

Course outline C 1

Group:
Course book: English Unlimited Advanced
Teacher:
Start date:

ENTRY LEVEL

B 2 (Upper-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 Advanced 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

- Childhood
- Self
- Language and literature
- World
- Concepts of space
- Appearances
- Health
- Brand awareness
- Icons
- A sense of belonging
- Climate
- Knowledge and technology

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 Advanced (Classroom book, Audio CD, Self-study Pack).

ADDITIONAL MATERIALS

Raymond Murphy. Essential Grammar in Use. Cambridge.

Units	Language	Skills	Explore	Ac. hrs
1 Childhood talk about adapting to different cultures talk about memory talk about a personal memory evoke the feelings and moods of a past event	Language focus Adapting to another culture Remembering Talking about a personal memory	Reading Born everywhere, raised in Britain <i>Childhood memories are fairytales</i> Listening Memory Childhood memory Speaking Adapting to another culture How well do you remember things? Your earliest memory	Across cultures Attitudes to children Keywords Describe habits and tendencies Explore speaking tell an anecdote effectively keep people interested in a story	16
Progress Test 1				2

<p>2 Self talk about personality traits talk about identity understand promotional language say how you met someone use effective introduction strategies</p>	<p>Language focus Presenting a self-image Talking about identity Promotional language Say how you met someone Introduction strategies</p>	<p>Reading Your online self Dating agencies Listening What defines you? Introducing yourself Speaking Your online self What defines you as a person? Writing and speaking Say how you met someone</p>	<p>Across cultures Your cards Keywords Describe skill and ability Explore writing write a cover letter describe experience and ability</p>	16
Progress Test 2				2
<p>3 Language and literature describe a book give a personal response talk about languages and ways to learn them describe experiences of language learning discuss plans and priorities</p>	<p>Language focus Describe a book and its significance Language learning Plans and priorities</p>	<p>Speaking and Reading Life-changing books Language learning Listening <i>Farthest North</i> Language learning Plans and priorities Speaking Describing book and their significance</p>	<p>Across cultures Attitudes to English Keywords <i>worth, worthwhile</i> Explore speaking use strategies for communicating effectively</p>	16
Progress Test 3				2
<p>4 World interpret maps and facts make comparisons and talk about diet and nutrition discuss changing trends talk about result</p>	<p>Language focus Differences and changes Interpreting meaning Types of food Changes and trends Result</p>	<p>Reading Maps of the world <i>Nutrition transition</i> Listening Events and changes in Britain Speaking Maps of the world Interpreting a map Food for a week Technology debate Writing Maps of the world</p>	<p>Across cultures Restaurants Keywords <i>get, become</i> Explore writing write captions write economically</p>	16
Progress Test 4				2
Achievement Test 1				6
<p>5 Concepts of space describe spaces in cities describe how spaces are used talk about crime and surveillance comment on experiences outline problems discuss and suggest solutions</p>	<p>Language focus Describing spaces Legal and illegal activities Commenting on experiences Outlining problems</p>	<p>Reading Post-it cities Surveillance Listening Post-it city Security Speaking Talking about spaces Commenting on experiences</p>	<p>Across cultures Privacy Keyword <i>need</i> Explore Speaking give a presentation with images</p>	16
Progress Test 5				2
<p>6 Appearances describe appearance and changes to appearance discuss photos and images talk about fakes and forgeries convince people and express doubt conduct a personal interview describe someone's life, achievements and</p>	<p>Language focus Altering physical features Aim and intention Fakes and forgery</p>	<p>Reading <i>Thin, pretty and airbrushed</i> <i>The master forger</i> Paulo Coelho Reading and Speaking Fake photos Listening The camera never lies? John Myatt, the master forger Speaking Real or fake</p>	<p>Across cultures Piracy Keywords <i>aim, purpose</i> Explore writing use written and spoken styles appropriately appreciate written and spoken genres</p>	16

attitudes				2
Progress Test 6				2
7 Health talk about health problems and treatment describe and comment on an exhibition or a show describe a process or experiment discuss implications and significance discuss an issue	Language focus Health problems and treatments Descriptive particles Describing processes and experiments Discussing issues	Reading Cradle to grave Beware witch doctors Listening Audio guide Malaria Speaking An exhibition or a show Mind over matter Speaking and Listening A caffeine experiment	Across cultures Health campaigns Keywords <i>consist, include</i> Explore speaking take turns in a discussion give opinions in an extended conversation	16
Progress Test 7				2
8 Brain awareness discuss brands describe effects and influences talk about the image and qualities of products talk about advertising and marketing describe an advert pass on detailed information	Language focus Effects and influences Image and qualities Marketing words Describing technology	Reading Viral ads The air-powered car Listening Brands A viral video Speaking Brand images Describing an advert	Across cultures Megabrands Keywords <i>effect, affect</i> Explore Writing use advertising language	16
Progress Test 8				2
Achievement Test 2				6
9 Icons speculate about images and objects interpret and respond to a story discuss icons identify critical language in a text talk about what something represents present arguments and counter-arguments	Language focus Interpreting and defining Critical language Saying what things and people represent	Reading Family story Speaking and Reading Iconic: the overused adjective Listening Interpreting a painting Shepard Fairey Speaking Symbols and associations Interpreting images A family anecdote Iconic people and things	Across cultures Loan words Keyword Describing what things represent Explore speaking give criticism respond to criticism	16
Progress Test 9				2
10 A sense of belonging describe groups and membership describe feelings about belonging give opinions emphatically explore strategies for analyzing authentic texts persuade others to take action	Language focus Belonging to a group Talking about membership Being emphatic	Reading Football Listening A sense of belonging Listening and Speaking Joining a group Speaking Groups Opinions about football	Across cultures Football rivalries Keyword <i>together</i> Explore Writing describe an organization present something in the best possible light	16
Progress Test 10				2
11 Climate talk about climate change describe inventions and how they work discuss proposals describe an ongoing process understanding imagery	Language focus Climate change Active and passive infinitives Processes Saying if actions are justified	Reading <i>The Sermilik fjord in Greenland</i> Reading and Speaking <i>Radical ways to save the planet</i> Listening Richard Branson The Doomsday debate Listening and Speaking Commenting on a poem	Across cultures Living «off-grid» Keywords Describing similarities and differences Explore speaking report a point of view react to a point of view	16

in a poem say if actions are justified conduct a debate		Speaking Proposals to combat climate change		
Progress Test 11				2
12 Knowledge and technology talk about knowledge and technology discuss how to access information describe technological advances talk about how things develop explain an idea deliver a positive message	Language focus Talking about knowledge and information Developments and advanced	Reading The end of general knowledge? Hole in the Wall project Listening The Hotel in the Wall project Listening and Speaking The role of technology in obtaining information Speaking Finding out information The influence of computer technology	Across cultures Technology Keywords <i>sure, certain</i> Explore writing give written advice write steps in a process describe how to do something	16
Progress Test 12				2
Achievement Test 3				6
End-of-Course Achievement Test				6
Total number of academic hours				240