

Student ID: 15036442

TESOL: Syllabus Design

Description of the Class

- Class size: 6 students
- Age Range: 19 – 25 years old
- Proficiency Level: Pre-Intermediate and Intermediate
- Length of Syllabus: 15 hours

Lesson 1 - Welcome to Salmonoid Restaurant!

Function	Using polite expressions, Greeting Guests
Vocabulary	Nouns and verbs frequently used for asking guests about their reservations and their seat preferences
Grammar	Modal verbs, "How many"
Pronunciation	Politeness, Word stress and sentence stress, intonation
Listening	Authentic recordings of how waiters/waitresses greet guests
Speaking	Role-play of waiters and guests

Lesson 2 - Starters

Function	Describing the starters on the menu
Vocabulary	Starter items on the menu, ingredients, sauces, expressions of quantity, descriptive adjectives for food
Grammar	Simple present
Pronunciation	Starter items on the menu, words of French origin, word stress
Listening	Authentic recordings of how waiters/waitresses introduce the starter menu to guests
Speaking	Role-play of waiters and guests

Lesson 3 - Main courses

Function	Describing the main courses on the menu
Vocabulary	Main course items on the menu, ingredients, sauces, expressions of quantity, descriptive adjectives for food
Grammar	Simple present
Pronunciation	Main course items, words of French origin, word stress
Listening	Authentic recordings of how waiters/waitresses introduce the main course menu to guests
Speaking	Role-play of waiters and guests

Lesson 4 - Recipes

Function	Explaining the process of preparing and cooking the dishes
Vocabulary	Review of starter and main course items on the menu, ingredients, sauces, expressions of quantity, descriptive adjectives for food Verbs for describing ways of preparing and cooking
Grammar	Simple present, passive tense
Pronunciation	Words of French origin, word stress, verbs with -ed ending

Esl Syllabus Design Guide

Kathleen Graves



Esl Syllabus Design Guide:

Course Design for TESOL Florin Mihai, Kerry Purmensky, 2016-03-22 Course Design for TESOL offers a unique approach of integrating curriculum with teaching activities to allow language educators to utilize the text in a variety of courses in a TESOL program Although the authors assume readers have a basic knowledge of English grammar this textbook resource is designed to be comprehensible to those who have not had an SLA or Applied Linguistics course Because each language skill is discussed in detail in terms of important theories and concepts and actual teaching activities are included the book can also be used in a Methods course or a combined Curriculum Design Methods or Methods and Materials course Part I explores the basic language acquisition theories and their influences on current teaching practices in the field Part II then moves on to the core elements of designing a curriculum or course conducting the needs analysis setting of course goals objectives designing the syllabus and writing lesson plans Part III Instructional Activities and Assessment Techniques features chapters on the teaching of listening speaking reading writing grammar and culture Within each of these chapters the authors address the fundamental issues related to the teaching of each skill and then discuss the components of a good activity for that skill and how to design one and then offer four sample activities one for each type of syllabus and guidance on assessing that skill The activities can be adapted for use in a variety of classrooms and settings Part IV addresses contemporary trends curriculum issues in North America and Europe standards and educational policy practices in teaching in Asia particularly China and Korea and technology enhanced learning

Resources in Education ,1998 **Approaches to Syllabus Design for Foreign Language Teaching** Karl Krahnke,1987 Designing Language Courses Kathleen Graves,2000 Designing Language Courses A Guide for Teachers is a clear and comprehensive overview of course design This text provides a practical guide to designing language courses by encouraging teachers to explore ways of planning and organizing content and evaluating materials **Bowker's Complete Video Directory 2001** ,2001 Resources in Education ,1995 A Guide to Teaching English in Japan Charles B. Wordell,1985 A Guide for the Teaching of Second Language Listening David J. Mendelsohn, Joan Rubin,1995 Reflects current thinking in second language listening A blend of theory and practice and provides readers with an understanding of how people listen the listening process itself and some tested recommendations for teaching listening comprehension **TESL Talk** ,1984 **Second Language Proficiency Assessment** Pardee Lowe, Charles W. Stansfield,1988 Language Syllabuses Makhan Lal Tickoo,1987 **Barron's how to Prepare for the Test of English as a Foreign Language, TOEFL** Pamela J. Sharpe,1986 How to Prepare for the TOEFL Test Pamela J. Sharpe,1996 A study guide to the Test of English as a Foreign Language featuring eight full length model tests detailed review chapters and a recommended study plan Hodges Harbrace Handbook 16e+Infotrac-Instructors Edition Glenn, Carol Gray,2006-03 El-Hi Textbooks in Print ,1984 **Methodology in TESOL** Michael H. Long, Jack C. Richards,1987 **Russian Language Teaching Methodology and Course Design** James

Davie, Neil Landsman, Lindsay Silvester, 1999 ERIC/CLL News Bulletin , 1986 How to Prepare for the TOEFL with CD-ROM Pamela J. Sharpe, 2004-06 Choose Barron's Method for TOEFL Success Read and understand the orientation to the TOEFL Take a model test to discover your problems Design your personal study plan for success Use this book's review chapters to improve your skills Take the model tests in the book and on CD ROM and score your results Review the answers and explanations for all test questions *Subject Guide to Books in Print* , 1996

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