

Syllabus Morning General English Pre- Intermediate Culture

<p>Monday 0900-1030</p> <p>Culture</p>	<p>Lesson Focus Warmer: Introducing new students.</p> <p>Speaking: Lead in to the topic of Culture</p>	<p>Activities Find someone who: Whole class activity. Students mingle asking a series of questions about cultural activities to complete a check list.</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.</p> <p>Introduce topic, personalise and activate linguistic schemata,</p> <p>CEFR descriptor: Students can have short conversations about familiar topics.</p>	<p>Resources School resource bank</p> <p>Outcomes online resources Unit 13 main image + school resource bank</p> <p>Outcomes Pre-Int Course Book P126-127 Tasks 1 and 2</p>
BREAK	BREAK	BREAK	BREAK	BREAK
<p>Monday 1100-1230</p> <p>It's supposed to be amazing.</p>	<p>Lead in -Films and series</p> <p>Vocabulary – Films and series</p> <p>Listening</p> <p>Speaking</p>	<p>SS discuss questions in Task 1 in groups.</p> <p>SS in pairs look at vocab in context and discuss meaning. SS chose the correct lexical item in a number of sentences relating to the vocab in Task 2. SS match the sentences in Task 2 with genres and then discuss other examples of these genres.</p> <p>SS listen to a discussion and answer questions to demonstrate general understanding. SS listen again for specific information to demonstrate understanding of lexical chunks.</p> <p>SS in pairs discuss questions in Task 7</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>Introduce context of Films and series, personalise and activate schemata in preparation for listening task.</p> <p>Introduce vocabulary SS will hear in Listening task.</p> <p>Check understanding of meaning of vocab.</p> <p>Consolidation of understanding of vocab in Task 2 and practice using vocab in conversation.</p> <p>Listening for general meaning (gist)</p> <p>Listening for specific information.</p> <p>Consolidation of understanding of listening task and recycling of vocab.</p> <p>CEFR descriptor: Students can understand short discussions about films and series if people speak slowly and clearly.</p>	<p>Outcomes Pre-Int Course Book P128 Task 1</p> <p>Outcomes Pre-Int Course Book P128 Task 2 Outcomes online resources 13A Vocab</p> <p>Outcomes Pre-Int Course Book P128 Task 3+4</p> <p>Outcomes Pre-Int Course Book P128 Task 5 Outcomes Pre-Int Course Book P128 Task 6</p> <p>Outcomes Pre-Int Course Book P128 Task 7</p>
60 min	Self-study	Listening 13A Outcomes online resources 1-5		

<p>Tuesday 0900-1030</p> <p>Developing conversation</p>	<p>Lesson Focus Speaking</p> <p>Speaking and Vocabulary- Common questions</p> <p>Conversation practice</p>	<p>Activities Lead in: Charades</p> <p>Lexical chunks- SS match questions to answers,</p> <p>Word order – SS make questions by rearranging words.</p> <p>Students practice asking and answering questions about films and series in groups.</p> <p>Students in pairs discuss what they are going to watch from a streaming service.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>Aims and Objectives Review topic of Films and Series, recycle vocabulary, personalise.</p> <p>Introduce asking common questions.</p> <p>Practice forming questions.</p> <p>Developing conversations</p> <p>Students practice developing conversations by asking and answering common questions.</p> <p>CEFR descriptor: Students can ask and answer simple questions about familiar topics</p>	<p>Resources School resource bank</p> <p>Outcomes Pre-Int Course Book P128 Task 8 Outcomes online resources 13A</p> <p>Outcomes Pre-Int Course Book P129 Task 9</p> <p>Outcomes Pre-Int Course Book P129 Task 13</p>
Break	Break	Break	Break	Break
<p>Tuesday 1100-1230</p> <p>It's supposed to be amazing.</p>	<p>Grammar</p> <p>Speaking presentation</p>	<p>SS read information box and complete the sentences comparing answers in pairs.</p> <p>SS complete Exercises 1 and 2 in Grammar reference 13A SS make notes and then discuss in groups what something/someone is supposed to be like</p> <p>SS discuss a streaming service in groups and then describe its content to the class.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>Introduce using be supposed to (form/ meaning/ pron)</p> <p>Controlled practice</p> <p>Free practice</p> <p>Production</p> <p>CEFR descriptor: Students can give basic information on something they know well</p>	<p>Outcomes Pre-Int Course Book P129 Task 10</p> <p>Outcomes Grammar Reference 13A p183</p> <p>Outcomes Pre-Int Course Book P129 Task 11/12</p> <p>School resource bank</p>
60 mins	Self-Study	Outcomes online resources 13A grammar 1-5		

<p>Wednesday 0900-1030</p> <p>Making Sweet music.</p>	<p>Speaking</p> <p><i>Vocabulary: Music collocations</i></p> <p>Pronunciation</p> <p>Speaking</p>	<p>Lead in: Music. SS discuss Questions in task 1 in groups.</p> <p>Feedback: T focusses on emerging language.</p> <p>SS complete sentences with words from a box. Check in pairs. SS join words and phrases to make collocation from Task 2</p> <p>Drilling words individually and in phrases</p> <p>SS discuss questions in Task 4 in pairs.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues</p>	<p>Introduce context of music and learning, personalise and activate schemata in preparation for reading task. Error correction, upgrading and pronunciation issues. Introduce and practice words connected to Music and learning. Check understanding of vocabulary.</p> <p>Focus on pron of difficult lexis and lexical chunks.</p> <p>Consolidation of vocab</p> <p>CEFR descriptor: Students can describe familiar subjects related to their interests.</p>	<p>Outcomes Pre-Int Course Book P130 Task 1</p> <p>Outcomes Pre-Int Course Book P130 Task 2 Outcomes online resources 3B Vocab 1 and 2</p> <p>Outcomes Pre-Int Course Book P130 Task 3 Outcomes Pre-Int Course Book P130 Task 4</p>
BREAK	BREAK	BREAK	BREAK	BREAK
<p>Wednesday 1100-1230</p> <p>Making Sweet Music.</p>	<p>Speaking</p> <p>Reading</p> <p>Speaking</p>	<p>Lead In. SS in pairs predict what the blog post is about from the title and the picture.</p> <p>SS read a blog post and complete it with three pieces of advice from a list. SS in pairs try to remember how the words from Task 2 were used in the blog and in what context. SS then reread the blog to check. SS in groups make a list of advice that the blogger might give about learning a musical instrument. SS check their ideas against a text containing the bloggers advice.</p> <p>SS in pairs discuss questions in Task 9.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues</p>	<p>Introduce reading topic, recycle vocabulary, personalise.</p> <p>Skimming for general meaning.</p> <p>Scanning for specific detail.</p> <p>Demonstrating understanding of a reading text.</p> <p>Detailed reading.</p> <p>Consolidation of vocabulary and understanding of reading by talking about personal experience and opinions on the topic.</p> <p>CEFR descriptor: SS can understand short simple texts on familiar subjects which consist of high frequency language.</p>	<p>Outcomes online resources 13B image.</p> <p>Outcomes Pre-Int Course Book P130/1 Task 5 Outcomes Pre-Int Course Book P130/1 Task 6</p> <p>Outcomes Pre-Int Course Book P130 Task 7 Outcomes Pre-Int Course Book P130/194 Task 8</p> <p>Outcomes Pre-Int Course Book P130 Task 9</p>
60 mins	Self-Study	Outcomes online resources 13B Reading 1 and 2		

Thursday 0900-1030 I'm a big fan.	Lead in Listening Speaking	SS in pairs discuss questions in Task 1. SS predict what they think they will hear in the listening task. SS listen to check their predictions. SS listen to time expressions and write down the words they hear. SS listen again and match statement with the speakers. SS in groups discuss questions in Task 6. Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.	Introduce context of being a fan, personalise and activate schemata in preparation for listening task. Students familiarise themselves with lexical chunks that they will hear in the listening. Listening for general understanding (gist). Decoding connected speech. Listening for detailed understanding. SS demonstrate understanding of listening task and recycle new vocabulary. CEFR descriptor: Students can understand short simple anecdotes when told clearly and slowly.	Outcomes Pre-Int Course Book P132 Task 1 Outcomes Pre-Int Course Book P132 Task 2 Outcomes Pre-Int Course Book P132 Task 3 Outcomes Pre-Int Course Book P132 Task 4 Outcomes Pre-Int Course Book P132 Task 5 Outcomes Pre-Int Course Book P132 Task 6
BREAK	BREAK	BREAK	BREAK	BREAK
Thursday 1100-1230 I'm a big fan.	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 gap fill in Task 8 and check in pairs. SS complete exercises 1-3 in grammar reference and check in pairs. SS write four sentences to explain how long they or someone they know have been doing thing. They compare ion groups and ask questions to find out more information. Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.	Guided discovery grammar: Present perfect continuous plus since and for. Controlled practice. Free practice/production. CEFR descriptor: Students can say what they and others do in their free time and how long they have been doing it.	Outcomes Pre-Int Course Book P132 Task 7 Outcomes Pre-Int Course Book P132 Task 8 Outcomes grammar reference P183/4 Outcomes Pre-Int Course Book P133 Task 9
60 mins	Self-Study	Outcome online resources 13C Grammar 1-5		

<p>Friday 0900-1030</p> <p>My Outcomes</p>	<p>Speaking/Grammar</p> <p>Vocab Grammar Speaking Writing</p>	<p>Warmer- How long have you been doing that?</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues</p> <p>SS in pairs brainstorm and write 6-10 questions to do a survey to find out opinions about and/or participation in cultural activities.</p> <p>SS decide how they will measure/report the answers.</p> <p>S each do the survey with 10 people in the school</p>	<p>Recycling grammar from Thursday's lesson/</p> <p>SS practice language learnt during the week in a personalized communicative speaking activity</p>	<p>Outcomes Communication Activity 13.1 Teachers book p252</p> <p>Outcomes Pre-Int Course Book P133 Task 10</p>
BREAK	BREAK	BREAK	BREAK	BREAK
<p>Friday 1100-1230</p> <p>My Outcomes</p>	<p>Writing Speaking</p>	<p>SS report and share their findings with their partner. SS decide on the 5 most interesting/surprising things they found out and how they will present them.</p> <p>SS make a PowerPoint presentation to show their findings to the class.</p> <p>Presentations</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues</p>	<p>SS practice language learnt during the week in a personalized communicative speaking activity</p> <p>CEFR descriptor: Students can briefly present information to people</p>	<p>Outcomes Pre-Int Course Book P133 Task 11</p>