

Syllabus General English Upper Intermediate Banks and Money

<p>Monday 0900-1030</p> <p>Banks and Money</p>	<p>Lesson Focus Warmer: Introducing new students.</p> <p>Speaking.</p>	<p>Activities Money and other regrets: Communication activity</p> <p>Picture task: Three dimensions of viewing. SS in groups discuss their perceptual and affective response to the image.</p> <p>Task 1 SS discuss questions in pairs. Task 2 SS discuss questions in group.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>Aims and objectives. SS get to know new class members in an activity that introduces this week's main topic and grammar.</p> <p>Introduce topic, personalise and activate linguistic schemata,</p> <p>CEFR descriptor: Students can keep up with a discussion and express their ideas and opinions clearly and precisely.</p>	<p>Resources Communication activity p280 Outcomes Teachers Book</p> <p>Outcomes online resources Unit 13 main image + school resource bank</p> <p>Outcomes Upper Int Course Book P134-135 Tasks 1 and 2</p>
BREAK	BREAK	BREAK	BREAK	BREAK
<p>Monday 1100-1230</p> <p>Money troubles</p>	<p>Vocabulary – Money problems Pron-drilling</p> <p>Listening</p> <p>Speaking</p>	<p>SS complete sentences in pairs</p> <p>SS practice saying the sentences.</p> <p>SS answer questions in Task 3</p> <p>SS listen and answer questions in Task 4.</p> <p>SS listen for contractions of will</p> <p>SS listen and answer questions in Task 5</p> <p>SS in groups discuss questions in Task 6</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>Introduce vocabulary SS will hear in Listening task.</p> <p>Check understanding of connected speech to prepare for listening. Consolidation of understanding of vocab in Task 1 and practice using vocab in conversation.</p> <p>Listening for general meaning (gist)</p> <p>Decoding connected speech.</p> <p>Listening for specific information(detail)</p> <p>SS demonstrate understanding of vocab and listening task.</p> <p>CEFR descriptor: Students can keep up with animated discussions between first language and second language speakers.</p>	<p>Outcomes Upper Int Course Book P136 Task 1 Outcomes Upper Int Course Book P136 Task 2</p> <p>Outcomes Upper Int Course Book P136 Task 3 Outcomes Upper Int Course Book P136 Task 4 Outcomes Upper Int Course Book P136 Task 5</p> <p>Outcomes Upper Int Course Book P136 Task 6</p> <p>Outcomes Upper Int Course Book P136 Task 7</p>
	Self-study	Listening 14A Outcomes online resources listening tasks		

<p>Tuesday 0900-1030</p> <p>Money troubles</p>	<p>Lesson Focus Lead in</p> <p>Grammar</p> <p>Writing</p>	<p>Activities Hangman. SS in teams try to guess lexical chunks from yesterday's lesson.</p> <p>SS Read information in the grammar box and discuss questions in pairs. T elicits answers and boards form and meaning. T drills pron.</p> <p>SS complete gap fill in Task 8 and check in pairs. SS complete exercises 1-3 in grammar reference and check in pairs.</p> <p>SS in pairs discuss the financial information presented in a flow chart then write 100-150 word description. SS then check and give feedback in groups</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>Aims and Objectives Review topic of money problems, recycle vocabulary, personalise.</p> <p>Guided discovery grammar: Passive forms.</p> <p>Controlled practice.</p> <p>Free practice/production.</p> <p>CEFR descriptor: Students can write a clear detailed description of information presented to them in a flow chart</p>	<p>Resources School resource bank</p> <p>Outcomes Upper Int Course Book P136 Task 8</p> <p>Outcomes Upper Int Course Book P128 Task 9 Outcomes grammar reference 14B tasks 1-3 p184 Instant IELTS Academic Writing Task 1 Ex4 p142</p>
<p>Break</p>	<p>Break</p>	<p>Break</p>	<p>Break</p>	<p>Break</p>
<p>Tuesday 1100-1230</p> <p>Developing Conversations</p>	<p>Developing conversations- Apologising and offering explanations.</p> <p>Conversation practice</p>	<p>SS read information box and re-order words to make explanations that follow activities.</p> <p>SS complete the exercises as a whole class activity,</p> <p>SS in pairs practice apologising and offering explanations.</p> <p>SS Role play a conversation between a customer and a bank clerk.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>Introduce and practice ways of offering explanations after apologizing.</p> <p>Consolidation of Vocab</p> <p>Free practice</p> <p>SS Practice the vocabulary from the lessons the lesson in a free, communicative, personalised speaking activity.</p> <p>CEFR descriptor: Students can make and respond to a complaint effectively, explaining the problem and demanding/offering appropriate action.</p>	<p>Outcomes Upper Int Course Book P137 Task 10</p> <p>Outcomes Upper Int 14A Online Resources 1 and 2</p> <p>Outcomes Upper Int Course Book P137 Task 11</p> <p>Outcomes Upper Int Course Book P137 Task 12/13</p>

	Self-Study	Outcomes online resources 14A Grammar 1-5		
Wednesday 0900-1030 Made of money	Lead in Feedback Reading Vocabulary: Literary synonyms/Reading Speaking	SS in pairs discuss traditional Chinese sayings about money and any that they have in their language. T focusses on emerging language, error correction, upgrading and pronunciation issues. SS in pairs predict what the article will be about from the title and the picture. SS then read quickly to check their predictions. SS answer questions in Task 3 SS in pairs try to remember synonyms words in task 4 sentences from the text and then read again to find them. SS in pairs try to predict how the story will end. SS listen to the end of the story to check their predictions. SS discuss questions in Task 6 Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues	Introduce context of money, personalise and activate schemata in preparation for reading task. Skimming for general meaning. Scanning for specific detail. SS work out meaning of words through context. Consolidation of vocabulary and understanding of reading. Recycling of the concept of values. CEFR descriptor: Students can read short stories with little use of a dictionary.	Outcomes Upper Int Course Book p138 Task 1/2 Outcomes online resources 14B Course book p139 Outcomes Upper Int Course Book P138/9 Task 3 Outcomes Upper Int Course Book P138/9 Task 4 Outcomes Upper Int Course Book P138Task 5 Outcomes Upper Int Course Book P138Task 6
BREAK	BREAK	BREAK	BREAK	BREAK
Wednesday 1100-1230 Made of money	Grammar Speaking	SS Read information in the grammar box and discuss questions in pairs. T elicits answers and boards form and meaning. T drills pron. SS complete Task 8 and check in pairs. SS complete exercises 1-3 in grammar reference and check in pairs. SS in pairs discuss the sentence sin Task 8 and what may have happened in each situation. Game: Be careful what you wish for..... Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.	Guided discovery grammar: Wish Controlled practice. Consolidation of understanding of meaning Free practice/production. CEFR descriptor: SS can explain why something is a problem	Outcomes Upper Int Course Book P138 Task 7 Outcomes Upper Int Course Book P130 Task 8 Outcomes grammar reference 14B Tasks 1-3 p183 Outcomes Upper Int Course Book P138 Task 9 Outcomes Upper Int Course Book P138 Task 10
	Self-Study	Outcomes online resources 14B Grammar 1-5		

<p>Thursday 0900-1030</p> <p>The Luck of the Draw</p>	<p>Lead in</p> <p>Vocabulary: Metaphors connected to money</p> <p>Speaking</p>	<p>SS in pairs discuss questions in Task 1.</p> <p>SS complete task 2</p> <p>SS complete vocab tasks 1-5</p> <p>SS discuss one of the topics in Task 3 with their partner. They then change partners and discuss another. They repeat the process until they have covered all the topics.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>Introduce context of lotteries, personalise and activate schemata in preparation for listening task.</p> <p>SS practice expressions using metaphors connected to money.</p> <p>Controlled practice</p> <p>Consolidation of vocabulary/production</p> <p>CEFR descriptor: Students can express their feelings about something and explain why they feel that way</p>	<p>Outcomes Upper Int Course Book P140 Task 1</p> <p>Outcomes Upper Int Course Book p140 Task 2</p> <p>Outcomes online resources 14C Vocab 1-5</p> <p>Outcomes Upper Int Course Book P140 Task 3</p>
BREAK	BREAK	BREAK	BREAK	BREAK
<p>Thursday 1100-1230</p> <p>The Luck of the Draw</p>	<p>Lead in</p> <p>Listening</p> <p>Speaking</p> <p>Listening</p>	<p>SS discuss questions in Task 4</p> <p>SS listen to part of a debate arguing that lotteries should be banned and note the reasons given.</p> <p>SS in pairs try to remember the points Zac was making when he mentions certain things SS listen again to check.</p> <p>SS in groups rate Zacs debating skills, discuss whether they agree with his points and think of counter arguments.</p> <p>SS listen to the opposing speaker and make notes which they compare in groups.</p> <p>SS listen again and then in groups rate Stacy's debating skills, discuss whether they agree with her points and decide who won the debate and why.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>Introduce the context of banning lotteries as an introduction to the listening task.</p> <p>Listening for general understanding (gist).</p> <p>Listening for detailed understanding. (detail)</p> <p>SS demonstrate understanding of the listening task.</p> <p>Listening for general understanding (gist).</p> <p>Listening for detailed understanding. (detail)</p> <p>CEFR descriptor: Students can follow the essentials of a complex academic debate.</p>	<p>Outcomes Upper Int Course Book P140 Task 4</p> <p>Outcomes Upper Int Course Book P132 Task 5</p> <p>Outcomes Upper Int Course Book P133 Task 6</p> <p>Outcomes Upper Int Course Book P133 Task 7</p> <p>Outcomes Upper Int Course Book P133 Task 8/9</p> <p>Outcomes Upper Int Course Book P133 Task 10</p>
	Self-Study	Outcomes online resources 14C listening tasks 1/2		

<p>Friday 0900-1030</p> <p>Debate</p>	<p>Lead in</p> <p>Speaking</p>	<p>SS in pairs try to remember the points from the debate they listened to in the previous class.</p> <p>SS are divided into groups and each group choose a topic to debate. They are split into two teams and decide who will argue for and against. In their teams they decide on roles and prepare their arguments.</p> <p>SS debate in front of the rest of the class and then the other groups give each team marks out of ten and decide the winner.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues</p>	<p>Recycling and consolidation of vocabulary used in debates.</p> <p>SS practice the language from this week's lessons in a free, communicative, personalized speaking activity to practice debating skills.</p> <p>CEFR descriptor: SS can develop an argument systematically, highlighting significant points and can answer questions about the content.</p>	<p>Outcomes Upper Int Course Book P141 Task 11</p>
BREAK	BREAK	BREAK	BREAK	BREAK
<p>Friday 1100-1230</p> <p>Review and Practice TEST</p>		<p>SS review and practice Grammar and Vocab from the last two weeks</p> <p>SS are tested on Skills and Systems covered in the last two weeks</p>	<p>Consolidation of learning.</p> <p>Assessment and feedback</p>	<p>Outcomes Upper Int Course Book P145 Task 1-8</p> <p>Outcomes online resources Test Bank Units 13/14</p>