Syllabus Intensive English Skills Proficient: Life Skills

Monday 1300-1430	Lesson Focus	Activities	Aims and objectives.	Resources
At the hotel	Lead In	SS discuss questions in task one.	Introduce topic of hotels, personalise and activate linguistic schemata,	School resource bank/ Linguahouse
	Vocabulary- Hotels	SS in pairs complete tasks 2 and 3	Introduce vocabulary from listening task.	
		SS complete sentences using vocab from tasks 2 and 3.	Consolidation of vocabulary.	
	Listening	SS listen to 5 dialogues with a hotel receptionist and put them into categories.	Listening-gist	
		SS in pairs complete transcript of dialogues with missing words/phrases and then listen again to check.	Listening -specific detail.	
	Vocabulary-Lexical chunks for booking and checking in and out of hotels.	SS unscramble lexical chunks from the dialogues.	Recycle functional language from listening task.	
		T drills chunks for pron,		
	Pronunciation	SS role play various scenarios given on role play cards.	Production.	
	Speaking		CEFR descriptor: **Students can find out and pass on detailed information on the phone and face to face asking follow up questions for clarification where necessary.**	
		Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.		
Tuesday 1300-1430 Airbnb	Lead in	SS discuss questions in task 1	Introduce context of Airbnb's, personalise and activate schemata in preparation for reading task.	School resource bank/Linguahouse
		Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues		
	Reading/Vocabulary	SS Scan the text to find words that match several definitions.	Vocabulary-meaning from context	
		SS complete tasks 3 and 4	Reading - Scanning	
	Vocabulary nouns and adjectives to describe people and places.	SS match vocab in text to definitions.	Vocabulary-meaning from context	
	Speaking	SS in groups plan a holiday using Airbnb and a budget of £1000. They then present their holidays to the class.	Consolidation of understanding of reading and vocab and practice using vocab.	
		Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues	CEFR descriptor: **Students can quickly scan through texts on topics of interest to locate relevant details.**	

	Lesson Focus	Activities	Aims and Objectives	Resources
Wednesday 1300-1430 **At the Restaurant**	Lead In	SS answer questions in task 1 in groups	Introduce context of restaurants, personalise and activate schemata in preparation for reading task.	School resource bank/Linguahouse
	Vocabulary - Restaurants	SS in pairs complete tasks 2 and 3 SS complete sentences using vocab from tasks 2 and 3.	Introduce vocabulary from listening task. Consolidation of vocabulary.	
	Listening	SS listen to a dialogue in a restaurant and note what the customer orders. SS in pairs complete transcript of dialogues with missing words/phrases and then listen again to check.	Listening-gist Listening -specific detail.	
	Vocabulary-Lexical chunks for ordering food and drink in restaurants Pronunciation Speaking	SS match lexical chunks from the dialogues with their functions T drills chunks for pron, SS in groups write a menu for a restaurant then in groups of three role play a scenario with two guests and a waiter. Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.	Recycle functional language from listening task. Production. CEFR descriptor: **Students can understand standard spoken language even in a noisy environment.**	
Thursaday 1300-1430 **Calories on Menus**	Lead in	SS discuss questions in task 1 Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues	**Recycle vocabulary from previous lesson and activate schemata in preparation for reading task.**	School resource bank/Linguahouse
	Vocabulary- Eating out and health.	SS complete tasks 2 and 3	**Introduction to vocabulary in reading task**	
	Reading	SS match headings to paragraphs SS find words in text that match definitions. SS complete a summary of the text using words from the last task	**Reading-Skimmimg Reading-Scanning Consolidation of understanding vocab and reading text**	
	Speaking	SS in groups discuss the questions in Task 8 Feedback: T focusses on emerging language, error correction, upgrading and pronunciation issues.	Consolidation of understanding of reading and vocab and practice using vocab. **CEFR descriptor: Students can summarise information from a lengthy reading text.**	

Friday 1300-1430 **Task- A weekend break**	Lead in	SS in pairs describe their favourite restaurant and the best hotel that they have ever stayed in and what made them so good,	Recycling vocab from this week's lessons.	School resources bank
	Preparation	SS are use apps which shows where various hotels and restaurants in Valletta, and in pairs write 10 questions to find information to help them decide whether they would eat/stay there.		
	Task	SS compare their questions in groups and decide on the 10 best questions. They then go online to find out the information and plan a weekend break in Valletta.		
	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.	