

## Let's Present: A Speaking Skills Course

Time	Monday 29 May	Tuesday 30 May	Wednesday 31 May	Thursday 1 June	Friday 2 June
9.00 a.m. to 1.00 p.m.	<b>Topic:</b> Reading Aloud	<b>Topic:</b> Spoken Interaction	<b>Topic:</b> Using Data and Visuals in Presentations	<b>Topic:</b> An Informative Presentation	<b>Topic:</b> Mini Presentations
	<b>By the end of the week, learners will have:</b> <ul style="list-style-type: none"> <li>Developed their intonation and stress for emphasis skills,</li> <li>Understand the importance of domain knowledge,</li> <li>Used and critiqued data visuals</li> <li>Developed digital research skills,</li> <li>Written and received feedback on a variety of academic speaking tasks,</li> <li>Learned to use signposting effectively for effective presentations and discussions</li> </ul>				
	<b>Outcome:</b> Read a famous speech aloud	<b>Outcome:</b> Discuss a range of current topics at length	<b>Outcome:</b> Accurately describe and discuss graphs and trends	<b>Outcome:</b> Produce a short presentation and deliver it to the class	<b>Outcome:</b> Plan and deliver an o:level style planned response

## The Write Time: An Essay Writing Course

Time	Monday 5 June	Tuesday 6 June	Wednesday 7 June	Thursday 8 June	Friday 9 June
9.00 a.m. to 1.00 p.m.	<b>Topic:</b> Planning and Layout	<b>Topic:</b> Writing Clear Paragraphs	<b>Topic:</b> Introductions and Conclusions	<b>Topic:</b> Counter Paragraphs	<b>Topic:</b> Editing and Redrafting
	<b>By the end of the week, learners will have:</b> <ul style="list-style-type: none"> <li>Understood the ordering and layout of paragraphs,</li> <li>Applied knowledge of formality and register to paragraphs,</li> <li>Developed paraphrasing skills,</li> <li>Analysed effective introductions and conclusions,</li> <li>Identified opposing views in written texts,</li> <li>Developed content, grammar and vocabulary editing skills</li> </ul>				
	<b>Outcome:</b> Produce a comprehensive essay plan	<b>Outcome:</b> Write clear paragraphs that present ideas coherently	<b>Outcome:</b> Write a clear introduction and conclusion including the main features of the genre	<b>Outcome:</b> Understand how to develop an argument through using a successful counter paragraph	<b>Outcome:</b> Develop editing skills ensuring cohesion and clarity throughout the essay

## Persuade Me: A Debating and Presentation Skills Course

Time	Monday 12 June	Tuesday 13 June	Wednesday 14 June	Thursday 15 June	Friday 16 June
9.00 a.m. to 1.00 p.m.	<b>Topic:</b> Introduction	<b>Topic:</b> Generating an argument	<b>Topic:</b> The Great Debate	<b>Topic:</b> Persuasive Speeches	<b>Topic:</b> Evaluation
	<b>By the end of the week, learners will have:</b> <ul style="list-style-type: none"> <li>Analysed linguistic devices used in persuasive texts,</li> <li>Developed close listening skills,</li> <li>Recognised how to present information persuasively,</li> <li>Delivered and reflected on performance in a debate,</li> <li>Evaluated the use of persuasive devices in a speech,</li> <li>Understood the features of effective spoken delivery</li> </ul>				
	<b>Project:</b> Participate in a mini debate	<b>Project:</b> Prepare ideas for a debate	<b>Project:</b> Participate in a group debate	<b>Project:</b> Deliver a speech on an unknown topic	<b>Project:</b> Participate in a final debate

## Move into Writing Success: Writing and Comprehension Skills

Time	Monday 19 June	Tuesday 20 June	Wednesday 21 June	Thursday 22 June	Friday 23 June
9.00 a.m. to 1.00 p.m.	<b>Topic:</b> Invasive Species	<b>Topic:</b> Animal Navigation	<b>Topic:</b> Migration Issues	<b>Topic:</b> Project Preparation	<b>Topic:</b> Project Completion
	<b>By the end of the week, learners will have:</b> <ul style="list-style-type: none"> <li>• Critically analysed the structure and language used in different texts,</li> <li>• Developed note taking skills to answer comprehension questions,</li> <li>• Understood tone, register and structure of a formal email,</li> <li>• Developed research and digital literacy skills</li> </ul>				
	<b>Outcome:</b> Create a fact file about a Singaporean invasive species	<b>Outcome:</b> Create a visual representation of an animal's migration	<b>Outcome:</b> Write a response to a visual text	<b>Outcome:</b> Write a draft leaflet or information report about your invasive species	<b>Outcome:</b> Produce a final leaflet or notice

## Reach For the Sky

Time	Monday 26 June	Tuesday 27 June	Wednesday 28 June	Thursday 29 June	Friday 30 June
9.00 a.m. to 1.00 p.m.	<b>Topic:</b> Against the Odds	<b>Topic:</b> Growth or Fixed Mindset	<b>Topic:</b> Live and Learn	<b>PUBLIC HOLIDAY NO CLASS</b>	<b>Topic:</b> Competition Entry
	<b>By the end of the week, learners will have developed:</b> <ul style="list-style-type: none"><li>• Reading: Inference questions.</li><li>• Listening: Identifying the type of answer required.</li><li>• Speaking: Expressing and justifying opinions.</li><li>• Writing: Writing in a convincing style.</li></ul>				
	<b>Outcome:</b> Discuss people who have overcome challenges	<b>Outcome:</b> Give a presentation on growth mindsets	<b>Outcome:</b> Write a comment on a website		<b>Outcome:</b> Write an essay

## A Common Language

Time	Monday 3 July	Tuesday 4 July	Wednesday 5 July	Thursday 6 July	Friday 7 July
9.00 a.m. to 1.00 p.m.	<b>Topic:</b> Across the Pond	<b>Topic:</b> UK vs USA	<b>Topic:</b> Use your Loaf	<b>Topic:</b> English in the UK	<b>Topic:</b> English around the World
	<b>By the end of the week, learners will have developed:</b> <ul style="list-style-type: none"> <li>• Reading: Skimming : understanding the main idea of a text, paragraph or section.</li> <li>• Listening: Identifying key words in questions.</li> <li>• Speaking: Expressing your opinion.</li> <li>• Writing: Writing a 'for and against' essay.</li> </ul>				
	<b>Outcome:</b> Debate the role of English in your culture	<b>Outcome:</b> Make a poster to compare and contrast different varieties of English	<b>Outcome:</b> Write an English slang dictionary	<b>Outcome:</b> Write an essay	<b>Outcome:</b> Produce an infographic

## Animals Around Us

Time	Monday 10 July	Tuesday 11 July	Wednesday 12 July	Thursday 13 July	Friday 14 July
	<b>Topic:</b> Man's Best Friend	<b>Topic:</b> Why are they so cute?	<b>Topic:</b> Unusual Animals	<b>Topic:</b> Taking Care	<b>Topic:</b> Project Completion
<b>9.00 a.m. to 1.00 p.m.</b>	<b>By the end of the week, learners will have developed:</b> <ul style="list-style-type: none"> <li>• Reading: Previewing the text.</li> <li>• Listening: Identifying phrases used to introduce examples.</li> <li>• Speaking: Agreeing and disagreeing.</li> <li>• Writing: Writing concise notes.</li> </ul>				
	<b>Outcome:</b> Create a fact file of a domesticated animal	<b>Outcome:</b> Have a class debate about ethics around pets	<b>Outcome:</b> Research and make a poster about an endangered animal	<b>Outcome:</b> Write an instruction manual for taking care of pets	<b>Outcome:</b> Give a presentation about an unusual animal

## Who Did It?

Time	Monday 17 July	Tuesday 18 July	Wednesday 19 July	Thursday 20 July	Friday 21 July
9.00 a.m. to 1.00 p.m.	<b>Topic:</b> What Exactly Happened?	<b>Topic:</b> Clever Criminals	<b>Topic:</b> Thick as Thieves	<b>Topic:</b> Unusual Laws	<b>Topic:</b> Who Did it?
	<b>By the end of the week, learners will have developed:</b> <ul style="list-style-type: none"> <li>• Reading: Guessing the meaning of unfamiliar words from context.</li> <li>• Listening: Previewing.</li> <li>• Speaking: Taking turns to speak.</li> <li>• Writing: Writing a script.</li> </ul>				
	<b>Outcome:</b> Write a crime dictionary	<b>Outcome:</b> Write a Wikipedia entry on a clever criminal	<b>Outcome:</b> Role play an interview between a criminal and a police officer	<b>Outcome:</b> Write a news story about an unusual law that was broken	<b>Outcome:</b> Solve a crime and present the story to the class



## The Moral of the Story

Time	Monday 24 July	Tuesday 25 July	Wednesday 26 July	Thursday 27 July	Friday 28 July
9.00 a.m. to 1.00 p.m.	<b>Topic:</b> To Cheat or Not to Cheat	<b>Topic:</b> Live and Learn	<b>Topic:</b> The Moral of the Story	<b>Topic:</b> Retelling a story	<b>Topic:</b> Story Telling
	<b>By the end of the week, learners will have developed:</b> <ul style="list-style-type: none"> <li>• Reading: Identifying the writer's purpose</li> <li>• Reading: Matching headings to paragraphs</li> <li>• Listening: Listening for gist</li> <li>• Speaking: Sequencing a story</li> <li>• Writing: Paraphrasing</li> </ul>				
	<b>Outcome:</b> Make a poster advising students why they shouldn't cheat	<b>Outcome:</b> Write a response to a problem page	<b>Outcome:</b> Make a comic strip of a fairy tale or fable	<b>Outcome:</b> Make a story map and retell the story to your classmates	<b>Outcome:</b> Write and tell a story from your culture

## Superheroes

Time	Monday 31 July	Tuesday 1 August	Wednesday 2 August	Thursday 3 August	Friday 4 August
9.00 a.m. to 1.00 p.m.	<b>Topic:</b> What's a Superhero?	<b>Topic:</b> Cosplayers	<b>Topic:</b> Superheroes for All	<b>Topic:</b> My Favourite Superhero	<b>Topic:</b> A New Superhero
	<b>By the end of the week, learners will have developed:</b> <ul style="list-style-type: none"> <li>• Reading: Skimming to understand gist</li> <li>• Listening: Distinguishing fact from opinion</li> <li>• Speaking: Checking understanding and asking follow-up questions</li> <li>• Writing: Using reference words</li> </ul>				
	<b>Outcome:</b> Write a comic book to show the origin story of a superhero	<b>Outcome:</b> Role an interview between a reporter and a cosplayer	<b>Outcome:</b> Make a poster about the representation of different cultures in comic books	<b>Outcome:</b> Write a blogpost about your favourite superhero	<b>Outcome:</b> Create a poster to demonstrate a new superhero

## Role Models

Time	Monday 7 August	Tuesday 8 August	Wednesday 9 August	Thursday 10 August	Friday 11 August
9.00 a.m. to 1.00 p.m.	<b>Topic:</b> Someone to look up to	<b>Topic:</b> Interest or Obsession	<b>PUBLIC HOLIDAY NO CLASS</b>	<b>Topic:</b> Everyday Heroes	<b>Topic:</b> Biographical Interviews
	<b>By the end of the week, learners will have developed:</b> <ul style="list-style-type: none"><li>• Reading: Reading for gist</li><li>• Listening: Making guesses about the answer</li><li>• Speaking: Agreeing and disagreeing</li></ul> Writing: Capturing the reader's interest				
	<b>Outcome:</b> Make a fact file about someone you look up to	<b>Outcome:</b> Have a class debate about someone that you shouldn't admire		<b>Outcome:</b> Write a description of someone you admire	<b>Outcome:</b> Write and perform an interview with a 'famous person'

## High:tech, Low:tech

Time	Monday 14 August	Tuesday 15 August	Wednesday 16 August	Thursday 17 August	Friday 18 August
	<b>Topic:</b> High:tech, Low:carbon	<b>Topic:</b> The Internet has stopped working	<b>Topic:</b> Healthy Tech Habits	<b>Topic:</b> Screen time	<b>Topic:</b> Off:grid Life
<b>9.00 a.m. to 1.00 p.m.</b>	<b>By the end of the week, learners will have developed:</b> <ul style="list-style-type: none"> <li>• Reading: Skimming: understanding the main idea</li> <li>• Listening: Understanding the speaker's purpose</li> <li>• Speaking: Using social and interactional language</li> <li>• Writing: Providing supporting background information</li> </ul>				
	<b>Outcome:</b> Role play an interview with someone who is living off grid	<b>Outcome:</b> Write an essay	<b>Outcome:</b> Give a presentation on sensible tech habits	<b>Outcome:</b> Discuss and create a poster for a healthy internet use for students	<b>Outcome:</b> Produce a final leaflet or notice

## Making Headlines

Time	Monday 21 August	Tuesday 22 August	Wednesday 23 August	Thursday 24 August	Friday 25 August
9.00 a.m. to 1.00 p.m.	<b>Topic:</b> Believe it or not	<b>Topic:</b> April Fool's	<b>Topic:</b> Read all About it!	<b>Topic:</b> Breaking News	<b>Topic:</b> News Report
	<b>By the end of the week, learners will have developed:</b> <ul style="list-style-type: none"> <li>• Reading: Previewing the text</li> <li>• Listening: Listening for gist</li> <li>• Speaking: Expressing and defending your point of view</li> <li>• Writing: Writing an opinion essay</li> </ul>				
	<b>Outcome:</b> Write a newspaper report about a famous hoax	<b>Outcome:</b> Write a story about a prank you played on someone	<b>Outcome:</b> Make a poster to advise how to spot fake news stories	<b>Outcome:</b> Write an opinion essay	<b>Outcome:</b> Write and present a news report