

Course Title Working Lunch I
Course Level Beginners
Course Description 10 sessions 60 mins £149
Course Progression Working Lunch II & III



Aims This course provides an intensive focused approach ideal for language first-timers who want to acquire the practical speaking and listening skills needed to cope with day-to-day scenarios when socialising and travelling abroad and make the most of their lunchtime. The course is communicative in approach focusing on speaking and listening, and employing a range of participative activities in order to visit the topic areas detailed below. Key structures of basic grammar are introduced inductively. Learn how to order drinks and food at a café, how to exchange greetings, get directions, make purchases, obtain goods and services. The course provides the building blocks to enable learners to progress to the next stage: Working Lunch II (Beginners Plus Level) and then continue to progress all year round.

Who is it for?

For those with no previous knowledge/those wish start at the beginning and progress at absolute beginner pace. CEFR* Level A1

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| Programme | <i>Open to discussion and amendment at any time</i> |
| Meeting & greeting | <i>Greeting people appropriately; introducing yourself and others; reviewing registers and pronunciation; coping strategies. Ordering something to drink for self and others.</i> |
| Getting to know you | <i>Exchanging personal info, saying who you are, where you're from, spelling your name, exchanging phone number</i> |
| Getting to know you | <i>Exchanging personal info, talking about family, occupation ,nationality,</i> |
| Getting about | <i>Travelling around, asking for and following directions</i> |
| At the cafe | <i>Ordering snacks and drinks for self and others from a tourist menu</i> |
| Language Work Out | <i>Flexing and strengthening new language muscles.Roleplay-based scenarios</i> |
| Shopping for goods | <i>Obtaining goods and services – dealing with number and currency</i> |
| At the market | <i>Obtaining goods and services- dealing with descriptors</i> |
| Dealing with time | <i>Dealing with time and dates</i> |
| Language Work Out | <i>Flexing and strengthening new language muscles.Roleplay-based scenarios</i> <small>*Language Work Outs offer a record of achievement in our Progress Portfolio</small> |

Indicative structures to be covered:. Numbers and alphabet. Nouns ,gender, plural endings, definite and indefinite articles, partitive article, adjectival agreement in outline, present tense – regular verbs, modals, and some key irregulars, subject pronouns, direct object pronouns;(contracted) prepositions, conjunctions ,interrogatives and negatives. Further structures may be taught globally and/or in context: some reflexives, imperative and conditionals necessary for polite requests. Present perfect tense, where appropriate.

This is not a prescriptive list: structures covered will vary from one language to another, may be used productively or receptively, as appropriate, and in accordance with student need.

Accreditation – in house certificate of intended outcomes as mapped to the CEF

Working towards CEFR* A1 level - *Common European Framework

Speaking and Listening: Intended outcomes at this level

Listening

A1

I can understand basic greetings and phrases (e.g. 'hello', 'good morning', 'excuse me', 'sorry', 'thank you').

I can understand simple questions about myself when people speak slowly and clearly.

I can understand very simple information concerning numbers and time (e.g. days of the week, months of the year, numbers, prices and times).

I can understand short simple instructions and directions given in clear slow speech.

I can understand very short dialogues when people speak slowly and clearly.

I can understand simple words concerning myself, my family, my immediate environment when people speak slowly and clearly.

Speaking

A1

I can make basic introductions (e.g. say who I am, ask someone's name and introduce someone).

I can use basic greetings and courtesy phrases (e.g. 'please', 'thank you', 'how are you?', 'I'm fine').

I can make simple purchases, using pointing and gestures to support what I say.

I can ask and answer very simple questions about myself if I can take my time and get help from the person I am talking to.

I can reply to simple direct questions about personal details if these are spoken very slowly and clearly in standard language.

I can indicate that I understand or do not understand.