

Scheme of Work General English: Intermediate (GEI)

Course Length: 50 Lessons Lesson Length: 100 minutes

Course Aims:(adapted from the CEFR 'Can do' statements for B1)

By the end of the course students will be able to:

- Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- Understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- Understand texts that consist mainly of high frequency everyday language.
- Understand the description of events, feelings and wishes in personal letters.
- Deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- Connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions; briefly give reasons and explanations for opinions and plans.
- Write straightforward connected text on topics, which are familiar, or of personal interest.
- Write personal letters describing experiences and impressions.

• Course Outline

<u>Unit</u>	<u>Topic/ Lexical focus</u>	<u>Grammar/Language Objectives</u>	<u>Skills Objectives</u>	<u>Materials</u> CB - Coursebook WB - Workbook
1. (1A)	Double Lives (liars)	Stative and dynamic Verbs	Reading: predicting content; identifying specific information. Speaking: discussing lying.	CB pp.6-7
2. (1B)	Daily Lives (verbs with two meanings)	Present simple & continuous	Listening: anticipating a text through discussion; identifying specific information; identifying specific words	CB pp.8-9

			Speaking: describing a daily routine	
3. (1C)	Britishness (self-image)	Subject and object questions	Reading: identifying gist; identifying specific information. Speaking: discussing a British cultural quiz; planning a quiz	CB pp.10-11
4. (1D)	First Impressions (describing people)	Describing people	Listening: anticipating content; listening for gist; identifying specific information Speaking: discussing first impressions; intonation when listing Writing: a description of a friend	CB pp.12-13
Self-Study Advice (1)	Direct students to resources at Cambridge English website https://www.cambridgeenglish.org/learning-english/			
5. (2A)	Around the World	Present perfect and past simple	Reading: predicting content; scanning for details; identifying referencing, deducing the meaning of vocabulary from context Speaking: discussing travelling, word linking	CB pp.16-17
6. (2B)	Unusual Journeys (phrasal verbs)		Listening: listening for gist; identifying specific information Speaking: discussing films and books	CB pp.18-19
7. (2C)	Down Under (Australia)	Present perfect for unfinished time	Reading: identifying specific information; identifying specific vocabulary Speaking: discussing Australia; planning a journey	CB pp.20-21
8. (2D)	Getting Around (verb collocations - travel)		Listening: listening for gist; identifying specific information Speaking: discussing transport; Writing: A description of a town or city	CB pp.22-21
Self-Study Advice (2)	Direct students to podcasts made for learners of English e.g.			

	<i>News in Slow English</i>			
9. (3A)	Dream Homes	Modals of obligation, permission & prohibition (present time)	Reading: Identifying gist; identifying specific information; reflecting on a text through discussion Speaking: discussing your locality	CB pp. -26-27
10. (3B)	Unusual Homes (accommodation)	Make, let & allow	Listening: listening for gist; identifying specific information Speaking: designing a home	CB pp.28-29
11. (3C)	Bedrooms (sleep)	Modals of obligation, permission & prohibition (past time)	Reading: anticipating content; identifying gist Speaking: discussing sleep and dreams	CB pp.30-31
12. (3D)	Dinner Invitation	Making requests	Listening: listening for gist; identifying specific information Speaking: describing a dinner party; role-play: a dinner party intonation when making a list. Writing: A pros and cons essay	CB pp.32-31
Self-Study Advice (3)	Direct students to resources at www.bbc.co.uk/learningenglish .			
13. (test)		Progress test: Assessment of Students progress		Progress Test
14. (4A)	Luck of the draw (idioms – taking risks)	Past simple & past continuous	Reading: identifying gist; identifying specific information Speaking: inventing a story; pronouncing ‘was’ and ‘were’	CB pp.36-37
15. (4B)	Twists of Fate (injuries)	Past perfect simple	Listening: listening for gist; identifying specific information; deducing the meaning of vocabulary through context	CB pp.38-39
16. (4C)	Bad Luck Stories (time linkers)		Reading: Identifying gist; identifying specific information. Speaking: inventing a story.	CB pp.40-41
17. (4D)	Fancy That (both & neither)	Talking about similarities and differences	Listening: identifying specific information; deducing the meaning of vocabulary through context. Speaking: discussing coincidences. Writing: A narrative	CB pp.42-43

Self-Study (4)	Direct students to the school library of readers			
18. (5A)	Hard Sell (adjectives - advertising)	Comparisons (1)	Reading: Predicting content: identifying specific information. Speaking: planning and preparing an advertisement	CB pp.46-47
19. (5B)	Cold Calling (adjectives - negative prefixes)	Comparisons (2)	Listening: anticipating a text through discussion; identifying specific information; reflecting on a text through role play. Speaking: carrying out a survey; pronouncing individual sounds	CB pp.48-49
20. (5C)	The Office (office activities)	Comparing nouns	Reading: identifying gist; identifying specific information. Speaking: planning an office party	CB pp.50-51
21. (5D)	Paperwork (office supplies)		Listening: identifying specific information; identifying specific language Speaking: roleplaying a dialogue. Writing: An advertisement	CB pp.52-53
Self-Study (5)	Direct students to sounds the pronunciation app.			
22. (6A)	Summer Holiday (holidays)	Future 1 (future plans)	Reading: anticipating content through discussion; deducing the meaning of vocabulary through context Speaking: making holiday plans	CB pp. 56-57
23. (6B)	Getting Away (holidays 2)	Future 2 (predictions)	Listening: anticipating content; listening for gist; identifying specific information; using context to review referencing Speaking: planning a holiday	CB pp.58-59
24. (6C)	Perfect Day	Present tenses in future time	Reading: identifying gist; identifying specific information. Speaking: discussing a perfect day out	CB pp.60-61
25. (6D)	Travel Plans (collocations with sound)	Indirect Questions	Listening: listening for gist; identifying specific information; Speaking: discussing booking holidays online or through a travel agency; word stress. Writing: An extract from a brochure	CB pp. 62-63
Self-Study	Direct students to holiday			

advice (6)	brochure websites e.g. https://www.virginholidays.co.uk/view-our-brochures			
26. Progress Test		Progress test: Assessment of Students progress		Progress Test
27. (7A)	Moving (phrasal verbs with live)	Present Perfect Continuous 1	Reading: identifying gist; identifying specific information; reflecting on a text through discussion	CB pp.66-67
28. (7B)	Life Changes (metaphor)		Speaking: discussing important life events Listening: listening for gist; identifying specific information; using context to deduce the meaning of vocabulary	CB pp.68-69
29. (7C)	Happy Birthday (life stages)	Present Perfect Continuous 2	Reading: anticipating content through discussion; identifying gist; identifying specific information; reflecting on content through discussion Speaking: discussing life stages; changes in student life times	CB pp.70-71
30. (7D)	Dilemmas (exclamations with what)		Listening: listening for gist; identifying specific information; deducing the meaning of vocabulary through context Speaking: discussing personal dilemmas; giving advice; intonation (feelings). Writing: A letter of advice.	CB pp.72-73
Self-Study advice (7)	Direct students to phrasal verbs app game			
31. (8A)	Breaking News (newspapers)	Would	Listening: listening for gist; identifying specific information; using context to work out referencing. Speaking: planning a front page of a newspaper.	CB pp. 76-77
32. (8B)	Protests	Second Conditionals	Reading: anticipating content through discussion; identifying gist; identifying specific information; deducing the meaning of vocabulary through discussion; reflecting on content through discussion.	CB pp.78-79

			Speaking: discussing newspaper articles; pronouncing individual sounds	
33. (8C)	Bank Robbers (law and order)	Third Conditionals	Reading: identifying gist; identifying specific information; Speaking: discussing films; completing a film dialogue	CB pp.80-81
34. (8D)	Driving (compound nouns - driving)	Offers	Listening: anticipating through discussion. listening for gist; identifying specific language Speaking: discussing the advantages and disadvantages of cars; discussing driving offences. Writing: a story	CB pp.82-83
Study Skills advice (8)	Direct students to the free newspapers available online e.g. www.theguardian.co.uk			
35. (9A)	The Shopping Basket (containers)	Articles & Determiners	Reading: identifying gist; scanning for specific information; identifying specific information; Speaking: pronouncing 'of'.	CB pp.86-87
36. (9B)	Shoppers (shopping)	Quantifiers 1	Listening: identifying specific language; listening to make and check notes; reflecting on a text through discussion. Speaking: planning a shopping centre.	CB pp.88-89
37. (9C)	E-shopping (collocations with take)	Quantifiers 2	Reading: identifying gist; identifying specific information. Speaking: devising a quiz.	CB pp.90-91
38. (9D)	Phone Calls (prepositional phrases)	Making a Complaint	Listening: identifying gist; identifying specific language. Speaking: discussing mobile phones; roleplay- a complaint. Writing: A letter of complaint	CB pp.92-93
Self-Study advice (9)	Direct students to writing a letter of complaint advice videos on youtube.			
37. Progress Test				Progress Test
38. (10A)	Secrets (illusions)	Modals of Speculation 1 (Present Time)	Reading: identifying gist; identifying specific information;	CB pp.96-97

			deducing the meaning of vocabulary through discussion. Speaking: performing a magic trick; sentence stress.	
39. (10B)	Fact or Fiction (word families)	Modals of Speculation 2 (Present Time)	Listening: identifying gist; identifying specific information. Speaking: discussing conspiracy theories.	CB pp.98-99
40. (10C)	Mysteries (verbs followed by infinitive)	Modals of Speculation (Past Time)	Reading: anticipating a text through discussion; identifying gist; identifying specific information; Speaking: solving a quiz.	CB pp.100-101
41. (10D)	Strictly Confidential (idioms)	Advantages and Disadvantages	Listening: identifying gist; identifying specific information. Speaking: discussing confidentiality; debating CCTV. Writing: A narrative	CB pp. 102-103
Self-Study (10)	Direct students to the writing a narrative videos available on youtube.com https://www.youtube.com/watch?v=zpdxXdbtGRo			
42. (11A)	Total Sport (sport)	The Passive Voice	Reading: anticipating a text through discussion; identifying gist; identifying specific information; Speaking: discussing sports.	CB pp.106-107
43. (11B)	Olympic Dreams (nouns and adjectives describing people)	Verbs With Two Objects	Listening: anticipating text through discussion; identifying gist; identifying specific information; reflecting on a text through discussion. Speaking: planning and presenting an Olympic bid.	CB pp.108-109
44. (11C)	Strange Sports (Services)	Causative	Reading: anticipating a text through discussion;; identifying specific information; deducing the meaning of vocabulary; reflecting on a text through discussion. Speaking: interviewing about services; pronouncing individual sounds	CB pp. 110-111
45. (11D)	Sport Relief	Question Tags (Checking)	Listening: identifying gist; identifying specific information;	CB pp. 112-113

			<p>Speaking: discussing ways to raise money.</p> <p>Writing: A description of a sporting event</p>	
Self-Study (11)	Direct students to the sports programmes available on bbc.co.uk iplayer .			
46. (12A)	Basic Need	Reported Speech & Thought	<p>Reading: predicting content; identifying specific information.</p> <p>Speaking: ordering important things in life.</p>	CB pp.116-117
47. (12B)	Money (Verb Collocations - Money)	Reported Questions	Listening: identifying gist; identifying specific information.	CB pp. 118-119
48. (12C)	Sue! (reporting verbs)	Tell & Ask with infinitive	<p>Reading: predicting content; identifying gist; deducing the meaning of context through discussion; identifying specific information. reflecting on a text through discussion.</p> <p>Speaking: discussing compensation.</p>	CB pp.120-121
49. (12D)	Golden Moments	Social Expressions	<p>Listening: anticipating text through discussion; identifying gist; identifying specific language; reflecting on a text through role play.</p> <p>Speaking: choosing presents for special occasions; intonation (social expressions).</p> <p>Writing: a report</p>	CB pp.122-123
Self-Study (12)	Direct students to the book exchange in the school.			
50. Progress Test	Progress test: Assessment of Students progress			Progress Test