

## Course outline B 1 +

Company/ group:  
Course book: English Unlimited Intermediate  
Teacher:  
Start date:

### ENTRY LEVEL

B 1 (Pre-Intermediate)

### COURSE DESCRIPTION

We will study and practice general English in a course which integrates communication skills with vocabulary and grammar development. Each unit of *English Unlimited* is designed to help learners achieve specific communicative goals. All the goals are of a practical 'can-do' nature, chosen to enable Intermediate level learners to deal with a wide range of situations in English.

### COURSE AIM

To enable adult learners to communicate effectively in English in real situations. To achieve this, *English Unlimited* is a practical, authentic, international and flexible course.

### COURSE LENGTH

120 academic hours

### CONTENT AND METHOD

#### SPEAKING

- Describing experience
- Addressing audiences
- Conversation
- Informal discussion
- Goal-oriented co-operation
- Transactions to obtain goods and services
- Information exchange
- Interviewing and being interviewed
- Compensating
- Monitoring and repair
- Turn-taking
- Co-operating
- Asking for clarification

#### WRITING

- Creative writing
- Reports and essays
- Correspondence
- Note-taking
- Processing text

#### LISTENING

- Overall listening comprehension
- Understanding conversation
- Listening to announcements and instructions
- Listening to audio media and recordings

#### READING

- Overall reading comprehension
- Reading correspondence
- Reading for orientation
- Reading for information and argument

### MAJOR ACTIVITIES AND EXPECTED RESULTS

#### SPEAKING

Students can describe a book or a TV show, discuss an issue, sell an idea, describe a dramatic experience,

attend a reunion, give expert advice, talk about people who have influenced you, find something at lost property, reach a compromise, resolve a dispute, chat about friends, deal with questions in a talk, discuss what went wrong, choose a story for a news programme.

Speaking tasks include a listening text containing the target language; the listening script which enables learners to see and study the target language; activities in which learners notice the target language in different ways, such as categorizing expressions according to their function; controlled practice exercises which build familiarity and confidence with the target language; a freer practice task, such as a role-play, which gives learners the chance to use the target language in a real-life situation.

### WRITING

Students can write a book review for a website, take notes, make offers and promises in emails or letters, refer back in emails or letters, compare and contrast two alternatives, organize ideas, write a web posting explaining an argument, write a factual report, write a summary of information from different sources, write an email giving information.

The sequence of writing exercises usually requires learners to read the model texts for meaning; notice specific language in the texts; practise using the new language in writing; plan a piece of writing; write their own texts; read each others texts and respond where possible; work to improve their own or each other's texts.

### LISTENING

Students can listen and understand a wide range of recordings, both authentic and scripted, including monologues e.g. on radio shows and in presentations), conversations between friends and colleagues, conversations in service situations, phone calls and interviews. Listening texts are exploited using a range of tasks designed to develop specific listening skills, build confidence and prepare learners for less-graded authentic texts. The tasks include listening for gist, listening for specific information, an opportunity for learners to respond to the recording in a natural way.

### READING

Can read and understand a wide range of text types, both printed and electronic: newspaper, magazine and online articles, web postings, advertisements, blogs, interviews and personal correspondence. Reading texts are authentic or based on authentic texts, ensuring that learners are exposed to natural language and preparing them for the experience of reading outside the classroom. They recycle known language in order to build learner's confidence in reading. A range of reading tasks, appropriate for the level, includes a prediction task; reading for gist; reading in detail; a jigsaw reading task which provides an information gap and motivates learners to speak; an opportunity for a natural, personal response to the text.

### RESOURCE MATERIAL

Course book: English Unlimited Intermediate (Classroom book, Audio CD, Self-study Pack).

### ADDITIONAL MATERIALS

Raymond Murphy. Essential Grammar in Use. Cambridge.

Units	Language	Skills	Explore	Ac. hrs
<b>1 Media around the world</b> talk about entertainment media talk about habits express preferences talk about information media evaluate ideas make recommendations describe a book or TV show	<b>Vocabulary</b> Habits and preferences Talking about facts and information Evaluating and recommending Describing books and TV shows <b>Grammar</b> Talking about the present <b>Pronunciation</b> Common pairs of words	<b>Listening</b> TV and radio habits What's on TV? Four people describe books and TV shows <b>Reading</b> Can you believe what you read? <b>Writing and speaking</b> Media habits <b>Speaking</b> Is it true? Make recommendations	<b>Across cultures</b> Intercultural experiences <b>Explore writing</b> write a book review for a website	7
<b>Progress Test 1</b>				1

<p><b>2 Good communication</b> talk about methods of communication express opinions talk about using the Internet speculate about the present and future speculate about consequences</p>	<p><b>Grammar</b> will, could, may, might</p> <p><b>Vocabulary</b> Expressing opinions It's + adjectives Using the Internet Expressing probability Speculating about consequences</p> <p><b>Pronunciation</b> Sentence stress</p>	<p><b>Listening</b> Keeping in touch Eric and Graham discuss a management decision</p> <p><b>Reading</b> Online friendships <i>Email survival guides</i></p> <p><b>Speaking</b> Express opinions Socializing online Is it likely?</p>	<p><b>Keyword</b> <i>so, such</i> <b>Explore speaking</b> ask for clarification clarify what you are saying</p>	7
<b>Progress Test 2</b>				1
<p><b>3 Success</b> talk about a business idea talk about hopes, dreams and ambitions talk about abilities talk about achievements take part in an interview</p>	<p><b>Grammar</b> Present Perfect and time expressions</p> <p><b>Vocabulary</b> Talking about a business idea Hopes, dreams and ambitions Abilities Facts and feelings</p> <p><b>Pronunciation</b> Schwa sound</p>	<p><b>Listening</b> I've always wanted to ... I'm most proud of ... Olga's 'easybag'</p> <p><b>Reading</b> Inventors: karaoke; the iPod What is intelligence?</p> <p><b>Speaking</b> Business ideas Your hopes, dreams and ambitions</p>	<p><b>Across cultures</b> Attitudes to success</p> <p><b>Explore writing</b> take notes</p>	7
<b>Progress Test 3</b>				1
<p><b>4 What happened?</b> talk about accidents and injuries explain how something happened talk about natural events describe a dramatic experience say how you feel about an experience</p>	<p><b>Grammar</b> Narrative verb forms</p> <p><b>Vocabulary</b> Accidents and injuries Saying how something happened Natural events Adverbs for telling stories Common verbs in stories</p> <p><b>Pronunciation</b> Groups of words</p>	<p><b>Listening</b> Ouch! Five accidents Stories: tsunamis; eclipse Megan's accident</p> <p><b>Reading</b> Why so clumsy?</p> <p><b>Speaking</b> Quiz: Safety first What happened? Retelling a story</p>	<p><b>Keyword</b> <i>over</i> <b>Explore speaking</b> refer to an earlier topic or conversation</p>	7
<b>Progress Test 4</b>				1
<b>Achievement Test 1</b>				2
<p><b>5 A change of plan</b> discuss plans and arrangements make offers and promises talk about something that went wrong talk about changes of plan catch up with old friends' news</p>	<p><b>Grammar</b> Future forms, Future in the Past</p> <p><b>Vocabulary</b> <i>be supposed to, be meant to</i> <i>no chance, no way</i> catching up</p> <p><b>Pronunciation</b> Common pairs of words</p>	<p><b>Listening</b> Locked out Pierre and Munizha talk about fate Maggie's story Carolina and Iqbal catch up</p> <p><b>Reading</b> True story competition</p> <p><b>Speaking</b> Ask a friend for help Changes of plan</p>	<p><b>Across cultures</b> Saying no</p> <p><b>Explore writing</b> make offers and promises in emails or letters refer back in emails or letters</p>	7
<b>Progress Test 5</b>				1
<p><b>6 Let me explain</b> give advice talk about how you manage money give detailed instructions give reasons for advice</p>	<p><b>Grammar</b> Verbs + ing</p> <p><b>Vocabulary</b> Linking expressions Multi-word verbs: managing money Using equipment Giving reasons</p> <p><b>Pronunciation</b> Linking consonants and vowels</p>	<p><b>Listening</b> Vishal phones a computer helpline Managing money</p> <p><b>Reading</b> How I lived on 1 \$ a day Misunderstandings</p> <p><b>Speaking</b> Are you good with money? Give instructions Give advice</p>	<p><b>Keyword</b> <i>mean</i> <b>Explore Speaking</b> say you don't understand ask for help explain something</p>	7
<b>Progress Test 6</b>				1
<p><b>7 Personal qualities</b> describe qualities you need for different activities describe personality</p>	<p><b>Grammar</b> Comparing</p> <p><b>Vocabulary</b> Personal qualities Matching people to jobs and</p>	<p><b>Listening</b> Interview with a dancer Five different pets Tara talks about her role models</p> <p><b>Reading</b></p>	<p><b>Across cultures</b> Roles in life</p> <p><b>Explore writing</b> compare and contrast two alternatives</p>	7

make comparisons say how a person has influenced you	activities Personality Describing someone's influence <b>Pronunciation</b> Contrastive stress	Interview: Carlos Acosta Pets and their owners <b>Writing and speaking</b> Five-minute interviews <b>Speaking</b> Match people to jobs Compare people you know	organize ideas 1	
<b>Progress Test 7</b>				1
<b>8 Lost and found</b> talk about attitudes to possessions describe objects talk about unexpected travel situations discuss options and decide what to do make deductions	<b>Grammar</b> Modals of deduction and speculation <b>Vocabulary</b> Multi-word verbs: tidying and cleaning Describing products Travel situations Describing objects <b>Pronunciation</b> Emphatic stress	<b>Listening</b> Alice and Javier's nightmare journey Lost property <b>Reading</b> Declutter your life <b>Writing and Speaking</b> Freecycle <b>Speaking</b> Travel problems Find your way home	<b>Keyword</b> <i>have</i> <b>Explore speaking</b> describe objects you don't know the name of use vague language to describe things	7
<b>Progress Test 8</b>				1
<b>9 Make up your mind</b> describe problems in the home discuss solutions talk about decision-making discuss the consequences of decisions negotiate	<b>Grammar</b> Real and unreal conditionals <b>Vocabulary</b> Problems in the home Discussing problems and solutions Decision-making Negotiating <b>Pronunciation</b> Groups of words	<b>Listening</b> what shall we do? A new business Flatmates <b>Reading</b> Blogs: domestic disasters Six thinking hats <b>Speaking</b> Solve domestic problems Discuss decisions Consequencies	<b>Across cultures</b> dealing with conflict <b>Explore Writing</b> write a web posting explaining an argument organize ideas (2)	7
<b>Progress Test 9</b>				1
<b>Achievement Test 2</b>				2
<b>10 Impressions</b> talk about memory talk about what you remember talk about complaining complain about goods or services ask for a refund or replacement and explain why make a complaint politely	<b>Grammar</b> Verb patterns Present Perfect Simple and Progressive <b>Vocabulary</b> Remembering an event Problems with things you've bought Softeners <b>Pronunciation</b> Intonation in questions	<b>Listening</b> Hiromi witnesses a crime Complaining in different countries Mariah makes a complaint Good neighbours <b>Reading</b> The problem with witnesses <b>Speaking</b> Can you remember...? Complain about something you've bought	<b>Keyword</b> <i>of</i> <b>Explore Speaking</b> add comments to say how you feel	7
<b>Progress Test 10</b>				1
<b>11 Truth and lies</b> relate a conversation talk about truth and lies summarise what people say find out news about people you know	<b>Grammar</b> Reporting speech <b>Vocabulary</b> Verbs of communication Relating a conversation Exchanging news <b>Pronunciation</b> Quoting	<b>Listening</b> Suresh's success Two lies Did you hear about...? <b>Reading</b> The truth about gossip The email lie detector <b>Writing and speaking</b> Relate a conversation <b>Speaking</b> Telling lies Report a conversation	<b>Explore Writing</b> write a factual report <b>Across cultures</b> attitudes to family	7
<b>Progress Test 11</b>				1
<b>12 Any questions?</b> give a talk about an interest or activity make polite requests ask polite questions take questions in a talk	<b>Grammar</b> Indirect questions <b>Vocabulary</b> Organizing a talk Polite requests and questions Answering questions at a talk <b>Pronunciation</b>	<b>Listening</b> The stunt Training Centre Talking to strangers The treasure hunter <b>Reading</b> How to set yourself on fire <b>Speaking</b>	<b>Keyword</b> <i>other, another</i> <b>Explore Speaking</b> give yourself time to think	7

	Groups of words	Give a course about a course Could I ask you ...? Survey		
<b>Progress Test 12</b>				1
<b>13 Looking back</b> talk about mistakes criticize past actions suggest alternatives talk about acts of kindness and bravery speculate about the past	<b>Grammar</b> <i>should have, could have</i> Unreal conditionals: past <b>Vocabulary</b> Events in business Acts of kindness and bravery Evaluating past actions <b>Pronunciation</b> Common pairs of words	<b>Listening</b> He shouldn't have ... Lost in Athens <b>Reading</b> Doing a Ratner Three good deeds <b>Speaking</b> Famous business people Regrets Kindness and bravery If I hadn't	<b>Across cultures</b> Rules and risk <b>Explore Writing</b> write a summary of information from different sources, write an email giving information	7
<b>Progress Test 13</b>				1
<b>14 In the news</b> understand news stories react to the news tell someone about a news story evaluate options and choose one	<b>Grammar</b> Passives <b>Vocabulary</b> Understanding news stories Reaching to the news Talking about news stories Evaluating and selecting <b>Pronunciation</b> Groups of words and linking	<b>Listening</b> Local news What's interesting is ... Melek and Tom discuss a news story <b>Reading</b> Genetic engineering for athletes <b>Reading and listening</b> Selecting a news story <b>Speaking</b> Talk about a news story Discuss an issue in the news	<b>Keyword see</b> <b>Explore Speaking</b> participate in a discussion interrupt politely	7
<b>Progress Test 14</b>				1
<b>Achievement Test 3</b>				2
<b>End-of-Course Achievement Test</b>				2
<b>Total number of academic hours</b>				120