

## Syllabus Intensive English Proficient Skills: Maltese Culture

Monday	Lesson Focus	Activities	Aims and objectives.	Resources
1300-1430	Lead In	SS talk about how they came to Malta.	Introduce topic, personalise and activate linguistic schemata,	School resource bank
Maria Went to Malta	Task:	SS in pairs put a number of pictures in the correct order to tell a story of a person travelling to Malta.	SS start to formulate a narrative.	
	Vocabulary- Collocations and Phrasal Verbs connected to daily	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.	SS are introduced to phrasal verbs and collocations used to describe daily routine.	
	routine.	Input from T on phrasal verbs and collocations used in the story.	Form and meaning of vocab.	
		SS complete sentences using vocab from input session.	Controlled Practice	
		T drills sentences for pron.	Pronunciation.	
	Writing	SS write a detailed blog post about the day they came to Malta.	Production	
		SS in groups share and give feedback on the stories  Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.	CEFR descriptor: Students can write clear detailed descriptions of events that have happened to them.	
Tuesday 1300-1430	Lead in -History of Malta	SS in groups discuss what they know about the history of Malta.	Introduce context of historical events, personalise and activate schemata in preparation for reading task.	School resource bank
A brief history of the islands of		Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues		
Gozo and Malta	Vocabulary – Historical events	SS use context to match words from the text to the definitions.	Introduce vocabulary from reading task.	
	Reading	SS answer short answer questions about the text. SS answer T/F questions about the text	Reading - Scanning	
		SS find vocab in text to match definitions.	Check understanding of meaning of vocab.	
	Speaking	SS discuss the history of their country[/city in pairs.	Consolidation of understanding of vocab and practice using vocab in conversation.	
		Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues	CEFR descriptor: Students can quickly scan through long and complex texts on topics of interest to locate relevant details	



Wednesday 1300-1430	Lesson Focus	Activities	Aims and Objectives	Resources
Movies in Malta	Lead In	Game SS guess the movies from the pictures. These are all films made in Malta. SS in pairs answer the questions in Task 1	Introduce context of films and filming, personalise and activate schemata in preparation for reading task.	School resource bank
	Listening	Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues  SS listen to a radio interview about the film industry	Listening for gist	
		in Malta and answer questions in task 2  SS in pairs try to remember answers to questions in task 3 and listen again to check.	Listening for specific detail	
	Speaking	SS in groups discuss films that have been made in their country/city	Consolidation of understanding of listening.	
		Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues	CEFR descriptor: Students can understand in detail documentaries and interviews in standard language.	
Thursaday 1300-1430	Lead in	SS answer questions in task 1 in groups  Feedback: T focusses on emerging language, error	Introduce context of crafts, personalise and activate schemata in preparation for reading task.	School resource bank
Maltese Traditional Crafts		correction, upgrading and pronunciation issues		
Ciaits	Vocabulary-Crafts	SS match words to pictures	Introduction to vocabulary in reading task	
	Reading	SS answer questions in Task 3	Reading-Scanning	
	Vocabulary- Lexical Chunks	SS find lexical chunks in the text that match the descriptions,	Reading-Scanning	
	Listening/Writing	SS watch an interview with a Maltese Craftsperson and make notes.	Listening/Note taking	
	Speaking /Writing	SS in pairs discuss what they remember from the reading and listening tasks and write a summary. They then compare and give feedback in groups.	Consolidation of understanding of vocabulary reading and listening.	
		Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues	CEFR descriptor: Students can summarise information from a variety of sources highlighting significant points	



Friday 1300- 1430	Lead in	SS list what they can remember about Malta from this week's lessons.	Recycling vocab from this week's lessons.	School resources bank
Treasure hunt	Preparation	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.		
	Task	SS have 30 minutes to complete the treasure hunt and return to class.		
	Presentation	SS in groups compile their findings into a presentation which they present to the rest of the class and answer any questions.		
		Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues	CEFR descriptor: Students can give a clear well-structured presentation and answer questions about the content.	