|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | Proficiency |
|  |  |  |  | Advanced |  |
|  |  |  | Upper Intermediate |  |  |
|  |  | Intermediate |  |  |  |
|  | Pre-Intermediate |  |  |  |  |
|  | Elementary |  |  |  |  |  |
| Beginners |  |  |  |  |  |
| A1 | A2 | B1 | B2 | C1 | C2 |

**Overview CEFR**

Students entering at this level will be able to understand the class and its contents well. They will have been exposed to pronunication teaching before, but perhaps not in such a targeted form.

The aim of the course is to enable students to reduce their native accents when speaking English. The student’s will have a strong level of intelligibility and are working to achieve an RP accent or pronunication style.

Students will be exposed to a range of international English accents (native speakers) although the clear focus will be standard British pronunciation/ accents.

Students can expect to engage in considerable error identification, analysis and correction in speech.

Students can expect to participate in class group and pair discussions on a range of topics focusing on accent and clarity.

Students can expect to present to the class at regular intervals.

Students can expect to refer to the phonetic table for guidance in accurate and clear pronunciation.

**Course Goals**

* To develop student’s understanding of vowels, consonants and dipthongs and how these are blended at word and sentence level
* To develop student’s understanding of spelling regularities to assist them in identifying sounds
* To develop student’s understanding of advanced aspects of communication such as stress, intonation, tone, assimilation, elision, liason, vowel reduction, atrong and weak forms
* To identify and correct individual, specific pronunciation errors
* To provide a model for clear, accurate standard British pronunciation
* To highlight stress (word and sentence), intonation and tone in standard British
* To provide participants with structured speaking activities that focus on specific pronunciation issues.
* To provide participants with free speaking activities following the structured speaking activities to contextualize and practice accurate pronunciation and accent
* To explore various other native English accents to compare and contracts with British English (US, Australian, South African etc)

**Recommended Lesson Structure**

|  |  |  |
| --- | --- | --- |
| **18.30-19.30** | **Break** | **19.45-20.30** |
| Phoneme/ Stress/ Intonation Focus | Structured Speaking Activities |  | Fluency Speaking Activity | Student presentation |

**Language Covered**

|  |  |
| --- | --- |
| **POSSIBLE TOPICS** | **RESOURCES SOURCE** |
| Letters, sounds and spellings | English Pronunciation in Use Intermediate, Get Rid of your Accent Part One, Ship or Sheep? |
| Consonant clusters | English Pronunciation in Use Advanced, Get Rid of your Accent Part Two |
| Word stress | English Pronunciation in Use Intermediate, Advanced |
| Sentence stress | English Pronunciation in Use Intermediate, Advanced |
| Strong and Weak forms | English Pronunication in Use Advanced, Get Rid of your Accent Part Two |
| Emphasis | English Pronunciation in Use Intermediate |
| New and old information | English Pronunciation in Use Intermediate |
| Features of fluent speech | English Pronunication in Use Advanced, Get Rid of your Accent Part Two |
| Prominence | English Pronunication in Use Advanced |
| Intonation | English Pronunication in Use Advanced, Get Rid of your Accent Part Two |

|  |  |
| --- | --- |
| **SKILLS** | **RESOURCES SOURCE** |
| Spelling Skills: Understanding spelling in relation to phonemesListening Skills: Listening and understanding different British accentsSpeaking Skills: Presentations, free speaking, controlled speech, reading aloud, discussions and debatesPronunciation: introduction to individual phonemes, stress, intonation, tone, assimilation, elision, liason, vowel reduction, atrong and weak forms | Get Rid of your Accent Part One, English Pronunciation in Use IntermediateAdvanced Skills, Taboo’s and Issues, Discussions that work, Presentation skills, BEC Advantage BuisnessEnglish Pronunciation in Use Intermediate and Advanced, Get Rid of your Accent Part One and Two, Ship or Sheep? |

|  |
| --- |
| **ASSESSMENT** |
| 1. Placement Test. Students will be placed in class based on a test in speaking and grammar
 |
| 1. Monthy Progress Test. Students will be tested every month on the content on the previous months lessons. The test will be created by teachers and may cover all key language areas depending of work covered.
 |
| 1. On-going Classroom Assessment. Teachers will constantly assess students during classroom interactions using a variety of interactions (role plays, presentations, discussions, quizzes)
 |
| 1. Tutorials. Individual students and teachers will meet once every two months to discuss individual progress.
 |
| 1. Exit Report/ Interview. Students will receive a written course exit report outlining their progress and current strengths and weaknesses.
 |

|  |
| --- |
| **METHODOLOGY****Communicative approach**The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.Students will take part in the following interactions and activities:* Role-plays
* Debates and class discussions
* Pair work
* Problem solving
* Creative designs

**In the classroom** Classroom activities guided by the communicative approach are characterised by trying to produce meaningful and real communication, at all levels. As a result there may be more emphasis on skills than systems, lessons are more learner-centred, and there may be use of authentic materials.Within a variety of simulated working & social situations, and using role-plays & fun speaking exercises, students will be encouraged to talk. An experienced, native-speaking tutor will correct you with a focus on your specific pronunciation & intonation issues. |