

EUROPEAN SCHOOLS

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

TO BE INSERTED IN

"HARMONIZED TIMETABLES AND SYLLABUSES"
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replaces part of page 23

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)*.

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

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.

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 :

- the structural words covered in the "Grammatical Notions" (Appendix I) ;
- the irregular verbs contained in Appendix III and those regular verbs which form part of the centres of interest listed below ;
- 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 say
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 fall
to feed
to feel
to fight
to find
to fly
to take
to tell
to understand
to win

to light
to lose
to make
to mean
to meet
to overtake
to pay
to teach
to think
to wake
to write

to stand
to steal
to stick
to strike
to sweep
to swim
to swing
to tear
to throw
to wear

APPENDIX IV
CONJUNCTIONS

if
whether
unless
so that
so ... that
after
before
when
until
till

while
as
since
as soon as
as long as
whenever
because
for
both ... and
either ... or

neither ... nor
so
and
but
but also
although
though

APPENDIX V
PREPOSITIONS

above
about
across

down
for
from

outside
over
round

after
against
along
among
at
because of
before
behind
between
beyond
by
close to

in
into
in front of
inside
like
near
next to
of
off
on
opposite
out of

by the side of
since
through
till
to
towards
under
until
up
up to
with
within
without

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