

# NET LANGUAGES – **EOI IOC** GENERAL ENGLISH COURSES – SCOPE AND SEQUENCE

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## Mòdul 4B

Unit	Topic and Functions	Language	Skills	Text types
<b>1</b>  <b>Cryptozoology</b>	<b>The study of fictitious animals</b> <ul style="list-style-type: none"> <li>Describe real and imaginary animals</li> <li>Talk about strange events</li> <li>Make deductions about things that happened in the past</li> <li>Express certainty and doubt</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Real and fictitious animals</li> <li>Animal parts</li> <li>Suffixes: <i>-like, -sized</i></li> <li>Expressions with sight</li> <li>Evidence: <i>track, sign, proof, ...</i></li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>Auxiliary <i>have</i> and different verb forms</li> <li>Speculating about past</li> <li>Expressing possibility: <i>may/might/could have been</i></li> <li>Verb + <i>-ing</i></li> <li>Verb + noun + <i>-ing</i>: <i>see somebody do/doing something</i></li> <li><i>Since then</i> + present perfect</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Stress in long words</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Referring back in a text</li> <li>Report of sighting</li> </ul> Or: <ul style="list-style-type: none"> <li>Write about a company that went out of business</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Talk about a company that went out of business</li> <li>Talk about animals described in this unit</li> </ul> <b>Conversation strategies</b> <ul style="list-style-type: none"> <li>Use <i>since then</i> to talk about current situations</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Extract information</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>Understand a TV reporter interview</li> <li>Listen for specific detail</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A magazine feature: Cryptozoology</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>Reports of UFO sightings</li> </ul>

Unit	Topic and Functions	Language	Skills	Text types
<b>2</b> Winning Matters	<b>Sport, training and doping</b> <ul style="list-style-type: none"> <li>● Make suggestions</li> <li>● Talk about sports habits</li> <li>● Explain causes and results</li> <li>● Talk about being forced to do things</li> <li>● Talk about rules and consequences</li> <li>● Give opinions about legal and illegal sports practices</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>● Sports and sports people</li> <li>● Sporting equipment</li> <li>● Negative prefixes: <i>in-</i>, <i>un-</i>, <i>dis-</i>, ...</li> <li>● Word families: adjective/verb/noun</li> <li>● Verbs expressing benefit: <i>gain</i>, <i>improve</i>, <i>enhance</i>, ...</li> <li>● Compound adjectives: <i>long-term</i>, <i>never-ending</i>, ...</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>● Expressing cause and result: <i>due to</i>, <i>lead to</i>, <i>result in</i>, ...</li> <li>● Giving reasons: <i>because</i>, <i>because of</i>, <i>since</i>, <i>due to</i></li> <li>● Coercion: <i>persuade</i>, <i>make</i>, <i>force</i>, ...</li> <li>● Passive forms</li> <li>● Express rules and consequences: <i>ban</i>, <i>permit</i>, <i>authorise</i>, ...</li> <li>● Third conditional sentences</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>● Sound-spelling relationships: /aɪ/ vs. /eɪ/</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>● Write about obligations in sport</li> <li>● Organise paragraphs and topics</li> <li>● Write a letter of complaint to a newspaper</li> </ul> Or: <ul style="list-style-type: none"> <li>● Write about industrial espionage</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>● Talk about sport and doping in sport</li> </ul> Or: <ul style="list-style-type: none"> <li>● Talk about industrial espionage</li> </ul> <b>Conversation strategies</b> <ul style="list-style-type: none"> <li>● Use a variety of structures to make suggestions</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>● Understand short sports reports</li> <li>● Understand a blog entry about sport</li> <li>● Guessing meaning from context</li> <li>● Understand the opinion of the writer</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>● Understand interviews about training for sports</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>● Sports reports</li> <li>● Blog entries</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>● Monologues about sports training</li> </ul>

Unit	Topic and Functions	Language	Skills	Text types
<b>3</b> Extreme	<p><b>Extreme sports</b></p> <ul style="list-style-type: none"> <li>● Describe physical activities</li> <li>● Talk about past and present dangers</li> <li>● Give warnings</li> <li>● Talk about things you used to do</li> <li>● Talk about free-time activities</li> <li>● Talk about team-building and its usefulness</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Extreme sports</li> <li>● Physical actions</li> <li>● Compound words naming activities</li> <li>● Word building: verb/ adjective/noun</li> <li>● Phrasal verbs: <i>give up, get away with, give up, ...</i></li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Habitual actions: <i>would, used to, keep + -ing, be forever + -ing,</i></li> <li>● <i>Be vs. get used to</i></li> <li>● Question forms with <i>used to</i></li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>● Pronunciation of <i>used to</i> and <i>usually</i></li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Organise and structure a blog comment</li> <li>● Linking ideas: <i>however, so, what's more</i></li> <li>● Respond to a blog entry about danger in sport</li> </ul> <p>Or:</p> <ul style="list-style-type: none"> <li>● Write about team-building</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>● Talk about free-time activities</li> </ul> <p>Or:</p> <ul style="list-style-type: none"> <li>● Talk about team-building</li> </ul> <p><b>Conversation strategies</b></p> <ul style="list-style-type: none"> <li>● Link ideas in a response</li> <li>● Signal opinions</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Reading for gist</li> <li>● Understand the main facts in a magazine article</li> <li>● Understand meaning from context</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>● Understand opinions in a conversation</li> <li>● Identify changes in topic in a conversation</li> <li>● Understand meaning from context</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● A magazine article</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>● A dialogue about danger in sport</li> </ul>

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<b>4</b> Being Green	<p><b>Ecological and environmental issues</b></p> <ul style="list-style-type: none"> <li>● Talk about things that annoy or bother you</li> <li>● Talk about eco-friendly habits and actions</li> <li>● Talk about eco-friendly business</li> <li>● Make formal and informal requests</li> <li>● Give instructions</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Home appliances</li> <li>● Environmental problems and solutions</li> <li>● Compound nouns: <i>eco-friendly, energy-saving, ...</i></li> <li>● Affixes: <i>under-, over-, re-, pre-, -ful, -less</i></li> <li>● Word building: adjectives and verbs, verbs and nouns</li> <li>● Verbs describing change</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Imperatives vs. <i>-ing</i> forms</li> <li>● Verb pattern: <i>it surprises/ bothers me to...</i></li> <li>● Nominalisation (changing verbs into nouns)</li> <li>● Quantifiers: <i>none, both, all, neither, ...</i></li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>● Different pronunciations of "o" grapheme, sounds: /ɒ/ and /əʊ/</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Write a letter to a newspaper about an environmental problem and its solution</li> </ul> <p>Or:</p> <ul style="list-style-type: none"> <li>● Write about "green" practices in business</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>● Talk about environmental issues and actions</li> </ul> <p>Or:</p> <ul style="list-style-type: none"> <li>● Talk about "green" industry</li> </ul> <p><b>Conversation strategies</b></p> <ul style="list-style-type: none"> <li>● Use appropriate register in formal and informal situations</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Understand the main points on a fact sheet</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>● Understand facts and opinions in a conversation</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● A fact sheet</li> <li>● A questionnaire</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>● A conversation on environmental issues</li> </ul>

Unit	Topic and Functions	Language	Skills	Text types
<b>5</b> Unreal Life	<b>Reality TV</b> <ul style="list-style-type: none"> <li>● Ask questions about TV programmes and viewing</li> <li>● Talk about your viewing habits and opinions about different types of TV programmes</li> <li>● Talk about regrets in relation to your education or career</li> <li>● Talk about rules, obligations and permission</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>● Television programmes</li> <li>● People who work in television</li> <li>● Television culture</li> <li>● Word building: verb/ adjective/noun</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>● Question forms</li> <li>● Express obligation, prohibition and permission: <i>have to, (not) allowed/permitted, can't, mustn't, can, must</i></li> <li>● Express regrets: <i>If only ..., I wish ..., I shouldn't have ...</i></li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>● Contractions and connected speech</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>● Write about rules and permission</li> <li>● Write instructions for someone staying in your home</li> <li>● Write about an experience as a reality show contestant</li> </ul> Or: <ul style="list-style-type: none"> <li>● Write about regrets in relation to your studies or work</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>● Talk about programme viewing and reality shows</li> </ul> Or: <ul style="list-style-type: none"> <li>● Talk about regrets in relation to your studies or work</li> </ul> <b>Conversation strategies</b> <ul style="list-style-type: none"> <li>● Ask probing questions to encourage discussion</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>● Understand short news stories about reality television</li> <li>● Understand meaning from context</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>● Follow and understand a discussion about reality television</li> <li>● Listen for change of topic in a discussion</li> <li>● Understand the gist of an anecdote</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>● News stories</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>● A seminar on reality TV</li> </ul>

Unit	Topic and Functions	Language	Skills	Text types
<b>6 Symbols and Signs</b>	<b>Australian aboriginal art and legends</b> <ul style="list-style-type: none"> <li>● Give opinions and interpretations of art</li> <li>● Describe shapes and lines and their position</li> <li>● Describe symbols and what they represent</li> <li>● Talk about paintings and art</li> <li>● Describe and talk about where you work or study</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>● Review animal vocabulary</li> <li>● Australian animals</li> <li>● Describing shapes: adjectives and nouns and <i>-shaped</i></li> <li>● Describing types of lines</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>● Describing representation: <i>X means/ represents/ stands for Y</i></li> <li>● Packing information into sentences: pre- and post-modification of noun phrases</li> <li>● Ways of expressing opinion: <i>I find it ..., it looks ..., it looks like ..., it gives me ..., what I like about it is ...</i></li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>● Tone groups, phrasing and connected speech</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>● Write a description and explanation of a symbol or design</li> </ul> Or: <ul style="list-style-type: none"> <li>● Write about art and decoration where you work or study</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>● Talk about art and decoration in the home</li> </ul> Or: <ul style="list-style-type: none"> <li>● Talk about symbols in your city</li> </ul> <b>Conversation strategies</b> <ul style="list-style-type: none"> <li>● Ask follow-up questions to encourage discussion</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>● Understand a factual text about culture</li> <li>● Understand descriptions of pictures and explanations of what symbols represent</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>● Understand a gallery guide explaining the meaning of paintings</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>● A an encyclopaedia entry</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>● Art gallery guide commentary</li> </ul>