



CURRICULUM TEMPLATE

Level	Junior (Level 3)	
International Benchmarks	CEFR A1 Level	
General Proficiency Descriptors	<p>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.</p> <p>A2: 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..</p>	
Length	24 months Monday to Friday classes; 48 months Saturday classes	
Frequencies	Daily frequency (Regular, 90-minute sessions daily – 18 days per month) (Saturday, 150-minute sessions daily – 4 days per month)	
Approach / Methodology / Techniques	Communicative, cross-cultural, integrated-skills, strategy-based and 21st century skills.	
Core Materials / Sub Levels	Junior level: Insync 1-4 +MyEnglishLab	
Learning goals & Objectives	Based on the scope and sequence of InSync 1-4 and the curriculum document - GSE goals and objectives for young learners.	
Evaluation	Learning Outcomes (ongoing assessment)	Speaking and Writing based on level learning objectives
	Standardized Examination	Mid-term exam and Final Exam
	Monthly progress report	Quizzes, classroom interaction and MyEnglishLab all based on level learning objectives and GSE tool kit.

Student Learning Outcome

General learning outcome:	<p>Can understand and use familiar everyday expressions and basic phrases aimed at the satisfaction of needs of a concrete type.</p> <p>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 and employment).</p> <p>Can introduce himself/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.</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</p> <p>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>
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	Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Specific learning outcome:	<p>Reading: Reading signs and notices, matching complete a chart, answer true-false questions, using capital letters when scanning for information, problem solving, complete a family tree, word search, can match verbs to photographs, can categorize ability verbs - (physical, creative, and practical), wh comprehension questions, multiple choice, sequence pictures, search reading, answer true / false comprehension questions, skimming, comprehension: short answers, comprehension: complete a chart, classification of clothing items, true / false statements, wh comprehension questions, personal response to information in a text, who questions, using maps and pictures to predict the topic of a text, using comparative charts, completing a chart with information from a text, reading signs and notices, sequence pictures, put sentences in order, scanning for specific information, who - comprehension questions, complete sentences, labeling different sections of a menu, identifying what certain information refers to, matching information with topics, skimming: organizing information in topic areas, summary with options, provide headings for sections of text, multiple choice, using headings and other paralinguistic features before reading, introducing topic sentences, how to guess meaning from context, putting statements in sequence, summary completion, sequencing events, completion, ask/ answer questions, format/layout e-mail, search reading, insert headings, combining information from different sources, retelling, who says?, skimming, identifying topic sentences, correct the statements, complete the statements, using dictionaries, reading public notices, summarize the main ideas.</p> <p>Speaking: Pronunciation word stress in names of countries, cloze conversation, answer wh comprehension question, sentences from pictures, reorganize lines in a conversation, completing a timetable, expressing surprise, using street maps, correcting statements, giving opinion about suggestions, doing surveys and reporting, giving opinions about suggestions, re-order speaking lines to form a conversation, completing a conversation, using key conversational phrases, oral summary, ordering food, using gestures and mime, can show that i am following a conversation by nodding and adding comments, social and academic skills, express opinions, showing interest, can stress key words when speaking, predictions, show interest and concern, falling intonation.</p> <p>Listening: Problem solving, listening for what you can understand, note taking, using check boxes, putting events in chronological order, predicting from a listening task, using pictures and questions to predict content of listening text, careful listening for detail, make notes in a chart, make notes of advantages, answer true-false questions, listening for general meaning, matching, using pictures, listening for details, multiple-choice questions, using pictures, predicting what you expect to hear in a recording, completion, focused listening, mixed comprehension questions, identify topics, putting pictures in sequence to match a narrative, ideas map, making notes in charts, listening for the main idea and then listen again for detail, comprehension of facts and feelings, sentences completion, making and confirming predictions, who says?, comparing ideas.</p>

Writing:

Following model text, writing sentences from notes, writing list sequences, writing prices in words, reorganize lines in a conversation, using punctuation, following a model text, cloze paragraph, classifying vocabulary, crossword puzzle using and, but, because, and so linking words, completing words with missing vowels, jumbles words, collocation, using model texts, picture crossword, changing tense, jumbled spellings, can use and, but, because and so as linkers, completing an email, doing a crossword puzzle, matching syllables in split, jumbled words, writing from a plan, using different sources of information, using different but and however as linkers, using quantifiers, letter writing, using models for writing re-using information in a new format, conversation completion, matching two halves of a sentences, ideas map for planning writing tasks, using research, letter completion, using paragraphs and topic sentences, cloze text completion, marking dialogue lines in correct sequence, organized note making, first-person narrative writing, reporting events, e-mail style and form, using notes and an outline, using notes for writing, organizing topics in writing, critical writing, synthesizing information, addressing envelopes.