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EUROPEAN SCHOOLS

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THE EUROPEAN SCHOOLS

1. Provisional Programme for English as a First Foreign Language in the First Three Years of the Primary School
2. Provisional Syllabus in English as a Foreign Language Secondary School Years 1-3 - First stage

1. PROVISIONAL PROGRAMME FOR ENGLISH AS A FIRST FOREIGN
LANGUAGE IN THE FIRST THREE YEARS OF THE PRIMARY SCHOOL

D I V I S I O N S

- A. GENERAL AIMS AND OBJECTIVES
- B. METHODOLOGY
- C. CONTENT
- D. MATERIALS AND AIDS

A. GENERAL AIMS AND OBJECTIVES

1. General Aims

The general aims of teaching English as a First Foreign Language should be :

- a. to contribute to the child's personality growth and general education :
- b. to give the child a sense of achievement and the enjoyment of being able to understand and express himself in another language :
- c. to facilitate the integration of the child in the European School system by giving him an understanding of the language and culture of other children :
- d. to develop his sensitivity to language in general :
- e. to attempt to meet the differing needs, abilities and previous linguistic experience of all the children.

2. Objectives

The overall objective of the 5-year Primary English course should be to give the child the necessary mastery of the language in its 4 aspects of understanding, speaking, reading and writing in order to enable him to follow those courses for which a knowledge of English is required, first of all at primary level and later in the secondary school.

a. First Year :

The objective should be to introduce the child to English by exposing him to the language in as pleasant and informal an atmosphere as possible. Basic structures should be assimilated in a natural milieu of activity and play. In this way a favourable attitude to English should be developed in the child.

b. Second Year :

The objective in the second year should be to build on the language already acquired but now in a somewhat more structured manner, not losing, however, the atmosphere of informality. Early and sustained use should be made of various audio-visual materials in order to ensure realistic, lively and interesting presentation and reinforcement, while at the same time preparing the child for the use of a full audio-visual course in the third year.

c. Third Year :

Reading and writing should form an increasingly important part of the third year course. Oral skills remain, however, of paramount importance. Language structures and lexical items will be presented and learned more systematically - leading to the child's increasing mastery of the language.

B. METHODOLOGY

1. General Introduction

As teachers and classes vary, a flexible approach to the teaching of the language is recommended. The following basic principles, however, need to be consistently borne in mind.

Firstly it must be remembered that the children with whom this Programme is concerned are within the 6-9 years age-group and cannot be expected to engage in work involving maximum concentration for more than about 10 minutes in any one lesson. This needs to be taken into account when planning lessons. It also underlines the importance of employing an active audio-visual approach to vitalise the work. Activity games, songs, rhymes and poems, simple stories and drama can all be used to reinforce, consolidate and sometimes introduce linguistic items. This should help to make language learning pleasurable and thus probably more effective.

Since language which arises directly from the child's experience and interests is the most meaningful for him, a thematic approach is recommended in order to reinforce structures and to introduce and practise lexical items. Themes are best introduced in an order which begins with the child himself and his immediate surroundings and progresses to the less familiar and the unknown.

Listening is a key activity in language learning and frequent opportunities must therefore be given to the child to listen to English language. Material chosen for listening practice need not consist solely of language items which the child knows and can use actively but may usefully contain a number of items which he knows only passively -- and, indeed, an occasional completely unknown item. This will help to develop the skill of listening with understanding. This can be done by having children listen to the teacher read or tell a story using a book with pictures which can be shown to the children to help them understand -- or by letting the children listen to taped stories with accompanying illustrated material. The Language Master and tape-recorder clearly have a useful contribution to make in this area of the work.

The use of group-work in language teaching has many advantages : it allows for greater oral practice for the individual child, it helps to remove barriers of shyness and self-consciousness and, especially at the stages when reading and writing have been introduced, it enables the children to work and move forward at different levels.

The introduction of reading and writing should not necessarily happen at a pre-determined point in the course. Some classes will be more receptive than others and classroom settings and circumstances will differ greatly. Pre-reading activities can usefully take the form of training in the recognition of word and sentence patterns using name-cards, labels, captions, picture-cards, picture books, etc.

Reading should be introduced and developed through :

- flash-card work (in association with the course chosen)
- themes
- work-books and structured readers
- supplementary readers.

Additional readers have to be chosen with care ensuring that the language they use is related to the oral language and interest level of the class. Some early training in sound correspondences (listening to how pairs of words begin and end) will be necessary, leading to more specific phonic training later.

Writing -- in the early stages needs to be closely linked with the language the children can use orally with confidence and understanding. The children will progress from elementary copying -- eg names, labels and captions for pictures, etc to writing of work-book exercises -- to writing closely linked with readers -- to expressive writing.

The children will not be expected to change the style of handwriting which they have mastered in their mother tongue. The teacher's writing must always be in clear script.

2. The Third Year

It is recommended that the work of the third year be based on the audio-visual course :

LOOK, LISTEN AND LEARN -- G. Alexander. Set One.

Most teachers will prefer to start at the beginning of this Set One and use the earlier lessons as a revision of the material taught during the first 2 years. The rate of progress will vary from class to class depending largely on the amount of language already mastered and on the existing class situation. In the case where the children progress rapidly, supplementary work in the form of additional readers and work-books can be introduced.

Flexibility, above all, is recommended in dealing with Set One of the course.

3. Teaching Unit

Duration of lessons :

1st and 2nd year -- maximum 30 minutes

3rd year -- possibly 45 minutes

The basic composition of each unit might usefully follow this outline :

- a. Material (linguistic unit) -- listening and passive comprehension.
- b. Material -- oral repetition by children.
- c. Active comprehension and use of the material.
- d. Application of the linguistic unit to new situations.

Breakdown of the above elements :

- a. Present the material, preferably in the form of dialogue, although in the very early stages structural sentence patterns of a very simple nature will be found essential.

Explain the situation or material. Much of this 'explanation' can be done visually and actively using materials which appeal to all the senses eg pictures, felt figurines, natural objects, etc.

Comprehension is very important as an aid to retaining language. The teacher should therefore try by all means to ensure that the situation is clearly presented. Simple questions in the second language should make it clear whether or not the material is understood.

- b. Repetition of the material or dialogue by the pupils, section by section. Correction of pronunciation with care for the rhythm, stress and intonation of the language. Good speech must always be encouraged. Correction should be done in a positive manner with encouragement for good effort : negative correction may discourage the child from active participation in the work.

Pronunciation exercises can be practised either by individuals or, for the less extrovert, in small groups.

- c. Active comprehension and use of the material by applying it to different situations. The teacher's task here is to consolidate the new material using a variety of stimuli so that the children do not become bored by too much repetition. For example, if the teacher wishes the children to consolidate their use of the pattern "He is drinking a glass of milk" -- originally encountered as the reply to the question and stimulus "What is John doing ?" -- he must elicit the same response by changing the situation and varying the question and stimulus -- "What is father -- the boy -- uncle doing ?"

- d. Application of the material to new situations. This is where the new item needs to be extended and rearranged by applying it to new situations eg patterns in the original item can be substituted -- the action can be substituted : the person or object can be substituted --

"John is drinking a glass of milk"

"John is eating a slice of bread"

"Mary is ..., etc.

The new item or items can be used in a creative way by dramatising dialogues or playlets in which the new pattern is integrated with patterns already known. An excessively free use of language must be avoided however.

This necessitates the planning of a course in which each unit builds upon and makes active use of material taught in the previous units. One way of doing this would be to begin each lesson with a brief session of controlled revision. This also has the advantage of 'tuning-in' the children's ears to the unfamiliar language and, by beginning with material they are likely to know well, of establishing their confidence before they are asked to attempt new and unknown work.

This type of approach should not be rigidly adhered to. Where circumstances require, the teacher should use considerable flexibility.

C. CONTENT OF LESSONS FOR FIRST THREE YEARS OF ENGLISH AS A FIRST FOREIGN LANGUAGE

1. Introduction

The structures listed on pages 8-11 should be introduced during the first 3 years. Some are intended for the child's understanding only ; others are intended for the child's active use and must be thoroughly and confidently mastered. The latter are underlined in the list.

The list is not an exhaustive one and the choice with regard to order of presentation and grading is to be left to the individual teacher.

The social organisation and interaction of the class -- classroom business in short -- gives rise to a fair amount of incidental language which the children can be encouraged to acquire and use. The use of this language by the teacher and eventually by the child should be appropriate and occur naturally in the normal active life of the classroom. A basic list of words and phrases associated with this language is provided on page 12.

Much structured vocabulary should be presented in the form of themes ; this will of course be individually supplemented in the varying classroom situations. A selection of suitable themes with their associated vocabulary is provided on pages 13-15. The order of presentation of these themes is left to the individual teacher to decide (but see Division B. METHODOLOGY -- 1. General Introduction -- paragraph 3.)

Learning through traditional songs, games and rhymes is an integral part of the 3 years' work and should be given an important place in the programme. Intonation and natural emphasis are both helped by these learning methods. As much use of the natural dialogue pattern of speech as possible should be employed by the teacher. This needs to be integrated with centres of interest and traditional dramatisation.

During the third year most of the previous 2 years' grammatical structures and vocabulary will be revised, renewed and strengthened through the introduction of a complete audio-visual course.

2. List of Structures

What's your name ?

What's this ?

Is this a?

Is this your?

Whose pencil is this ?

Are you a ?

Yes, I'm a

Is he a ?

Who's this ?

Who's that ?

You're not / You aren't

Where's your?

Where are your?

What colour's?

He's, she's, you're,

they're, we're

There's, they are, here's

My books are/aren't

Your books are/aren't

His books are/aren't

Their books are/aren't

Where's Mary ?

These are / those are/aren't

Whose is this ? / Are these ?

What's the time ?

That's all

How many books are there .. ?

Are there any ?

I've got a / I've got two

He's got /she's got

We've got

I haven't got

My name's

His name's

It's a

This is) a, an, my,
That is) his, her, your

Yes, it's my

No, it isn't my

It's his, her, my, etc,
Tom's

No, I'm not a

Yes, he's a

It's

Here it is

Here they are

It's

Her name's

This is a

No, he isn't ...

It's not Tom

It's here

She's there/here

It's nine o'clock

There are/aren't

There aren't any

There are some

He/she hasn't got

They haven't got

We haven't got

On/in/under/next to/to
Above/out of/at/in front of/
behind/between/across/round/
from/along/with/near

Where is.../are.....?

Let's play/sing/dance

I can see/I can't see

I can see it/him, her/them

Let me see

What are you doing ?

What's he doing ?

What are we doing ?

What are they doing ?

What am I doing ?

Where are you going ?

How old are you ?

What's he looking at ?

What's she reading ?

She's putting her coat on

He's taking his coat off

He's taking it off

Is there ?

Are there ?

Is there any milk for me ?

Please give me some

Please pass me some

Please may I have some ...

There are some

There isn't much time

There aren't many apples

There is a lot of noise

There's very little

There are a few

It's behind, they're on/under, etc

He can see/can't see

We can/can't

I'm playing/singing

He's playing/jumping etc

She's talking/running

You're sitting/standing

They're holding/coming

It's rolling

We're writing

I'm seven (years old)

Yes, there is . No, there isn't

I like / I don't like

Do you like ?

Do you want ?

What's your favourite ?

Does he like football ?

What does he/she want?

What do they want ?

How many cakes do you want

How much milk does he want ?

Do you play / watch, etc

Does he/she

I'm Italian

I come from Italy

He's French/Dutch/German, etc

He comes from France/Holland/
Germany

What languages do you speak ?

I speak/he speaks

What's the weather like today ? It's sunny/it's cold, etc

-- in spring/in winter, etc

When is it cold, foggy, etc ?

What's it like in summer ?

When's your birthday ?

Every day I go to school

In the morning/in the
afternoon

In the evening/at night

I'm going to/he's going to/
she's going to/it's going to/
you're going to/they're going to
We're going to

By bus/train/car, etc

What's the time ?

I want / I don't want

It's / My favourite is

Yes, he likes / No, he doesn't like

He wants/he doesn't want

They want / they don't want

I want / I don't want any

He wants / he doesn't want

Yes, I do / no, I don't

Yes he does / no, he doesn't

It's on

It's quarter to/past

It's half past

Five, ten, twenty, twenty-five past/to

Tomorrow I'm going to go by
car, etc

I'm not going to

He's going to/he's not going to

You're not going to/they're not going to/we're not going to

I'll go by car/he'll go by car
they'll go by car
you'll/we'll/it'll

Comparison

Small/smaller/smallest

Good/better/best

Bad/worse/worst

When do you get up/go to bed etc ?

Does he get up at ?

What did you do yesterday/at the weekend ?

Where did you go ?

When did you have?

Did you?

Who did?

What happened ?

We were/you were/they were

We weren't/you weren't/they weren't

What were you doing ?

What was he doing ?

What were they doing ?

I get up at / he gets up at

Yes, he does / no, he doesn't

I went/we went

I had/he had/they had/ we had

I didn't have

Yes, I did / No, I didn't

It was/he was/I was

During the third year most of the previous 2 years' grammatical structures and vocabulary will be revised, renewed and strengthened, through the introduction of a complete course entailing reading, writing and audio-visual material.

3. Incidental Vocabulary

Good morning/good afternoon
Come in, close the door
Open the window/sit down
Close your books/put your pencils down
Look at me / at the blackboard, etc
Show me / give me

It's raining today /it's sunny today
(snowy, stormy)
Clean the blackboard
Good boy/girl, naughty boy/girl
Listen to me
Touch, point to, hold up
Draw a, paint a, colour a, cut out, fold
Hold hands, make a circle
Stop talking, be quiet
Goodbye, see you tomorrow, have a nice weekend
Excuse me, I'm sorry I'm late, may I go to the toilet ?
Thank you, all right
Quickly, hurry-up
That's very nice, that's lovely, that's funny
Leave Tom alone
Wake up, turn round, left, right
that's right
Oh, sorry, just a moment/minute please
How are you ? Fine thanks
What's the matter? It doesn't matter
Who's finished ? Have you finished ?
Put your hands up
Line up
Of course you can
On Saturday/on Sunday, etc
It's your turn now
Leave it alone
Oh dear, never mind
Are you/we all ready ?

All together
Put your hands up
Put your books away
Have you forgotten your books
Sit next to X
Switch the light on/off

Don't push
Speak English please, not
Right

Good

Now then

Off you go

Be good, etc

That's correct
Wash your hands
Pick it up
Go to Mr X
Stop work
Clear up
Mix

4. Structured Vocabulary Within Themes

The classroom and school

boy, girl, teacher, class, story, work
table, chair, desk, cupboard, blackboard
book, pencil, pencil-case, rubber,
scissors, glue
chalk, bag, wastepaper-basket
window, floor, door, playground
team, paints, paint-brush, pot
numerals 1-10

red, blue, green, yellow, orange
black, white, grey, pink
pink, brown, big, little
thin, thick
right, wrong
lazy, clever

House and Garden

flat, wall garden-gate, grass, flower,
tree, gate, fence
bedroom, bathroom, toilet, hall
kitchen, living room
various items of furniture, TV, etc
garage, car, bicycle

nice, lovely, pretty

All about child

head, face, eyes, nose, ears
mouth, hair, arms, legs
hands, feet, "tummy", body, knee

clean, dirty
wet dry

Clothes

coat, hat, gloves, shoes, boots
pullover/jumper, trousers, shirt
dress, skirt, socks, pyjamas, pocket
handkerchief, umbrella, glasses

new, old

Family

mother, father, brother, sister
grandmother, grandfather
parents, grandparents
cousin, aunt, uncle, baby, friend

old, young

Toys

train, doll, soldier, drums, trumpet
teddy-bear, rabbit, elephant

wooden
soft, woolly, furry

Animals

dog cat, mouse, bird,
(various zoo animals)
lion, tigers, etc
noise, smell, cage

noisy, smelly

Going to the doctor

sick, hospital, nurse,
operation, injection,
dentist, tooth, teeth

A railway station

engine, steam-engine/electric
platform, guard, whistle, flag
luggage, suitcase, seat,
smoke, dirt, excitement, holiday,
weekend

Going on holiday

names of certain countries
France, Italy, Holland, England
Scotland, Ireland, Wales
sea-side, beach, swimming
sand, pyjamas, towels, ice-cream,
film, money, exciting, mountains
on a farm, farm animals, tractor
forest

getting ready, packing
by train, by boat, etc
English, French, Italian, German,
etc

Telling the time

clock, watch, breakfast
dinner-time, tea-time, bed-time
play-time

quickly, at once, immediately
it's early, it's late
suddenly

Town

street, shop, cinema, church
bus, bus-stop, traffic-lights,
policeman, police-car, crossing, lorry
fireman, fire-engine, people
man, woman, men, women
picture, park, bridge, double-decker

busy

hot, cold

Food and associated vocabulary

breakfast

hot, cold

bread, butter, jam, milk, rolls

eggs, cocoa, tea and coffee, orange juice

toast, jam, marmelade

sticky

potatoes, fish and meat

hungry, ready

vegetables, etc

thirsty, empty, full

cup, saucer, teapot, saucepan

half, I'm starving

frying pan, sink, water, cooker

knife, fork, spoon

a bottle of

a cup of

a slice of

a piece of

various fruits eg

banana, apple, orange, pineapple

sweet and sour

a bunch of grapes, lemon, pear

favourite

numerals 1-100

Season/weather

summer, autumn, winter, spring

It's raining, it's pouring

leaves, gold

freezing

rain, wind, sun, snow, fog, snow, ice

skiing, skating, snowman

scarf

Seasonal festivities

Christmas, Father Christmas, Saint Nicholas

happy, sad

surprise, chimney, presents, toys

reindeer, sledge, cards

Easter, ribbon, party, firework

holiday times, etc

D. MATERIALS AND AIDS

1. Introduction

The teacher of English must endeavour to build up resources which will prove stimulating and helpful to his teaching. Firstly, an evocative atmosphere must be created in the classroom by the use of techniques such as labelling and captioning of pictures and objects, providing interesting work-books for the children and, in general, supplying the stimulus from which language will naturally arise. By building up a store of appropriate aural and visual aids such as are listed here, the teacher can overcome many of the limitations of the classroom situation in language teaching. His task will be easier if his language teaching can take place in a classroom used solely for this purpose or, if that is not possible, in his own classroom, or in an English classroom.

2. For use by Children

Scrap books for drawing and sticking in pictures

Glue, scissors, etc

Picture book

Personal toys

Course material plus additional Readers (3rd Year onwards)

3. For use by Teacher

Flannelgraph, teazlegraph, magnet-boards

White board - for use with felt pens, as a screen or blackboard

Wall charts (eg Dolphin and Nursery Rhyme Charts)

Pictures and Picture-cards

Equipment for making large size pictures and for photocopying

Material for making games such as "lotto". Models and puppets

Overhead projector and tape-recorder

Record-player and

Picture dictionary

Song and rhyme books

4. For General Use

Expendable materials

A class library

English games and puzzles

Anything of visual impact (which is of English origin, with which to decorate the class).

2. PROVISIONAL SYLLABUS IN ENGLISH AS A FOREIGN LANGUAGE
SECONDARY SCHOOL YEARS 1-3 - FIRST STAGE

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GENERAL INTRODUCTION

In the European Schools the study of English as a foreign language is intended to give the students access to a world-wide medium of communication and to a great heritage of literature. Not only should it develop the pupils' cognitive powers, but at the same time it should allow his personality to evolve and mature. It should contribute to the broadening of the students' perception of the world of reality through the medium of a different linguistic system, taking their individual and national needs into account.

International understanding cannot but be promoted by giving them an insight into other attitudes and ways of life.

Specifically the 7-year course at the European School aims at enabling the student :

- a. to understand generally accepted forms of spoken English as encountered in everyday circumstances ;
- b. to speak the language in a readily intelligible manner. This implies an acceptably accurate pronunciation, intonation and usage ;
- c. to understand modern English writing ;
- d. to express himself in writing with fair accuracy and in accordance with acceptable usage.
- e. to acquire an insight into the social and cultural background of the English-speaking world.

For practical purposes the 7-year course can be divided into an initial period of 3 years, in which the basic structures of the language are assimilated, and a further period of 4 years, in which a knowledge of more complicated structures and idioms, as well as some general notions of the literatures and civilizations of the English-speaking countries are acquired.

For this reason the programme has been broken down into 2 sections : one for the 1st, 2nd and 3rd forms (First Stage), and one for the 4th, 5th, 6th and 7th forms (Second Stage)*.

No section on methodology has been included in this syllabus. This reflects the existing situation in the European Schools, where no co-ordinated methodology for English as a foreign language teaching has been developed. This traditional absence is due to a gradual divergence of methods over the years resulting from lack of contact between the schools, the varied approaches of the text-books used and the different training of teachers of various nationalities.

However, this syllabus is subject to continuous revision and it is hoped that in the near future consultations between teachers from the different schools, bringing together their long-standing and varied experience, will make possible the production of agreed methodological guidelines for English as a foreign language teaching.

* When more experience has been gained with the new situation created by the extension of the old 5-year course to 7 years, a syllabus for the Second Stage will have to be drawn up.

FIRST STAGE

OBJECTIVES TO BE REACHED AT THE END OF THE FIRST THREE YEARS

General Remarks

1. It is important to keep in mind that this programme is intended for students beginning to learn English at the age of 11-12, who will be 14-15 at the end of the period.
2. There is always a difference between active and passive command of a language, and between active expression and passive understanding, which needs to be borne in mind consistently in the teaching process. The scope of the student's active skills will be less than his passive knowledge and understanding.

Achievements

The skills mastered after 3 years should include :

- a. The ability to understand spoken English within the passive vocabulary range.

In practice the student may be expected to show his understanding by responding adequately within his active range of vocabulary.

- b. The ability to speak English without serious mistakes of pronunciation, usage and grammar within an active vocabulary of about 1,500 words*). (See Appendix II)

In practice the student may be expected to carry on a conversation with native speakers and express himself on general subjects within his spheres of interest.

- c. The ability to read texts suitable to the student's age-group. The passive vocabulary should comprise about 2,000 to 3,000 words, depending on the individual child's ability and linguistic background.

In practice the student may be expected to read intensively within his active vocabulary, and extensively within his passive vocabulary. He should be able to retell, within his active vocabulary, the contents of narrative and descriptive prose within his spheres of interest.

- d. The ability to write English without serious mistakes of spelling usage and grammar within his active vocabulary.

In practice the student may be expected to write simple letters and short compositions on subjects within his spheres of interest.

APPENDIX I

GRAMMATICAL NOTIONS

At the end of the first 3 years the student should be familiar with the following :

VERBS :

Verb Forms -- Present simple
Present continuous
Past simple
Past continuous
Future
Conditional
Present perfect simple
Past perfect simple
Imperative

Auxiliaries --have, be, can, must, have to, may, do, need, used to,
ought to, should, shall, will, would

Patterns --Negative forms
Interrogative forms

ARTICLES

NOUNS :

Countable -uncountable
Formation of plural -- regular/irregular
Gender
Connective particle ('s, s')

ADJECTIVES :

Regular degrees of comparison
Most important irregular degrees of comparison
Comparison of equality
Much/many ; little/few ; a little/a few ; a lot/lots
Interrogative adjectives
Possessive adjectives (attributive and predicative)
Indefinite adjectives (some, any, all, every, each, both)
Demonstrative adjectives

ADVERBS :

Formation
Position in sentence
Interrogative adverbs
Indicative adverbs

PRONOUNS :

Personal
Compound personal (myself .. etc)
Interrogative
Supportive (one, ones)
Indefinite
Relative (who, which, that, zero)

NUMERALS :

Cardinal and ordinal

CONJUNCTIONS

(See Appendix IV)

PREPOSITIONS

(See Appendix V)

EXAMPLES OF USES OF VERB FORMS LISTED ABOVE

- a. Present simple : My father works in London.
My father goes to the office every day.
My father opens the door and enters.
- b. Present continuous : My father is working in the garden.
He is leaving next week.
- c. Past simple : His father died yesterday
I saw him two months ago.
- d. Past continuous : He was working when I came in.
- e. Present perfect : I have lived here for five years now.
I have lived here since 1970.
- f. Past perfect : He told me that he had bought a new car.
- g. Future : I will help you.
We shall have to go now.
I am going to talk to him to-morrow.
- h. Ing-forms : Running horses
Smoking is bad for one's health.
I like fishing.
I'm afraid of going there.
I want to go shopping.
She stopped talking for a moment.
- i. Present simple passive : English is spoken all over the world.
- j. Past simple passive : He was hit in the face.
- k. Past participle used as a
predicative adjective : This cup is broken.

SIMPLE SENTENCE STRUCTURES

- a. Subject + verb : He jumps -- He doesn't jump -- Does he jump ?
He is singing -- He isn't singing -- Is he singing ?
I have slept -- I haven't slept -- Have I slept ?
- b. Subject + verb + direct object : You saw him -- You didn't see him -- Did you see him ?
- c. Subject + verb + indirect object + direct object : They gave them their books.
He told me his story.
- d. Subject + verb + adverb of place : He is there.
She is in London.
- e. Subject + verb + adverb of definite time : Tomorrow I shall leave.
I saw him yesterday.
- f. Combination of d. and e. : I went to the station at 6 o'clock
- g. Combination of c., d. and e. : You sent him a letter from London last week.
- h. Imperative : Listen !
Don't do that !
Let's go !
- i. Structures with adverb of indefinite time and other adverb : He always eats at seven.
They also wanted to talk about it.
- j. Question tags : He went home, didn't he ?
He didn't go home, did he ?
- k. Object + infinitive : I want him to go.
We saw him go.
- l. Impersonal use of 'it' : It's raining.
- m. Phrasal verbs : I'd like to look into it.

APPENDIX II

VOCABULARY

The active vocabulary taught should cover the most frequent words and expressions, always keeping in mind the learner's age-group. It ought to consist of :

- a. the structural words covered in the "Grammatical Notions" (Appendix I) ;
- b. the irregular verbs contained in Appendix III and those regular verbs which form part of the centres of interest listed below ;
- c. the content words related to the "Centres of Interest" (see below).

Adjectives and adverbs may be taught in almost any kind of semantic context and are therefore not listed separately.

CENTRES OF INTEREST AND SEMANTIC CATEGORIES

The list of centres of interest and semantic categories given below is not meant to be exhaustive. It gives the minimum which ought to be covered. The words given are only to be considered as examples. This leaves ample scope for the individual teacher to develop the vocabulary within this framework and to extend it to other centres of interest.

Accidents	: fire, crash, wound / to injure, to run over
Animals	: dog, horse, cat / to feed, to bite, to ride
Body	: arm, head, limbs / to move to shake, to touch
Business	: company, office, customer / to sell, to buy, to order
Calendar	: Easter, March, holiday, month / to pass, to spend
Clothes	: trousers, skirt, shoe / to put on, to take off, to change
Colours	: red, pink, yellow / to look, to paint
Communications	: radio, letter, telephone / to dial, to ring up, to send
Countryside	: farm, field, tree / to grow, to plant, to feed
Economy	: job, tax, customs / to pay, to borrow
Entertainment	: music, theatre, fun-fair / to amuse, to dance, to have fun
Feelings	: happiness, sadness, quiet / to feel, to laugh, to cry
Food	: bread, cake, tea / to eat, to drink, to cook, to boil
Forms of address	: sir, officer, Mr Brown / to address, to ask, to call
Fruits	: apple, orange, cherry
Garden	: tree, flower, fence / to dig, to cut
Geography *)	: country, coast, river / to travel, to discover
Government	: king, parliament, law / to govern, to debate
History *)	: age, antiquity, peace / to invade, to civilize
House	: window, floor, roof / to live, to clean, to build

Human beings	: boy, man, girl, wife / to grow up, to die
Human life	: birth, marriage, death / to die, to fall in love
Human relationships	: friend, enemy, team / to like, to obey
Illness	: disease, prescription, cold / to suffer, to cure
Language	: speech, conversation / to speak, to pronounce
Law	: crime, prison, court / to judge, to arrest
Materials	: iron, wood, paper / to make, to produce
Measures	: mile, kilometre, pound / to measure, to weigh
Military	: army, soldier, gun / to shoot, to attack, to march
Money	: salary, wages, penny / to earn, to spend
Relatives	: father, aunt, niece / to love, to kiss, to inherit
Reading and Writing	: book, pen, newspaper / to write, to copy
Religion	: church, prayer / to pray, to kneel
School	: pupil, desk, blackboard / to learn, to listen, to repeat
Senses	: noise, smell, sight / to see, to hear, to notice
Shopping	: department-store, grocery / to wrap up, to buy
Sports	: football, soccer team / to play, to run, to swim
Television and Radio	: programme, announcer, news / to broadcast, to watch
Time	: day, 6 o'clock, minute / to tell, to read
Tools	: hammer, scissors, stick / to work, to use, to hit
Town and Village	: street, corner, building / to walk, to visit
Toys	: doll, model, ball / to play
Trades and Professions	: doctor, plumber, teacher / to work, to repair
Traffic	: policeman, pavement, sign-post / to drive, to cross
Transport	: car, bicycle, railway / to travel, to return
Weather	: snow, cold, cloud / to rain, to snow, to shine

APPENDIX III
IRREGULAR VERBS

to be	to forget	to put
to bear	to freeze	to read
to beat	to get	to ride
to become	to give	to ring
to begin	to go	to rise
to bend	to grow	to run
to bite	to hang	to sa
to blow	to have	to see
to break	to hear	to sell
to bring	to hide	to send
to build	to hit	to set
to burst	to hold	to sew
to buy	to hurt	to shake
to catch	to keep	to shine
to choose	to kneel	to shoot
to come	to know	to show
to cost	to lay	to shut
to cut	to lead	to sing
to dig	to learn	to sink
to do	to leave	to sit
to draw	to lend	to sleep
to drink	to let	to speak
to drive	to lie	to spend
to eat	to light	to stand
to fall	to lose	to steal
to feed	to make	to stick
to feel	to mean	to strike
to fight	to meet	to sweep
to find	to overtake	to swim
to fly	to pay	to swing
to take	to teach	to tear
to tell	to think	to throw
to understand	to wake	to wear
to win	to write	

APPENDIX IV

CONJUNCTIONS

if	while	neither ... nor
whether	as	so
unless	since	and
so that	as soon as	but
so ... that	as long as	but also
after	whenever	although
before	because	though
when	for	
until	both.... and	
till	either ... or	

APPENDIX V

PREPOSITIONS

above	down	outside
about	for	over
across	from	round
after	in	by the side of
against	into	since
along	in front of	through
among	inside	till
at	like	to
because of	near	towards
before	next to	under
behind	of	until
between	off	up
beyond	on	up to
by	opposite	with
close to	out of	within
		without