**Syllabus Types**

1. **Grammatical/Structural**

A list of grammatical structures (such as present simple, past simple, countable and uncountable nouns) is divided into sections and graded according to level of difficulty and/or importance.

1. **Lexical**

A list of lexical items (vocabulary), with associated idioms and collocations, is divided into graded sections. Such syllabuses are based on a corpus (a computerised collection of samples of authentic language)

1. **Functional**

Functions are things you can do with language when interacting with other people. e.g. inviting, disagreeing, apologising, requesting. Purely functional syllabuses are rather limited – they are often combined with grammatical syllabuses.

1. **Phonological**

These syllabuses take elements of pronunciation such as sounds, stress or intonation as their organising principle

1. **Situational**

These syllabuses take real-life contexts of language use as their bases. Teaching is organised around a number of situations: at the bank, at the railway situation, in the restaurant and so forth.

1. **Topic-based**

This is similar to the situational syllabus, except that topic is used as the organising principle. For example: Unit 1: Food. Unit 2: Health. Unit 3: Transport

1. **Task-based**

These syllabuses specify the learning tasks to be done rather than the language itself, or even its meanings. Units carry titles such as Comparing, Problem Solving, Sharing Personal Experiences, Creative Tasks. Learners undertake the tasks, and language input is based on what they produce, rather than pre-determined.

1. **Mixed or ‘multi-strand’**

Most course books today use syllabuses which combine different aspects in order to be as comprehensive as possible. In these you may find specification of topics, tasks, functions, grammar and vocabulary, as well as units focussing on skills development.