

## Course outline B 2

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

### ENTRY LEVEL

B 1 + (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 Upper-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

240 academic hours

### CONTENT AND METHOD

#### SPEAKING

- Talented
- Misunderstandings
- Learners and teachers
- Local knowledge
- Images
- Virtual words
- Inspiration
- Critical incidents
- How it's done
- Discovery
- Questions, questions
- Alternatives
- Compromise
- Changes

#### 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 Upper-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 Talented</b> talk about people's success discuss and evaluate ideas talk about things you are good at describe and evaluate skills give advice about an interest or occupation	<b>Grammar</b> Present perfect simple and progressive <b>Vocabulary</b> Routes to success Reacting to ideas Skills Given advice <b>Pronunciation</b> Stress	<b>Reading</b> A Star Is Made <b>Listening</b> Derek and Jennifer discuss A Star is Made Three people describe their abilities Harry Ravenswood, video game designer <b>Speaking</b> What it takes to succeed React to science news stories Things you're good at Transferable skills	<b>Keyword</b> <i>think</i> <b>Explore speaking</b> use vague expressions to describe categories of things	14

<b>Progress Test 1</b>				2
<b>2 Misunderstandings</b> describe events in detail deal with misunderstandings describe experiences of things going wrong tell a story from your country explain why you're not satisfied with a service	<b>Grammar</b> Past simple and past perfect simple Past progressive and past perfect progressive <b>Vocabulary</b> Dealing with misunderstandings Adverbs for describing actions Explaining a complaint Generalizing and talking about differences <b>Pronunciation</b> Contrastive stress	<b>Listening</b> Rainer's difficult day Sen no Rikyu Ian calls a dissatisfied customer David talks about Portuguese culture <b>Speaking</b> Three misunderstandings Misunderstandings in your life Tell the story of Sen no Rikyu A story from your country A talk for visitors to your country	<b>Across cultures</b> Aspects of culture <b>Explore writing</b> write a dramatic story	14
<b>Progress Test 2</b>				2
<b>3 Learners and teachers</b> express views about different options talk about education and training talk about experiences of education and training describe habits and tendencies in the past and present describe important mentors in your life	<b>Grammar</b> Habits and tendencies – past and present <b>Vocabulary</b> Discussing options Education and training Work and commitment Describe a mentor <b>Pronunciation</b> Fluent speech	<b>Reading and listening</b> Markham College evening courses <b>Reading</b> Hello, class, I'm the 16-year-old head <b>Listening</b> Bill, my mentor <b>Speaking</b> Choose an evening course Options on education and training Courses, skills, activities School days	<b>Keyword use</b> <b>Explore speaking</b> show different attitudes and feelings	14
<b>Progress Test 3</b>				2
<b>4 Local knowledge</b> describe landmarks talk about landmarks where you live talk about well-known people where you live describe someone's life and work give information about interesting or important sights	<b>Grammar</b> Using the passive <b>Vocabulary</b> Describing landmarks History of a landmark Talking about well-known people Recalling details Describing a special occasion <b>Pronunciation</b> Weak forms	<b>Listening</b> Famous landmarks in three countries Things to see in and around Beijing Bonfire night, Polish weddings <b>Reading</b> Umm Kulthum, Bohumil Hrabal <b>Speaking</b> Landmarks in your region or country Famous people from your part of the world Special occasion where you live <b>Writing and speaking</b> Profile of a person for a website	<b>Across cultures</b> Special occasions <b>Explore writing</b> write an email or letter recommending places to see	14
<b>Progress Test 4</b>				2
<b>Achievement Test 1</b>				4
<b>5 Images</b> describe and give opinions about images choose something for a room discuss what makes a good design describe designs and designed objects participate in a decision-making discussion	<b>Grammar</b> Describing objects – past participle clauses <b>Vocabulary</b> describing an image choosing something for a room discussing design getting a consensus <b>Pronunciation</b> Groups of words	<b>Listening</b> Art gallery guide James and Paloma choose posters A logo for Forever Flowers <b>Reading</b> Classics of everyday design <b>Speaking</b> Describe a picture Choose a picture for your classroom Design classics	<b>Keyword as</b> <b>Explore Speaking</b> express disagreement in different situations make concessions and counter-arguments	14
<b>Progress Test 5</b>				2
<b>6 Virtual words</b> talk about crimes and justice justify your point of view	<b>Grammar</b> Conditional clauses – present and future <b>Vocabulary</b>	<b>Reading</b> It was a virtual murder ... but the sentence is real <b>Listening</b> File sharing	<b>Across cultures</b> Ways of communicating <b>Explore writing</b> put forward an	14

talk about media and the Internet report different points of view describe possible consequences of actions suggest changes to a plan or document	Crimes and justice Justifying your point of view Describing changes Habits and customs <b>Pronunciation</b> Groups of words	Photography shop's site map Hugo and Liesbeth talk about communicating <b>Speaking</b> Crimes Is it a crime? Opinions on file sharing Media and the Internet How people communicate where you live	argument in a web posting	
<b>Progress Test 6</b>				2
<b>7 Inspiration</b> talk about how you deal with problems describe experiences of problem solving talk about where you get ideas describe a scene participate in a problem-solving discussion	<b>Grammar</b> Describe scenes – present and past participle <b>Vocabulary</b> Problems and solutions Problem-solving experiences Inspiration Discussing possible solutions <b>Pronunciation</b> Fluent speech	<b>Reading</b> Distracted genius <b>Listening</b> <i>Polyglossia</i> magazine Inspiration from dreams A case study in problem solving <b>Speaking</b> How you solve problems Problem-solving experiences Ideas and inspiration Describe scenes	<b>Keyword</b> <i>come</i> <b>Explore speaking</b> speak tactfully in different situations	14
<b>Progress Test 7</b>				2
<b>8 Critical incidents</b> make deductions about the past describe strong feelings say how you feel about past events in your life speculate about consequences of past actions disagree with speculations about the past	<b>Grammar</b> Making deductions about the past Conditionals – past and present <b>Vocabulary</b> Describing strong feelings Reflecting on the past Disagreeing with past speculations languages <b>Pronunciation</b> Prominent words	<b>Listening</b> Cross-cultural incidents Three people's turning points Jo and Angela's mystery Languages in India and the Netherlands <b>Reading</b> Posting about cross-cultural misunderstandings <b>Speaking</b> Speculate about three cross-cultural incidents Past misunderstandings Reflect on past actions Turning points in your life Languages across the world Languages where you live	<b>Across cultures</b> languages <b>Explore Writing</b> write a complaint about a service	14
<b>Progress Test 8</b>				2
<b>9 How it's done</b> explain how something is made organize a description describe responsibilities and roles in different situations explain how a term or organization works give a detailed presentation on a familiar topic	<b>Grammar</b> Verbs with adverbs and prepositions <b>Vocabulary</b> Organizing a description Describing a responsibilities Describing roles Organizing a talk <b>Pronunciation</b> Stress in verbs with adverbs and prepositions	<b>Listening</b> Tour of a printing press Josette's life roles Freelance travel writer <b>Reading</b> Life on Set. The Camera Crew <b>Speaking</b> Explain the book-making process Making Maldon salt and glass bottles Team responsibilities Roles in your life	<b>Keyword</b> <i>way</i> <b>Explore speaking</b> check that people understand add more detail ask people to clarify or repeat things	14
<b>Progress Test 9</b>				2
<b>Achievement Test 2</b>				4
<b>10 Discovery</b> talk about exploration and discovery explain the benefits of something describe important issues and priorities talk about dedicated people and their achievements	<b>Grammar</b> Using the – <i>ing</i> form <b>Vocabulary</b> Exploration and discovery Describing benefits Achievements Giving and comparing sources Rights and obligations <b>Pronunciation</b> Stress in compounds	<b>Reading</b> Forget space travel. The ocean is our final frontier Dr Lu Zhi – saving pandas <b>Listening</b> The explorer Leif Eriksson Rights and obligations in three countries <b>Speaking</b> Choose important areas for research Discuss issues and priorities	<b>Across cultures</b> Rights and obligations <b>Explore writing</b> write a summary of a text	14

summaries information from different sources		Describe someone's achievements Rights and obligations where you live		
<b>Progress Test 10</b>				2
<b>11 Questions, questions</b> describe people skills carry out an interview report what people say give statistics	<b>Grammar</b> Patterns after verbs <b>Vocabulary</b> Expression with people Interviewing Reporting verbs Giving statistics <b>Pronunciation</b> Prominent words	<b>Listening</b> Interview with an interviewer Vicki's bakery survey <b>Reading</b> The job interview: things not to say and do <b>Speaking</b> Jobs that require good people skills Interview and be interviewed Interview experiences Report memorable experiences	<b>Keyword</b> <i>up and down</i> <b>Explore speaking</b> give emphasis to different kinds of information	14
<b>Progress Test 11</b>				2
<b>12 Alternatives</b> talk about health treatments express belief and skepticism persuade someone of your point of view tell people what to expect support an argument make and justify recommendations	<b>Grammar</b> <i>will be -ing</i> <b>Vocabulary</b> Health and treatments Belief and skepticism Supporting an argument Recommending and justifying Healthcare <b>Pronunciation</b> Fluent speech	<b>Reading</b> Homeopathy – does it work? <b>Listening</b> Southglenn school A proposal for team – building Health and healthcare <b>Speaking</b> Express views about what people do to feel better Outline a tour Present and explain your opinion Health and healthcare where you live	<b>Across cultures</b> Health and healthcare <b>Explore writing</b> write a proposal	14
<b>Progress Test 12</b>				2
<b>13 Compromise</b> describe disagreements and compromises make your case in a disagreement talk about dealing with conflict negotiate a formal agreement	<b>Grammar</b> verbs with adverbs and prepositions <b>Vocabulary</b> Disagreement and compromise Making your case Negotiating an agreement <b>Pronunciation</b> Prominent words	<b>Listening</b> A neighborhood disagreement Yosef requests his own office Caitlin negotiates for compensation <b>Reading</b> Real professionals: The mediator <b>Speaking</b> Handle disagreements Find compromises in two situations Mediators and mediation Conflict management styles quiz	<b>Keyword</b> <i>put</i> <b>Explore speaking</b> use different ways of adding emphasis	14
<b>Progress Test 13</b>				2
<b>14 Changes</b> talk about the future make predictions about the world describe personal hopes and expectations take part in a job interview	<b>Grammar</b> Future progressive and future perfect <b>Vocabulary</b> Predicting the future Future time expressions Interview questions Recruitment <b>Pronunciation</b> Fluent speech 4 double contractions	<b>Reading</b> Predictions for an inventive future Extract from Yes Man Human Resources Assistant Preparing for a job interview abroad <b>Listening</b> Eamonn and Liliya's lives Recruitment in different countries <b>Speaking</b> Discuss Ian Pearson's predictions Predict the future Make a big life change Predict your life Recruitment in your field	<b>Across cultures</b> Recruitment <b>Explore writing</b> write a formal letter or email or refusal	14
<b>Progress Test 14</b>				2
<b>Achievement Test 3</b>				4
<b>End-of-Course Achievement Test</b>				4
<b>Total number of academic hours</b>				240