

Syllabus Intensive English Basic Skills: Malta

Monday 1300-1430	Lesson Focus Lead In	Activities SS talk about how they came to Malta.	Aims and objectives. Introduce topic, personalise and activate linguistic schemata, SS start to formulate a narrative.	Resources School resource bank
<p>Maria Went to Malta</p>	<p>Task:</p> <p>Vocabulary- Collocations and Phrasal Verbs connected to daily routine.</p> <p>Speaking</p>	<p>SS in pairs put a number of pictures in the correct order to tell a story of a person travelling to Malta.</p> <p>SS are given sentences to match with the pictures they may need to reorder the pictures in order to complete the story in a logical manner.</p> <p>Input from T on phrasal verbs and collocations used in the story.</p> <p>SS complete sentences using vocab from input session.</p> <p>T drills sentences for pron.</p> <p>SS in new pairs tell the story of the day they came to Malta.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>SS are introduced to phrasal verbs and collocations used to describe daily routine.</p> <p>Form and meaning of vocab.</p> <p>Controlled Practice</p> <p>Pronunciation.</p> <p>Production</p> <p>CEFR descriptor: Students can describe past activities events and personal experiences.</p>	
<p>Tuesday 1300-1430</p> <p>A brief history of the islands of Gozo and Malta</p>	<p>Lead in -History of Malta</p> <p>Vocabulary – Historical events</p> <p>Reading</p> <p>Speaking</p>	<p>SS in groups discuss what they know about the history of Malta.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues</p> <p>SS use context to match words from the text to the definitions.</p> <p>SS answer short answer questions about the text. SS answer T/F questions about the text</p> <p>SS find vocab in text to match definitions.</p> <p>SS discuss the history of their country/[city in pairs.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues</p>	<p>Introduce context of historical events, personalise and activate schemata in preparation for reading task.</p> <p>Introduce vocabulary from reading task.</p> <p>Reading - Scanning</p> <p>Check understanding of meaning of vocab.</p> <p>Consolidation of understanding of vocab and practice using vocab in conversation.</p> <p>CEFR descriptor: Students can understand the main points in an article especially when it is illustrated.</p>	<p>School resource bank</p>

Wednesday 1300-1430	Lesson Focus	Activities	Aims and Objectives	Resources
Movies in Malta	Lead In Listening Speaking	<p>Game SS guess the movies from the pictures. These are all films made in Malta. SS in pairs answer the questions in Task 1</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues</p> <p>SS listen to a radio interview about the film industry in Malta and answer questions in task 2</p> <p>SS in pairs try to remember answers to questions in task 3 and listen again to check.</p> <p>SS in groups discuss films that have been made in their country/city</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues</p>	<p>Introduce context of films and filming, personalise and activate schemata in preparation for reading task.</p> <p>Listening for gist</p> <p>Listening for specific detail</p> <p>Consolidation of understanding of listening.</p> <p>CEFR descriptor: Students can follow the main points in a video interview if people talk slowly and clearly and the images help them understand what is being said.</p>	School resource bank
Thursday 1300-1430	Lead in Vocabulary-Crafts Reading Vocabulary- Lexical Chunks Listening/Writing Speaking /Writing	<p>SS answer questions in task 1 in groups</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues</p> <p>SS match words to pictures</p> <p>SS answer questions in Task 3</p> <p>SS find lexical chunks in the text that match the descriptions,</p> <p>SS watch an interview with a Maltese Craftsperson and make notes.</p> <p>SS in pairs discuss what they remember and write a description of the persons job. They then compare descriptions in groups.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues</p>	<p>Introduce context of crafts, personalise and activate schemata in preparation for reading task.</p> <p>Introduction to vocabulary in reading task</p> <p>Reading-Scanning</p> <p>Reading-Scanning</p> <p>Listening/Note taking</p> <p>Consolidation of understanding of vocabulary and listening.</p> <p>CEFR descriptor: Students can describe a job and write a short description of an event</p>	School resource bank

<p>Friday 1300-1430</p> <p>Treasure hunt</p>	<p>Lead in</p> <p>Preparation</p> <p>Task</p> <p>Presentation</p>	<p>SS list what they can remember about Malta from this week's lessons.</p> <p>SS are given an app which shows where various places of interest in Valletta are found, and a set of questions/tasks based on the topics covered in this week's lessons. In groups they use the app to decide where they will find the answers and plan a route.</p> <p>SS have 30 minutes to complete the treasure hunt and return to class.</p> <p>SS in groups present their finding to the rest of the class.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues</p>	<p>Recycling vocab from this week's lessons.</p> <p>CEFR descriptor: Students can discuss plans with other people and give basic information about a city.</p>	<p>School resources bank</p>
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