

Scheme of Work General English: Advanced

(GEA)

Course Length: 50 Lessons **Lesson Length:** 100 minutes

Course Aims: (adapted from the CEFR 'Can do' statements for C2 Level)

By the end of the course students will be able to

- Understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicit; understand television programmes and films without too much effort.
- Understand complex factual and literary texts, appreciating distinctions of style; understand specialised articles and longer technical instructions, even when they do not relate to their field.
- Express myself fluently and spontaneously without much obvious searching for expressions; use language flexibly and effectively for social and professional purposes; formulate ideas and opinions with precision and relate their contribution skilfully to those of other speakers.
- Present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- Express myself with clarity and precision, relating to the addressee flexibly and effectively in an assured, personal, style.
- Express themselves in clear, well-structured text, expressing points of view at some length; write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues; write different kinds of texts in a style appropriate to the reader in mind.

Course Outline

<u>Unit</u>	<u>Topic/</u> <u>(Lexical focus)</u>	<u>Grammar/Language Objectives</u>	<u>Skills Objectives</u>	<u>Materials</u> CB - Coursebook WB – Workbook
1. (1A)	All Change (Change)		Speaking: discussing the effects of change. Reading: exploring relevant vocabulary, identifying specific details.	CB pp.6-7 CB p.126

2. (1B)	First Day	Simple & Continuous Verb Forms	Speaking: discussing the first day of a new job Listening: predicting information; checking specific information.	CB pp.8-9
3. (1C)	Growing Up (Age)	Reference & Substitution	Speaking: discussing different ages Reading: anticipating a text, identifying specific language. Reflecting on a text.	CB pp.10-11
4. (1D)	The Quarterlife Crisis (Noun Suffixes)		Listening: anticipating a text; identifying specific information. Speaking: role play – 'life changes'. Writing: an autobiography; using time expressions, describing your family, using verb-noun collocations	CB pp.12-13 CB p.126 WB p.78
Self-Study Advice (1)	Draw the students attention to learning English homepage www.bbc.co.uk/learningenglish			
5. (2A)	Memory (Memory/Memories)	Gerunds & Infinitives	Reading: identifying specific information, reflecting through discussion Speaking: Discussing ways to improve memory.	CB pp.16-17
6. (2B)	Memory Man (Playing Cards)		Listening: identifying specific language (numbers); identifying specific language. Speaking: performing and discussing a memory technique	CB pp.18-19
7. (2C)	Bicycle History (Collocations with Way)		Reading: anticipating a text, identifying the gist of a paragraph. Speaking: ranking and discussing methods of transport	CB pp.20-21
8. (2D)	A Glimpse of the Past	Comparisons	Listening: anticipating a text; identifying gist; reflecting on a text. Speaking: roleplay - resenting and discussing proposals for a new museum. Writing (a biography): phrases in apposition, future in the past, time phrases, writing a biography of a famous person.	CB pp.22-23 WB p.79

Self-Study advice (2)	Draw students attention to lists of verbs taking gerunds and infinitives available on line			
9. (3A)	Enough is Enough (Not Having Enough)	Adding emphasis with auxiliary verbs	Reading: anticipating a text through discussion; deducing the meaning of vocabulary through context; identifying relevant language. Speaking: discussing 'enoughness'	CB pp. -26-27
10. (3B)	Rubbish (Rubbish)		Listening: anticipating a text through discussion; identifying specific details. Speaking: comparing and contrasting photos showing rubbish.	CB pp.28-29
11. (3C)	Competitive Eating (Excess)		Reading: identifying specific information; deducing the meaning of vocabulary through context. Speaking: roleplaying an interview.	CB pp.30-31
12 (3D)	A Cautionary Tale (adjective Affixes)	Cleft Sentences	Listening: identifying specific details; Speaking: discussing life on an island Writing: (a website article), writing definitions, making deductions, describing cause & effect.	CB pp.32-33 CB p.128 WB p.80
Self-Study advice (3)	Draw students attention to available podcasts to support authentic listening.			
13. (test)		Progress test: Assessment of Students progress		Progress Test
14. (4A)	Voicing Complaints (Ways of Speaking)		Reading: identifying gist, identifying specific information Speaking: discussing complaints	CB pp.36-37
15. (4B)	Voice Complaints (Voice)	Reported Speech	Listening: anticipating through discussion; identifying specific	CB pp.38-39

			information; identifying specific language. Speaking: discussing voice protection	
16. (4C)	A Speech Problem (Emotional Reactions)		Reading: identifying specific information. Identifying specific details. Speaking: Ranking activities	CB pp.40-41
17. (4D)	Speech	Modal Verbs: must, might, may, could	Listening: anticipating discussion; identifying specific language; identifying specific details. Speaking: Making a speech Writing (a blog): Using narrative expressions, explaining past consequences, writing about an embarrassing incident.	CB pp.42-43 WB p. 81
Self-Study advice (4)	Draw Students attention to Sounds: The Pronunciation App For help with Pronunciation.			
18. (5A)	Entrepreneurs	Relative Clauses	Reading: identifying the relevance of language; identifying specific language. Listening: making notes. Speaking: discussing entrepreneurs	CB pp.46-47
19. (5B)	A New Business (Setting up in Business)		Listening: anticipating a text through discussion; identifying specific details. Speaking: making a product pitch	CB pp.48-49
20. (5C)	Women's Work (Intensifying Adverbs)		Identifying: anticipating using given information. Identifying specific details. Roleplaying: deciding a rota	CB pp.50-51
21. (5D)	Sexual Discrimination (Gender)	Hypothetical Past Situations	Listening: anticipating a text; identifying attitude; identifying specific language. Writing: (a formal email), using formal and informal style, making arrangements, making requests.	CB pp.52-53 CB p.130 WB p.82
Self-Study Advice (5)	Draw students attention to newspapers, which are free online, e.g. www.theguardian.co.uk			

	www.dailyonline.com			
22. (6A)	Body Care (Nouns from Phrasal Verbs)		Reading: identifying specific language; reflecting on a text. Speaking: Ranking leisure activities	CB pp. 56-57
23. (6B)	Medical Care (Body Collocations)	The Passive Voice	Listening: anticipating a text; identifying specific information. Speaking: discussing health problems.	CB pp.58-59
24. (6C)	Taken Care Of (Care)		Reading: anticipating a text; identifying specific details; reflecting through discussion. Speaking: discussing adoption	CB pp.60-61
25. (6D)	Childcare (Baby and Babysitting)	The Passive Voice	Listening: identifying specific language. Speaking: choosing the best babysitting alternative Writing (an informal email): inviting and responding.	CB pp. 62-63 WB. P.83
Self-Study Advice (6)	Show students Phrasal Nerds app – for improving phrasal verbs.			
26. Progress Test		Progress test: Assessment of Students progress		Progress Test
27. (7A)	Behaving Badly (good and Bad Behaviour)	Ellipsis	Reading: identifying specific details, identifying specific language. Speaking: discussing misbehaviour	CB pp.66-67
28. (7B)	Rudeness (Good and Bad Behaviour)		Listening: anticipating a text; identifying a general topic; Speaking: discussing good and bad behaviour; selecting posters for a national campaign.	CB pp.68-69
29. (7C)	Whodunnit?	Participle Clauses	Reading: identifying specific details; summarising a text Speaking: ranking and comparing books	CB pp.70-71
30. (7D)	Crime Reports (Legal Matters)		Listening: anticipating a text; identifying gist; making notes. Speaking: discussing law-breaking Writing: (a narrative): using narrative tense, linking events, describing emotion.	CB pp.72-73 CB p.132 WB p.84

Self-Study advice (7)	Draw students attention to the programmes available on I-player.			
31. (8A)	It Takes All Sorts	Noun Phrases	Reading: deducing the meaning of vocabulary through context; identifying specific details. Speaking: describing people's personality and appearance.	CB pp. 76-77
32. (8B)	Birth Order (Character Traits)		Listening: identifying specific details; identifying specific language. Speaking: Discussing quotations about sisterhood.	CB pp.78-79
33. (8C)	A Close Bond (Relationships)	Attitude Adverbials	Reading: anticipating a text; identifying specific details; reflecting on a text. Speaking: relationships	CB pp.80-81
34. (8D)	Singles (Adverbs With Two Forms)	Discourse Markers	Listening: identifying mood; identifying specific details. Speaking: discussing compatibility Writing (a description): using participle phrases, describing the five senses	CB pp.82-83 WB. p.85
Self-Study advice (8)	Draw attention to videos on youtube about writing with participles e.g. https://www.youtube.com/watch?v=eWvkSp16VFY			
35. (9A)	A Place Called Home	Modal Verbs: will, would, shall	Reading: anticipating a text; identifying specific information; deducing the meaning of vocabulary. Speaking: submitting and presenting a plan for a town.	CB pp.86-87
36. (9B)	Squatters (Describing Homes/dependent prepositions)		Listening: anticipating a text through discussion; identifying specific information; identifying specific language. Speaking: Roleplay – a property viewing.	CB pp.88-89
37. (9C)	A Place in The Sun	Inversion	Reading: anticipating a text; identifying specific details; reflecting on a text. Speaking: Selecting holiday activities.	CB pp.90-91

38. (9D)	Experimental Travel (Adjectives Formed with Particles)		Listening: identifying gist; identifying specific language. Speaking: ranking travel options. Writing: (A letter of complaint): explaining results of problems, using articles.	CB pp.92-93 CB p.134 WB p.86
Self-Study advice (9)	Direct students to free programmes available on 4OD.			
37. Progress Test				Progress Test
38. (10A)	Achieving The Impossible (Success)		Reading: reading for gist; identifying specific details. Speaking: discussing endurance racing.	CB pp.96-97
39. (10B)	What is Success? (Three-part Phrasal Verbs)	Futures	Listening: anticipating through discussion; identifying specific information. Speaking: discussing views about success.	CB pp.98-99
40. (10C)	Going Wrong? (Weather)		Reading: deducing the meaning of lexis through context; summarising a text; reflecting through discussion. Speaking: discussing problematic situations.	CB pp.100-101
41. (10D)	A Stabbing Incident (Not Turning Out Well)	Modal Verbs: must, need, should.	Listening: ordering events; identifying specific language. Speaking: ordering and describing a picture story. Writing (a thank you letter): explaining reason for gratitude.	CB pp. 102-103 WB p.87
Self-Study (10)	Direct students to weather forecasts available on i-player			
42. (11A)	A Sight For Sore Eyes (Descriptive Verbs)		Reading: anticipating a text; predicting vocabulary. Speaking: romanticism	CB pp.106-107
43. (11B)	Affordable Art (Prepositional Phrases)	Determiners, pronouns & quantifiers	Listening: identifying specific information Speaking: selecting suitable artwork	CB pp.108-109
44. (11C)	The Sound of Silence (Sounds)		Reading: anticipating a text; identifying specific details; identifying specific details for cohesion.	CB pp. 110-111

			Speaking: describing people's thoughts.	
45. (11D)	The Sound of Music	Hypothetical Past Situations	Listening: anticipating through discussion; identifying opinion; identifying specific details. Speaking: roleplay – neighbours discussing a music problem. Writing (an essay): expressing a viewpoint, arguing against a viewpoint.	CB pp. 112-113 CB.136 WB. p.88
Self-Study (11)	Direct students to writing essay videos from www.youtube.com			
46. (12A)	Science Fact	Plurals & Number	Listening: making notes Reading: deducing the meaning and use of words through context; identifying specific details; reflecting on a text through discussion. Speaking: discussing science questions.	CB pp.116-117
47. (12B)	Science Fiction (Words with more than one meaning)		Speaking: submitting and presenting a project.	CB pp. 118-119
48. (12C)	Sport Technology (Verb Affixes)		Listening: identifying specific details. Speaking: debating technology.	CB pp.120-121
49. (12D)	The End (Revision)	Grammar Revision	Speaking: ranking and selecting photos. Writing (an essay): using result clauses.	CB pp.122-123 WB. p.89
Self-Study (12)	Direct students towards Ted Talks www.ted.com			
50. Progress Test	Progress test: Assessment of Students progress			Progress Test