

Syllabus General English Upper Intermediate Life Changing Events

<p>Monday 0900-1030</p> <p>Life changing events</p>	<p>Lesson Focus Warmer: Introducing new students.</p> <p>Speaking.</p>	<p>Activities Lead in Two truths one lie: In groups S describe three life changing events One statement is a lie. The others ask questions and try to work out which is the lie.</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 take an active part in a conversation expressing their points of view clearly and naturally with effective turn taking</p>	<p>Resources School resource bank</p> <p>Outcomes online resources Unit 13 main image + school resource bank</p> <p>Outcomes Upper Int Course Book P126-127 Tasks 1 and 2</p>
BREAK	BREAK	BREAK	BREAK	BREAK
<p>Monday 1100-1230</p> <p>Life's a journey</p>	<p>Vocabulary – Major life events 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 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>Listening for specific information.</p> <p>SS demonstrate understanding of vocab and listening task.</p> <p>CEFR descriptor: Students can understand the main ideas in complex conversations about both concrete and abstract topics.</p>	<p>Outcomes Upper Int Course Book P128 Task 1 Outcomes Upper Int Course Book P128 Task 2</p> <p>Outcomes Upper Int Course Book P128 Task 3 Outcomes Upper Int Course Book P128 Task 4 Outcomes Upper Int Course Book P128 Task 5</p> <p>Outcomes Upper Int Course Book P128 Task 6</p>
	Self-study	Listening 13A Outcomes online resources listening		

<p>Tuesday 0900-1030</p> <p>Life's a journey</p>	<p>Lesson Focus Lead in</p> <p>Grammar</p> <p>Speaking</p>	<p>Activities Back to the board. SS take turns to ask the class questions about vocabulary from yesterday's lesson that is written on the board to guess what the word is,</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>Students plan their answers to and then answer six questions about life changing events.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>Aims and Objectives Review topic of life changing events, recycle vocabulary, personalise.</p> <p>Guided discovery grammar: Past Perfect Simple and Continuous.</p> <p>Controlled practice.</p> <p>Free practice/production.</p> <p>CEFR descriptor: Students can give clear detailed descriptions on a wide range of topics related to their lives,</p>	<p>Resources School resource bank</p> <p>Outcomes Upper Int Course Book P128 Task 7</p> <p>Outcomes Upper Int Course Book P128 Task 8 Outcomes grammar reference 13A tasks 1-3 p182</p> <p>Outcomes Upper Int Course Book P128 Task 9</p>
Break	Break	Break	Break	Break
<p>Tuesday 1100-1230</p> <p>Developing Conversations</p>	<p>Developing conversations- Showing uncertainty</p> <p>Conversation practice</p>	<p>SS read information box and complete gap the conversation in Task 10</p> <p>SS complete the exercises as a whole class activity,</p> <p>S individually invent some facts about an imaginary person and tell their partner about them,</p> <p>S think about some news they heard about someone they know or someone famous. SS mingle moving around telling each other their and other students' news.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>Introduce and practice ways of showing uncertainty that what we say is true or going to happen.</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 find out and pass on detailed information reliably expressing uncertainty when necessary.</p>	<p>Outcomes Upper Int Course Book P128 Task 10</p> <p>Outcomes Upper Int 13A Online Resources 1 and 2</p> <p>Outcomes Upper Int Course Book P128 Task 11</p> <p>Outcomes Upper Int Course Book P128 Task 12</p>
60 mins	Self-Study	Outcomes online resources 13A Grammar 1-5		

<p>Wednesday 0900-1030</p> <p>A brand new you</p>	<p>Lead in</p> <p><i>Vocabulary: Self Care</i></p> <p>Reading</p> <p>Speaking</p>	<p>SS discuss questions in Task 1.</p> <p>SS in pairs discuss lexical chunks connected to self-care using a dictionary where necessary.</p> <p>SS match headlines with paragraphs in the reading text</p> <p>SS in pairs explain how the phrases from task 2 were used and then read again to check.</p> <p>SS discuss questions in Task 5 in groups</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues</p>	<p>Introduce context of waste and the environment, personalise and activate schemata in preparation for reading task.</p> <p>Introduce and practice words connected to self-care</p> <p>Skimming for general meaning.</p> <p>Scanning for specific detail.</p> <p>Consolidation of vocabulary and understanding of reading by talking about personal experience and opinions on the topic.</p> <p>CEFR descriptor: Students can read with a large degree of independence using dictionaries and other reference sources where necessary.</p>	<p>Outcomes Upper Int Course Book P130 Task 1</p> <p>Outcomes Upper Int Course Book P130 Task 2</p> <p>Outcomes Upper Int Course Book P131 Task 3</p> <p>Outcomes Upper Int Course Book P131 Task 4</p> <p>Outcomes Upper Int Course Book P130 Task 5</p>
BREAK	BREAK	BREAK	BREAK	BREAK
<p>Wednesday 1100-1230</p> <p>A brand new you</p>	<p>Grammar</p> <p>Speaking</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 Task 7 and check in pairs. SS complete exercises 1-3 in grammar reference and check in pairs.</p> <p>SS in pairs discuss the questions in Task 8 using the grammar structures from Task 6 to be express dissatisfaction with someone's actions.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>Guided discovery grammar: Wish + object + would/wouldn't</p> <p>Controlled practice.</p> <p>Free practice/production.</p> <p>CEFR descriptor: Students express their feelings about someone/thing and why they feel that way.</p>	<p>Outcomes Upper Int Course Book P130 Task 6</p> <p>Outcomes Upper Int Course Book P130 Task 7 Outcomes grammar reference 13B Tasks 1-3 p182</p> <p>Outcomes Upper Int Course Book P130 Task 8</p>
60 mins	Self-Study	Outcomes online resources 13B Grammar 1-5		

<p>Thursday 0900-1030</p> <p>From cradle to the grave</p>	<p>Lead in</p> <p>Feedback</p> <p>Vocabulary: Ceremonies</p> <p>Listening</p> <p>Pron/Listening</p> <p>Speaking</p>	<p>SS in pairs discuss questions in Task 1.</p> <p>T focusses on emerging language, error correction, upgrading and pronunciation issues.</p> <p>SS discuss the meanings of groups of words and what ceremonies each group are connected to.</p> <p>SS listen and answer questions in Task 3</p> <p>SS listen for and/was/to</p> <p>SS in pairs predict answers to questions in Task 5 in pairs then listen again to check their answers.</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 context of values and ideas, personalise and activate schemata in preparation for listening task.</p> <p>SS think about lexis used to discuss important ceremonies in a person's life.</p> <p>Listening for general understanding (gist).</p> <p>SS focus on the schwa sound in unstressed words in connected speech</p> <p>Listening for detailed understanding.</p> <p>SS demonstrate understanding of listening task.</p> <p>CEFR descriptor: Students can understand interviews with people for tv/radio shows or podcasts.</p>	<p>Outcomes Upper Int Course Book P132 Task 1</p> <p>Outcomes Upper Int Course Book P132 Task 2</p> <p>Outcomes Upper Int Course Book P132 Task 3</p> <p>Outcomes Upper Int Course Book P132 Task 4</p> <p>Outcomes Upper Int Course Book P132 Task 5</p> <p>Outcomes Upper Int Course Book P132 Task 6</p>
<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>
<p>Thursday 1100-1230</p> <p>From cradle to the grave</p>	<p>Lead in</p> <p>Feedback</p> <p>Vocabulary: Values and concepts</p> <p>Speaking</p>	<p>SS discuss what they understand when people talk about values and talk about the concept of values in relation to the image in the book.</p> <p>T focusses on emerging language, error correction, upgrading and pronunciation issues.</p> <p>SS complete the quotes in Task 7</p> <p>SS in pairs discuss the questions in Task 8</p> <p>Speaking Task</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues</p>	<p>Introduce topic, personalize, and activate schemata.</p> <p>SS learn expressions used to talk about values and concepts.</p> <p>SS practice using expressions to talk about values and concepts.</p> <p>SS in pairs discuss core values and design quotes in a free speaking activity.</p> <p>SS present their ideas in groups and agree on the best idea which is presented to the class.</p> <p>CEFR descriptor: Students can sustain their opinions in discussion by providing relevant explanations arguments and comments</p>	<p>Outcomes Upper Intermediate online resources 13C</p> <p>Outcomes Upper Int Course Book P132 Task 7</p> <p>Outcomes Upper Int Course Book P132 Task 8</p> <p>Outcomes Upper Int Course Book P132 Task 9 and 10</p>
<p>60 mins</p>	<p>Self-Study</p>	<p>Outcomes online resources 13C Vocab Tasks 1-5</p>		

Friday 0900-1030 The values quiz	Lead in Speaking	Kahoot -Values The Values quiz. Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues	Recycling and consolidation of vocabulary about values Practice talking about situations involving values. CEFR descriptor: SS can present issues in a critical manner and weigh up the advantages and disadvantages of various options.	School resources bank Communication activity 13.2 Teacher's book p276
BREAK	BREAK	BREAK	BREAK	BREAK
Friday 1100-1230 Task – Our School values	Speaking	SS in pairs decide on 6 core values and concepts for the school. In groups negotiate the best 5 values and concepts. . SS in the same groups design an image to illustrate these values and concepts and using this image as their logo make a PowerPoint presentation to present their ideas to the class. Groups take it in turns to deliver presentations whilst the class take notes and ask questions when the presentation is completed. Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues	Ss demonstrate a personalized understanding of the meaning of values and concepts and recycle vocabulary from the last two lessons. SS practice mediating concepts in order to come to a group consensus. SS practice language learnt during the week in a personalized communicative speaking activity. CEFR descriptor: Students can give a clear well-structured presentation, with highlighting of significant points and can answer questions about the content.	School resource bank