

SYLLABUS LEVEL A1-A1+

Course Aim: To help students improve their speaking skills through important global topics.

This syllabus is designed into a coherent five-level program (CEFR-mapped: Level 1 – A1 to Level 5 – C1) with a clear, communicative, and globally-relevant focus. Each level is built around the **UN 17 Sustainable Development Goals (SDGs)**, chosen for their universal relevance and accessibility to learners and teachers from diverse linguistic, cultural, and educational backgrounds.



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A1 + DAY 0 THEME – Placement test and Diagnostic day	
<p style="text-align: center;">SESSION 0 (90 minutes)</p> <p>Aims:</p> <ol style="list-style-type: none"> 1. Placement test 2. Diagnostic speaking test 3. Diagnostic game 	<p style="text-align: center;">SESSION 0 (90 minutes)</p> <p>Aims:</p> <ol style="list-style-type: none"> 1. Getting to know you first lesson (Diagnostic Pack) 2. Diary recording
Diagnostic material folder Teacher pack	First lesson
A1 + DAY 1 ‘ MY WEEK’ (SDG 3) – ‘IT’S A BEAUTIFUL DAY’ (SDG 13)	
<p>Intended Learning outcomes:</p> <ol style="list-style-type: none"> 1. I can understand how weekly routines contribute to a healthy lifestyle 2. I can discuss morning routines that promote well-being (e.g., balanced meals, exercise). 3. I can use simple language to discuss about daily weather patterns 4. I can talk about simple daily routines to help protect environmental changes 5. I can use daily routine and weather vocabulary 	
<p style="text-align: center;">SESSION 1 – ‘MY WEEK’ (90 minutes)</p> <p>Aims:</p>	<p style="text-align: center;">SESSION 2 – ‘IT’S A BEAUTIFUL DAY’ (90 Minutes)</p> <p>Aims:</p>

<ol style="list-style-type: none"> 1. To discuss morning routines that promote well-being (e.g., balanced meals, exercise) 2. To learn vocabulary related to days of the week and routine activities 	<ol style="list-style-type: none"> 1. To introduce simple discussions about daily weather patterns, encouraging awareness of environmental changes. 2. To describe the weather and discuss morning routines.
<p>A1+ DAY 2 'BIG HAPPY FAMILIES' (SDG 4) & 'MAKE A COLLAGE' (SDG 10)</p> <p>Intended Learning outcomes:</p> <ol style="list-style-type: none"> 1. I can use basic vocabulary about families and family members 2. I can express basic ideas about family roles in education 3. I can recognize and appreciate diverse family structures 4. I can discuss diverse family structures to foster inclusivity. 5. I can create and present a collage of an influential/ family member/ friend 	
<p style="text-align: center;">SESSION 1-'BIG HAPPY FAMILIES' (minutes)</p> <p>Aims:</p> <ol style="list-style-type: none"> 1. To highlight the role of family in supporting learning. 2. To recognize family member names and talk about family members 	<p style="text-align: center;">SESSION 2 - PROJECT 'MAKE A COLLAGE' (90 minutes)</p> <p>Aim:</p> <ol style="list-style-type: none"> 1. To talk about diverse family structures to support inclusivity 2. To create a family-themed collage using vocabulary learned
<p>A1 + DAY 3 MEET ME AT THE MALL(SDG 12) – FASHION PROJECT</p> <p>Intended Learning outcomes</p> <ol style="list-style-type: none"> 1. I can use shopping related vocabulary and phrases 2. I can ask and respond to questions at a shopping mall 3. I can critically understand the importance of reusing, recycling and responsible buying 4. I can collaborate and create a fashion show collage 5. I can understand sustainable fashion and express personal style 	
<p>SESSION 1- 'MEET ME AT THE MALL' (SUSTAINABLE CHOICES IN FASHION) (90 minutes)</p> <p>Aims:</p>	<p style="text-align: center;">SESSION 2- 'FASHION' PROJECT (90 minutes)</p>

1. To talk about sustainable choices in fashion, emphasizing reuse and recycling.
2. To learn shopping-related vocabulary and phrases.

Aims:

1. To introduce basic ideas of ethical consumerism.
2. To express opinions on clothing and describe personal style
3. To create a fashion show collage

A1+

DAY 4 'FREE TIME'(SDG 3) – ' HOW OFTEN DO YOU EXERCISE' SDG 11

Learning outcomes:

1. I can use vocabulary for free time activities
2. I can use express personal preference for leisure time activities and engage in conversations about free time
3. I can critically understand the value of physical activity, health, and well being
4. I can work well with others
5. I can use appropriate language from the lessons

SESSION 1- 'FREE TIME' (90 minutes)

Aims:

1. To emphasize the value of physical activity for health
2. To discuss common leisure activities and preferences

SESSION 2- 'HOW OFTEN DO YOU EXERCISE' (90 minutes)

Aims:

1. To highlight community spaces like parks that support healthy living.
2. To use adverbs of frequency to describe exercise habits

A1+

DAY 5 'TRADITIONAL FOOD' (SDG 2) – 'MY FRIDGE.COM' (SDG` 12)

Learning outcomes:

1. I can use vocabulary for traditional foods from various countries
2. I can talk and share information about traditional food from my country
3. I can critically understand and appreciate the importance of traditional food from different countries
4. I can understand the importance of reducing food waste and mindful eating
5. I can understand the impact of my food choices on the environment

6. I can work well with others

SESSION 1 – ‘TRADITIONAL FOOD’ (90 minutes)

Aims:

1. To encourage appreciation for food diversity and balance.
2. To learn names of common traditional foods
3. To talk about food preferences

SESSION 2 – ‘MY FRIDGE.COM – FOOD SURVEY’(90 minutes)

Aims:

1. To discuss reducing food waste and mindful eating.
2. To conduct a survey on favorite foods

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DAY 6 ‘MY HOME’ (SDG 11) & ‘ DESIGN A DREAM HOME’(SDG 7)

Learning outcomes

1. I can use vocabulary for rooms and objects found in the home
2. I can use basic sentences to describe rooms and objects
3. I can talk and describe my home and give basic information
4. I can critically understand how my home living habits can help the environment
5. I can describe my dream home
6. I can collaborate to create/design an environmentally friendly home
7. I can understand the importance of green homes

SESSION 1- ‘MY HOME’ (90 minutes)

Aims:

1. To introduce concepts of sustainable living practices.
2. To describe rooms and objects in the home

SESSION 2- ‘DESIGN A DREAM HOME’ (90 minutes)

Aims:

1. To discuss how energy-efficient homes contribute to sustainability.
2. To use descriptive language to create a dream home

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DAY 7 – ‘ MY FIRST MEMEORY (SDG 10) & WHERE DID YOU GROW UP’(SDG 4)

Learning outcomes

1. I can use vocabulary about my my childhood and family
2. I can talk about a past memory

3. I can understand different cultures and the importance of being different
4. I can use basic past tense forms to talk about past experience
5. I can recognize different types of schools and how this shapes who I am and who we are
6. I can use appropriate language from the lessons
7. I can collaborate well with others

SESSION 1 – ‘MY FIRST MEMORY’ (90 minutes)

Aim:

1. To encourage respect for diverse backgrounds.
2. To talk about early memories and basic past tense forms

SESSION 2- ‘WHERE DID YOU GROW UP’ (90 minutes)

Aims:

1. To talk how education and memories shape communities.
2. To discuss home towns and past experiences

A1+

Day 8 ‘ I LOVE THIS JOB’ (SDG 8) & ‘ I AM REALLY TIRED’ (SDG 1)

Learning outcomes

1. I can use basic vocabulary related to jobs, feelings of tiredness and common activities
2. I can express myself about how I feel after different activities using simple sentences
3. I can use simple present and descriptive phrases to talk about jobs they admire or aspire to.
4. I can discuss and describe different jobs and what people like about them.
5. I can work in pairs and groups to express preferences and reasons for job choices.
6. I can critically understand the importance of choosing the right job for me

SESSION 1- ‘ I LOVE THIS JOB’ (90 minutes)

Aims

1. To learn basic job-related vocabulary
2. To talk about fair wages, job satisfaction, and meaningful work.

SESSION 2- ‘ I AM REALLY TIRED’ (90 minutes)

Aims:

1. To introduce the idea of work and connection to quality of life.
2. To describe how they feel after a long day

<p>A1+ DAY 9 'THE BIGGEST AND BEST (SDG 16) & 'MY COUNTRY' (SDG 10)</p> <p>Learning outcomes</p> <ol style="list-style-type: none"> 1. I can use vocabulary related to geography 2. I can use comparative adjectives in context 3. I can compare different countries 4. I can use simple sentences to talk about my country 5. I can ask and answer questions about geography and culture 6. I can understand and respect the different cultures in my classroom 7. I can identify what is it to be a global citizen 	
<p>SESSION 1- 'THE BIGGEST AND BEST' (90 minutes)</p> <p>Aims:</p> <ol style="list-style-type: none"> 1. To understanding and respect for divers cultures. 2. To learn vocabulary for discussing geography and see comparisons with adjectives in context 	<p>SESSION 2 – 'GLOBAL CITIZENS' (90 minutes)</p> <p>Aims</p> <ol style="list-style-type: none"> 1. To support respect for different countries and cultures. 2. To discuss basic information about their home country
<p>A1+ DAY 10 'WILDLIFE AND SEASONS' (SDG 13) & 'PRESENT THE WEATHER' (SDG 5)</p> <p>Learning outcomes</p> <ol style="list-style-type: none"> 1. I can use vocabulary related to animals and seasons. 2. I can use simple sentences to describe animals and their habitats in different seasons. 3. I can talk about seasonal weather patterns and their effects on wildlife. 4. I can ask and answer questions about animals and seasons 5. I can understanding of how climate change can change seasonal weather and wildlife 6. I can work with a team to create a wether report 	
<p>SESSION 1- 'WILDLIFE AND SEASONS' (90 minutes)</p>	<p>SESSION 2 - PROJECT/ 'PRESENT THE WEATHER' (90 minutes)</p>

Aims:

1. To learn names of animals and seasonal vocabulary
2. To discuss seasonal weather patterns and how climate change impacts wildlife

Aims:

1. To highlight the importance of protecting wildlife and natural habitats
2. To talk about climate change

A1+

DAY 11 'HEALTHY EATING' (SDG 3) & ' DOCTOR, DOCTOR' (SDG 2)

Learning outcomes:

1. I can use vocabulary and collocations related to healthy eating
2. I can use simple sentences to describe healthy food choices and balanced diets
3. I can talk about healthy eating habits and food choices
4. I can answer questions about food and its nutritional value
5. I can understanding the importance of healthy eating and how to read food labels for nutritional information
6. I can collaborate well with others

SESSION 1-'HEALTHY EATING' (90 minutes)

Aims:

1. To promote healthy food choices and basic health awareness.
2. To develop their ability to talk about balanced diets and read information on food packaging

SESSION 2 – 'DOCTOR, DOCTOR' (90 minutes)

Aims:

1. To talks about nutritious food and food security.
2. To learn collocations connected with health and medicine

A1+

DAY 12 ' ENGLISH AND THE UK' (SDG 4) & BRITISH CELEBRITIES (SDG 17)

Learning outcomes

1. I can use vocabulary related to the UK and its culture and British celebrations
2. I can using simple sentences to describe the UK, my home countries, and British Celebrations
3. I can talks about the importance of learning about other nations and cultures

- 4. I can ask and answer questions about cultural aspects of the UK and my countries
- 5. I can understand why cultural education is important
- 6. I can collaborate well with others

SESSION 1 – 'ENGLISH AND THE UK' (90 minutes)

Aims:

1. To discuss cultural education and the importance of learning about other nations.
2. To encourage learner autonomy after returning to their countries and to recycle, revise and practice their English

SESSION 2 - ESDC lesson (Education for sustainable development) (90 minutes)

Aims:

1. To encourage cultural exchange as a bridge to understanding global cooperation.
2. To explore a range of British celebrations.



