approach in which students are encouraged to develop conversational fluency.

The Intensive Course has as its nucleus a 'Lifeskills' component comprising contemporary English usage for work, social and travel situations. Allied to this are specific options such as vocabulary, grammar, pronunciation and conversation. A fully-integrated Business English course is also offered as an option.

In the pages in this folder, you will see a listing of the key language points you could expect to study at each level. They are not necessarily arranged in order and the teacher may include extra items, depending on the needs of each class. You will also cover language that appears in the course description of other levels.

This is not a syllabus of method but of content. We expect our teachers to use a variety of techniques and materials to help students learn new English.

If you have any questions, please feel free to talk to your teacher or the Academic Manager.

Enjoy your course!

*Jake Castaldi, BA (Hons), MSc Applied Linguistics, DipTESOL
Academic Manager*





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E.i.M. A1

A student at E.i.M. A1 would work towards understanding and using familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type: introduce himself/herself and others, and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has; interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

More specifically, he/she would be able to practise, understand and use the following key language points:

➤ Introductions

- Verb *to be* (*am, is, are*)
- Possessive adjectives (*my, your, his, her, its, our, their*)

➤ People

- Verb *to be* (*questions and negatives*)
- Possessives (*e.g. Martin's son*)

➤ Work

- Present Simple
 - 3rd person (*e.g. She teaches French*)
 - questions and negatives
- Articles
 - indeterminate (*e.g. She's a student*)
 - determinate (*e.g. The dog's name is Billy*)
 - zero (*e.g. We go to work by car*)





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➤ Free time

- Present simple
 - 1st, 2nd, 3rd person, singular and plural (e.g. *On Saturday I get up at 9.00. I love cooking!*)

➤ Places

- *There is/ are*
- Prepositions of place (e.g. *The dog is in front of the fire*)
- *Some* and *any* with countable nouns (e.g. *There are some apples/ Are there any oranges?*)

➤ What can you do?

- *Can/ can't* (e.g. *I can speak French, but I can't speak Japanese*)
- *Could* (e.g. *I could swim when I was five*)

➤ Then and now

- Past Simple
 - regular verbs (e.g. *She started work in 1916*)
 - questions and negatives (e.g. *When did she die?/ She didn't arrive*)
 - irregular verbs (e.g. *He left school in 1982*)

➤ How things began

- Past Simple
 - negatives and ago (e.g. *People didn't watch TV 100 years ago*)
 - time expressions (e.g. *in 1924, on Tuesday*)





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➤ Food and drink

- *Like and would like (e.g. I like apples/ I'd like an apple)*
- *Some and any with countable and uncountable nouns (e.g. There's some sugar/ There aren't any eggs)*

➤ Describing places

- *Comparative adjectives (e.g. cheaper/ more expensive)*
- *Have got and have (e.g. I've got a good job/ I have a good job)*
- *Superlative adjectives (e.g. the oldest/ the most modern)*

➤ Describing people

- *Present Continuous (e.g. He's wearing glasses)*
- *Whose + possessive pronouns (e.g. Whose is the dog? It's mine)*

➤ Planning and the future

- *Going to for future plans (e.g. I'm going to be a dancer)*
- *Infinitive of purpose (e.g. I'm going to Holland to see the tulips)*

➤ Did you know that?

- *Question forms (e.g. How many ...? What sort...? What happened...?)*
- *Adverbs (e.g. quickly, slowly, well, hard)*





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➤ Life experience

- Present Perfect
 - with *ever* and *never* (e.g. *I've never been to Canada*)
 - With *yet* and *just* (e.g. *We haven't seen a show yet/ I've just been to Central Park*)

➤ Thank you and goodbye

- Verb patterns (e.g. *I want to go home/ We enjoyed meeting you/ It's easy to learn English*)
- Say and tell (e.g. *She said that the party was good/ She told me that the party was good*)

Resources used/ available:

AM Standard course	PM Intensive course
Total English Elementary New Cutting Edge Elementary	Real Listening and Speaking 1 Real Writing 1 Real Reading 1





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E.i.M. A2

As well as the points listed in E.i.M. A1, a student at A2 would work towards understanding sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic, personal and family information, shopping, local geography, employment); communicate in simple and routine tasks, requiring a simple and direct exchange of information on familiar and routine matters; describe in simple terms aspects of his/ her background, immediate environment and matters in areas of immediate need.

More specifically, he/ she would be able to practise, understand and use the following key language points:

➤ People

- Question forms (e.g. *What do you do? Are you married?*)
- Present Continuous (e.g. *I'm living in the U.K. at the moment*)

➤ Lifestyles

- Present Simple (e.g. *He comes from Majorca*)
- *Have/ have got* (e.g. *Do you have? Have you got...?*)

➤ Talking about the past

- Past Simple (e.g. *What did you do last night?*)
- Past Continuous (e.g. *The sun was shining*)





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➤ Talking about quantity

- Expressions of quantity
 - *some* and *any*
 - *much* and *many*
 - *a lot of*
 - *a few* and *a little*
- Articles
 - *a*
 - *the*
 - *zero*

➤ Talking about plans and ambitions

- Verb patterns
 - *want/ hope/ would like to do*
 - *like/ enjoy/ love doing*
- *Going to* (e.g. *I'm going to be a doctor*)
- *Will* (e.g. *I'll give you a lift*)

➤ Describing places

- *What...like?* (e.g. *What's Rome like?*)
- Comparative and superlative adjectives (e.g. *big – bigger – biggest*)

➤ Talking about past experiences and past time connected to the present

- Present Perfect Simple
 - to express experience (e.g. *Have you ever been to Russia?*)
 - to express unfinished past (e.g. *I've lived here for ten years*)





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➤ **Obligation and responsibility**

- *Have to* (e.g. *I have to work hard*)
- *Should* (e.g. *He should see a doctor*)

➤ **Making predictions**

- *Will* (e.g. *It will cost a lot of money*)
- First Conditional (e.g. *If I do more work, I'll pass my exams*)
- Time clauses with *when* and *as soon as*

➤ **Past habits and routines**

- *Used to* (e.g. *I used to smoke, but I don't anymore*)
- Question forms (e.g. *Who told you that?*)
- Questions with a verb + preposition (e.g. *What are you looking at?*)

➤ **Processes and using the passive**

- Passive (e.g. *Coca-Cola is sold all over the world*)

➤ **Verb patterns**

- ask/ tell somebody to do
- make/ let somebody do
- decide/ start/ try/ manage to do
- Infinitives after adjectives (e.g. *It's easy to learn a language*)





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➤ **Planning and the future**

- Infinitive of purpose (e.g. *I came to Oxford to learn English*)

➤ **Dreams and reality**

- Second Conditional (e.g. *If I were the Queen, I'd have servants*)
- *Might* (e.g. *I might go to university, but I'm not sure*)

➤ **Giving news**

- Present Perfect Simple to express present result (e.g. *I've lost my wallet*)
- Present Perfect Continuous (e.g. *I've been learning English for three years*)

➤ **Past Perfect and Reported Speech**

- Past Perfect (e.g. *They had met only one week earlier*)
- Reported statements (e.g. *She said that she was leaving*)
- Reported questions (e.g. *She asked me if I had seen John*)

Resources used/ available:

AM Standard course	PM Intensive course
Total English Pre-intermediate New Cutting Edge Pre-intermediate New English File Pre-Intermediate English File 3 rd Edition	Real Listening and Speaking 2 Real Writing 2 Real Reading 2 English 365 book 1 Language Leader Pre-intermediate Lifestyle Pre-intermediate





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E.i.M. B1

As well as the points listed in E.i.M. A2, a student at B1 would work towards understanding the main points of clear standard input on familiar matters regularly encountered in work, education and leisure; deal with most situations likely to arise whilst travelling in an area where the language is spoken; produce simple connected texts on topics which are familiar or of personal interest; describe experiences and events, dreams, hopes & ambitions, and briefly give reasons and explanations for opinions and plans. More specifically, he/ she would be able to practise, understand and use the following key language points:

➤ About you

- Questions and answers (auxiliary verbs)
- Pronunciation: stressed and weak forms in questions and answers
- Present Simple and Continuous

➤ Memories

- Past Simple and Continuous
- Pronunciation: *-ed* forms/ weak forms of *was, were*
- Comparing past and present (*used to, still, not ... anymore/ longer*)





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➤ **Around the world**

- Comparatives and superlatives (*e.g. slightly higher than, one of the biggest ... in the world, etc.*)
- Comparing things in different ways (*e.g. not as ... as, fewer/ less than, similar to, etc.*)

➤ **Life stories and experiences**

- Present Perfect Simple and Past Simple
- Pronunciation: strong and weak forms of *have*
- For, since and ago and Present Perfect Continuous
- Pronunciation: weak form of *been*

➤ **Making plans**

- Future plans and intentions (Present Continuous, *will, going to, intend to, due to, etc.*)
- Pronunciation: future forms and phrases
- Future clauses with *if, when, etc.*





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➤ News and Media

- *-ing/ -ed* adjectives
- Passive forms
- Pronunciation: *was* and *were* in passive sentences

➤ Social Matters

- Polite requests
- Pronunciation and polite intonation in requests
- *Will* for instant decisions and responses

➤ Things of importance

- Defining relative clauses
- Quantifiers (*a few, a lot of, etc.*)

➤ Society and the future

- Making predictions (modal verbs and other phrases: *likely to, may well, probably won't, etc.*)
- Real and hypothetical possibilities with *if*
- Pronunciation: *I'll/ I'd*





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➤ Another story

- Past Perfect and Past Simple
- Reported speech and reported questions

➤ Obligation and permission

- *Have to, should, are allowed to, etc.*
- Pronunciation: weak forms and contractions of modal verbs
- Obligation and permission in the past (e.g. *had to, couldn't, were allowed to, etc.*)

➤ Dilemmas and decisions

- *Could have, should have, would have*
- Pronunciation: *could have, should have, would have*
- Past sentences with *if* (e.g. *If I'd been in her position, I would have done things differently*)

Resources used/ available:

AM Standard course	PM Intensive course
Total English Intermediate New Cutting Edge Intermediate New English File Intermediate Outcomes	Real Listening and Speaking 3 Real Writing 3 Real Reading 3 English 365 book 2 Lifestyle Intermediate





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E.i.M. B2

As well as having a firm understanding of the points listed in E.i.M. B1, a student at B2 would work towards understanding the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/ her field of specialisation; communicate with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party; produce clear, detailed texts on a wide range of subjects, and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

More specifically, he/ she would be able to practise, understand and use the following key language points:

➤ The tense system

- Present, past and future
- Simple and continuous
- Perfect and non-perfect
- Active and passive

➤ Present Perfect Simple and Continuous

- Relating past actions and activities to the present





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➤ Gerunds

- After certain verbs and adjectives
- After prepositions
- As subject
- Infinitives

➤ Question forms

- Subject/ object questions
- Short questions (*e.g. Who to?*)
- Indirect questions
- Tag questions
- Questions and prepositions

➤ Narrative tenses

- Past Simple and Continuous
- Past Perfect Simple and Continuous





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➤ **Expressing quantity**

- Mass and count nouns
- Compounds with *some* and *any*
- *Few* versus *a few*
- *Much* and *many*

➤ **Future time**

- *Will* and *going to*
- Present Continuous and Simple
- Future Continuous
- Future Perfect
- *May, might, could*

➤ **Description**

- Relative clauses
- Present and past participles
- Modifying adverbs





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➤ **Modal verbs of deduction**

- Expressing degrees of certainty about the present and past (*must, might, may, could, can't, should, will*)

➤ **Expressing present and past habit**

- Present Simple and Continuous
- *Would*
- *Used to* + infinitive (compared with *used to* + noun/ gerund)

➤ **Hypothesis**

- *Should have done*
- *Wish*
- Third conditional

Resources used/ available:

AM Standard course	PM Intensive course
Total English Upper-intermediate New Cutting Edge Upper-intermediate New English File Upper-intermediate English Unlimited	Real Listening and Speaking 4 Real Writing 4 Real Reading 4 English 365 book 3 Best Practice Upper Intermediate Lifestyle Upper-intermediate





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E.i.M. C1

As well as the points listed at E.i.M. B2, a student at C1 would work towards understanding a wide range of demanding, longer texts, and recognise implicit meaning; express himself/ herself fluently and spontaneously without much obvious searching for expressions; use language flexibly and effectively for social, academic and professional purposes; produce clear, well-structured, detailed texts on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. More specifically, he/ she would be able to practise, understand and use the following key language points:

➤ **Identity**

- Adverbials: type & position
- Phrasal verbs with objects
- Vocabulary of personal values
- Word building

➤ **Sensations**

- Describing nouns
- Order of adjectives
- Fronting
- Taste and its collocations
- Expressing enthusiasm and reservations
- Expressions for agreeing and disagreeing





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➤ City – descriptions

- Negative and limiting adverbials
- City collocations
- Informal vocabulary
- Adding emphasis (*e.g. just, really, actually*)

➤ Narrative language

- Test yourself: *wh-* words
- General tendencies
- Past tendencies
- Conversation and its collocations
- Vocabulary of talking and conversations
- *Talk* and its forms
- Telling a funny story

➤ Hypothesis

- Unreal conditions
- Wishes and regrets
- Cultural items
- Descriptive verbs
- Wish





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➤ Mind

- Verbs of the senses
- Participle clauses
- Verbs of seeing
- *Mind* and its collocations
- Word linking

➤ Future – prediction and conjecture

- *Will* for predictions and assumptions
- Using discourse markers
- Prepositional phrases
- Vocabulary of the Internet and email

➤ Modality

- Test yourself: paraphrasing
- Using modals to talk about the past
- Inversion after *neither/ nor, so* and *such*
- Vocabulary of the courtroom
- Law and its collocations
- Formal vocabulary
- Word linking





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➤ **Firsts**

- Contrast
- Patterns with *get*
- Test yourself: passives
- Collocations
- *First* and its collocations
- Vocabulary of physical challenges
- Idioms and phrasal verbs
- Word stress

➤ **Stories**

- Telling stories
- The future seen from the past
- Compound adjectives
- Vocabulary of things going wrong





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➤ Words

- *Whatever, however, wherever, etc.*
- Patterns with *have*
- New words in English
- *Word* and its collocations
- Vocabulary of letter writing
- Silent letters

➤ Conscience

- Special uses of the past simple
- *Rather*
- Vocabulary of collecting money for charity
- Vocabulary of global situations
- *Conscience* and its collocations
- Sentence stress

Resources used/ available:

AM Standard course	PM Intensive course
New Cutting Edge Advanced New English File Advanced Life	English 365 Book 3





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EiM IELTS Syllabus

In order to prepare students for all parts of the test, the course will incorporate the following tasks, activities and practice-points:

➤ **Speaking**

- Basic information – questions and answers
- How to structure the 2-minute long-turn
- Developing discourse
- Reacting to the questions
- Test practice

➤ **Listening**

- Prediction of what to listen for
- Note-taking skills
- Decoding weak forms
- Understanding context and situation
- Understanding stress and intonation
- Test practice





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➤ Reading

- Skimming skills
- Scanning skills
- Reading for detail
- Guessing meaning from context
- Navigating an academic text: Problem → Solution → Conclusion
- Understanding different question types
- Test practice

➤ Writing

- Language of bar charts, graphs and tables
- Maps and processes
- Using data
- Organisation and planning
- Opinion and exemplification
- Signposting
- Looking at both sides of an argument
- Analysing the question
- Making a paragraph
- Punctuation





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- Error correction
- Process and product approaches
- Test practice

➤ **Vocabulary**

- Education and training
- Circumlocution
- Transport
- Environment
- Social welfare
- Travel
- People
- Holidays
- Places
- Affixation
- Synonyms
- Phrasal verbs
- Signpost words

Throughout the course, there will be an emphasis on private study and homework. The responsibility to improve grammar is primarily the students'.





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Resources used/ available:

AM Standard course and PM Intensive course

Focus on IELTS
IELTS Express Intermediate
Complete IELTS bands 4-5

