

## Syllabus Morning General English Pre- Intermediate Stuff

<p><b>Monday</b> <b>0900-1030</b></p> <p><b>Stuff</b></p>	<p><b>Lesson Focus</b> Warmer: Introducing new students.</p> <p>Speaking: Lead in to the topic of Stuff</p>	<p><b>Activities</b> Two truths one lie: In groups S describe three things that they own. 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 critical and ideological 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><b>Aims and objectives.</b> 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><b>CEFR descriptor:</b> <b>Students can ask for and give opinions in a simple way.</b></p>	<p><b>Resources</b> School resource bank</p> <p>Outcomes online resources Unit 14 main image + school resource bank</p> <p>Outcomes Pre-Int Course Book P134-135 Tasks 1 and 2</p>
<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
<p><b>Monday</b> <b>1100-1230</b></p> <p><b>What's it called in English?</b></p>	<p>Lead in -What's it called in English?</p> <p>Vocabulary – Things we take on trips and days out.</p> <p>Listening</p>	<p>SS discuss questions in Task 1 in groups.</p> <p>SS in pairs look at vocab and match the words to the pictures. SS choose the correct word to describe a picture.</p> <p>SS decide which items from Task 2 they would take on the trips in Task 1.</p> <p>SS listen to a discussion and answer questions in Task 3 SS try to remember what was said about four items. They translate the English words to their own L1 and tell their partner. They then listen again to check their answers.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>Introduce context of stuff, 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) Listening for specific information.</p> <p><b>CEFR descriptor: Students can understand short simple anecdotes when told clearly and slowly.</b></p>	<p>Outcomes Pre-Int Course Book P136 Task 1</p> <p>Outcomes Pre-Int Course Book P136 Task 2 Outcomes online resources 14A Vocab Outcomes Pre-Int Course Book P136 Task 3</p> <p>Outcomes Pre-Int Course Book P136 Task 4 Outcomes Pre-Int Course Book P136 Task 5</p>
<b>60 mins</b>	Self-study	Listening 14A Outcomes online resources		

<p><b>Tuesday 0900-1030</b></p> <p><b>What's it called in English?</b></p>	<p><b>Lesson Focus</b> Lead in</p> <p>Grammar</p> <p>Speaking</p>	<p><b>Activities</b> Back to the board. SS take turns to ask the class questions about a picture of an object from yesterdays lessons that they cannot see to guess what the item 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 write definitions of six things including a person, a place and a thing. They then describe these to their partner who tries to guess the correct word.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p><b>Aims and Objectives</b> Review topic of stuff needed for trips, recycle vocabulary, personalise.</p> <p>Guided discovery grammar: <b>Defining relative clauses.</b></p> <p>Controlled practice.</p> <p>Free practice/production.</p> <p><b>CEFR descriptor: Students can give descriptions of familiar objects</b></p>	<p><b>Resources</b> School resource bank</p> <p>Outcomes Pre-Int Course Book P137 Task 6</p> <p>Outcomes Pre-Int Course Book P137 Task 7 Outcomes Grammar Reference 14A p184</p> <p>Outcomes Pre-Int Course Book P136 Task 8</p>
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<p><b>Tuesday 1100-1230</b></p> <p><b>Developing Conversations</b></p>	<p>Developing conversations- Lexical chunks</p> <p>Conversation practice</p>	<p>SS read information box and discuss in pairs what they would and wouldn't need for a camping trip/festival.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p> <p>S individually plan a barbecue or picnic to celebrate a friend's birthday S makes notes about where, when, transportation and things to take and think about how to describe words they don't know in English without using a dictionary.</p> <p>SS work in groups to plan the birthday celebration.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>Introduce and practice ways of explaining what you need and don't need.</p> <p>S review the vocab and grammar covered so far</p> <p>SS Practice the vocabulary and grammar from the lessons this week in a free, communicative, personalised speaking activity.</p> <p><b>CEFR descriptor: Students can ask for and give opinions in a simple way.</b></p>	<p>Outcomes Pre-Int Course Book P136 Task 10</p> <p>Outcomes Pre-Int Course Book P136 Task 11</p> <p>Outcomes Pre-Int Course Book P136 Task 12</p>
<b>60 mins</b>	Self-Study	Outcomes online resources 14A Grammar 1-5		

<p><b>Wednesday 0900-1030</b></p> <p><b>What a load of rubbish!</b></p>	<p>Lead in</p> <p><b>Vocabulary: Waste and Recycling</b></p> <p>Speaking</p> <p>Reading</p> <p>Speaking</p>	<p>SS are introduced to the 5 R's reduce, reuse, recycle, refuse and repair.</p> <p>SS in pairs discuss lexical chunks connected to waste and recycling and use context to work out meaning. SS complete tasks 1-5 as an open class activity</p> <p>SS discuss questions from Task 1 in groups. Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues</p> <p>In pairs SS predict what the text is about then read the article to check SS answer questions in Task 4 SS in pairs cover the article and take turns to summarise it SS discuss questions in task 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. Introduce and practice words connected to waste and recycling.</p> <p>Check understanding of vocabulary.</p> <p>Consolidate understanding of vocabulary.</p> <p>Skimming for general meaning.</p> <p>Scanning for specific detail.</p> <p>Demonstrating understanding of a reading text Consolidation of vocabulary and understanding of reading by talking about personal experience and opinions on the topic.</p> <p><b>CEFR descriptor: Students can understand the main points in online articles</b></p>	<p>Outcomes Pre-Int Online resources 14B</p> <p>Outcomes Pre-Int Course Book P138 Task 1 Outcomes online resources 14B Vocab 1-5</p> <p>Outcomes Pre-Int Course Book P138 Task 2</p> <p>Outcomes Pre-Int Course Book P138 Task 3 Outcomes Pre-Int Course Book P138 Task 4 Outcomes Pre-Int Course Book P138 Task 5 Outcomes Pre-Int Course Book P138 Task 6</p>
<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>
<p><b>Wednesday 1100-1230</b></p> <p><b>What a load of rubbish!</b></p>	<p>Grammar</p> <p>Speaking/Writing</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 8 and check in pairs. SS complete exercises 1-3 in grammar reference and check in pairs.</p> <p>Students think of 6 local or national laws to help the environment and make a poster.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>Guided discovery grammar: <b>Modals to talk about rules.</b></p> <p>Controlled practice.</p> <p>Free practice/production.</p> <p><b>CEFR descriptor: Students can briefly explain and justify their opinions.</b></p>	<p>Outcomes Pre-Int Course Book P138 Task 7</p> <p>Outcomes Pre-Int Course Book P138 Task 8 Outcomes Grammar Reference 14B p184/5</p> <p>Outcomes Pre-Int Course Book P138 Task 9</p>
<p><b>60 mins</b></p>	<p>Self-Study</p>	<p>Outcomes online resources 13B Grammar 1-5</p>		

<p><b>Thursday 0900-1030</b></p> <p><b>Thank you so much</b></p>	<p>Lead in</p> <p>Listening</p> <p>Vocabulary/Pronunciation: Compound nouns</p> <p>Speaking</p>	<p>SS in pairs discuss questions in Task 1.</p> <p>SS listen and answer questions in Task 2</p> <p>SS listen to expressions for the pronoun it.</p> <p>SS predict answers to questions in Task 4 in pairs then listen again to check their answers.</p> <p>SS in groups discuss questions in Task 5.</p> <p>SS combine words to make compound nouns related to presents. SS listen and check answers. T drills pron. SS put the list of presents in the order they would like to receive them and then discuss and compare their choices in pairs.</p> <p>Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.</p>	<p>Introduce context of giving and receiving presents, personalise and activate schemata in preparation for listening task. Listening for general understanding (gist). Decoding connected speech. Listening for detailed understanding.</p> <p>SS demonstrate understanding of listening task.</p> <p><b>SS are introduced to and practice compound nouns.</b></p> <p><b>Consolidation of understanding of vocabulary</b></p> <p><b>CEFR descriptor: Students can understand short conversations about daily life if people speak slowly and clearly.</b></p>	<p>Outcomes Pre-Int Course Book P140 Task 1</p> <p>Outcomes Pre-Int Course Book P140 Task 2</p> <p>Outcomes Pre-Int Course Book P140 Task 3</p> <p>Outcomes Pre-Int Course Book P140 Task 4</p> <p>Outcomes Pre-Int Course Book P140 Task 5</p> <p>Outcomes Pre-Int Course Book P140 Task 6/7</p> <p>Outcomes Pre-Int Course Book P140 Task 8</p>
<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
<p><b>Thursday 1100-1230</b></p> <p><b>Developing writing skills:</b></p> <p><b>Writing an article</b></p>	<p>Lead in</p> <p>Reading</p> <p>Speaking</p> <p>Vocabulary: Linking words</p> <p>Speaking/Writing</p> <p>Speaking</p> <p>Writing</p> <p>Speaking</p>	<p>SS discuss questions in Task 1</p> <p>SS in pairs match articles to tasks</p> <p>SS discuss what makes a good article.</p> <p>SS Read info in Vocab box and complete gap fill.</p> <p>SS produce spoken and written sentences using but and however. SS in pairs discuss 4 questions decide on one and plan what they will write. SS write a 100-word article</p> <p>SS in groups give feedback based on criteria in Task 4</p>	<p>Introduce topic of writing an article, personalize, and activate lexical schemata. SS read sample tasks and discuss model answers of articles about music preference. SS demonstrate understanding of criteria for good writing. Introduction of linking words but and however and controlled practice Free practice/Production</p> <p>SS analyse questions and plan writing tasks.</p> <p>Writing production</p> <p>Developmental analysis of writing tasks,</p> <p><b>CEFR descriptor: Students can write about their everyday life in short simple sentences.</b></p>	<p>Outcomes Pre-Int Course Book P142 Task 1</p> <p>Outcomes Pre-Int Course Book P142 Task 2/3</p> <p>Outcomes Pre-Int Course Book P142 Task 4</p> <p>Outcomes Pre-Int Course Book P142 Task 5</p> <p>Outcomes Pre-Int Course Book P142 Task 6/7</p> <p>Outcomes Pre-Int Course Book P142 Task 8/9</p> <p>Outcomes Pre-Int Course Book P142 Task 10</p> <p>Outcomes Pre-Int Course Book P142 Task 11</p>
60 mins	Self-Study	SS review and rewrite articles for assessment by T		

<b>Friday 0900-1030</b>  <b>Review and practice TEST</b>	Grammar Vocab Speaking Writing Reading Listening	SS review and practice Grammar and Vocab from the last two weeks  SS are tested on Skills and Systems covered in the last two weeks	Consolidation of learning.  Assessment and feedback	Outcomes Pre-Int Course Book P145 Task 1-9  Outcomes online resources Test Bank Units 13/14
<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
<b>Friday 1100-1230</b> <b>My Outcomes</b>	Speaking	SS in pairs discuss recycling and the environment.  SS think one of the 5 Rs and write questions that they can ask about this.  SS go into Valletta and survey 5 different business owners about what they do to help the environment.  SS make a PowerPoint presentation to show their findings to the class.  Presentations.  Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues	Introduce topic of writing an article, personalize, and activate lexical schemata.  Recycling of language learnt this week.  SS practice language learnt during the week in a personalized communicative speaking activity.  <b>CEFR descriptor: Students can briefly present information to people</b>	School resource bank