

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

CONTENTS

Mòdul 5B.....	58
1 Language Myths.....	58
2 Baby Talk.....	59
3 Rapa Nui.....	60
4 Online Learning.....	61
5 Wrinkles.....	62
6 Fast Food.....	63

Mòdul 5B

Unit	Topic and Functions	Language	Skills	Text types
1 Language Myths	Language learning <ul style="list-style-type: none"> ● Talk about language learning experiences ● Respond to a news story and express opinions ● Engage in informal chat, “small talk”, using evaluative language, asking about news, agreeing and changing the topic ● Talk about language and culture 	Vocabulary <ul style="list-style-type: none"> ● Language terms ● <i>Get</i> + adjectives ● Phrasal verbs with <i>get</i> ● Quantifiers: <i>all, half, most of, ...</i> ● <i>During vs. for</i> Grammar <ul style="list-style-type: none"> ● Comparative adverbs and adjectives ● Necessity: <i>need</i> and <i>require</i> Pronunciation <ul style="list-style-type: none"> ● Notice and identify different accents 	Writing <ul style="list-style-type: none"> ● Use synonyms and rephrasing ● Write a letter to a newspaper responding to a news story Or: <ul style="list-style-type: none"> ● Write about language learning experiences Speaking <ul style="list-style-type: none"> ● Talk about language and culture Or: <ul style="list-style-type: none"> ● Talk about language learning experiences Conversation strategies <ul style="list-style-type: none"> ● Use strong and weak modifiers when making “small talk” Reading <ul style="list-style-type: none"> ● Predicting content from a headline ● Understand a news story ● Understand meaning from context Listening <ul style="list-style-type: none"> ● Understand interviews about language learning experiences 	Reading <ul style="list-style-type: none"> ● A news story: No place for ‘gobbledygook’ in lunchroom Listening <ul style="list-style-type: none"> ● Interviews about language learning experiences

Unit	Topic and Functions	Language	Skills	Text types
2 Baby Talk	Children and parenting <ul style="list-style-type: none"> ● Talk about problems and discuss different solutions ● Give advice for problems ● Talk about things that could go wrong and give instructions for different eventualities ● Talk about parenting and children ● Talk about the probability of certain things happening 	Vocabulary <ul style="list-style-type: none"> ● Baby stages ● Baby vocabulary ● Problem behaviour ● Ways of seeing ● Phrasal verb patterns: using pronouns ● Compound adjectives and nouns with numbers: <i>five-year-old boy</i> Grammar <ul style="list-style-type: none"> ● Verb pattern: <i>want</i> + noun phrase + infinitive ● Modals of probability: <i>could, may, might</i> ● Giving advice: <i>may, might, could, must, should</i> ● Modals + <i>well</i> and <i>just</i> ● <i>In case, if</i> and <i>as long as</i> Pronunciation <ul style="list-style-type: none"> ● Stress on phrasal verbs 	Writing <ul style="list-style-type: none"> ● Write a letter of advice Or: <ul style="list-style-type: none"> ● Write advice for a problem at work or where you study Speaking <ul style="list-style-type: none"> ● Talk about parenting and child care Or: <ul style="list-style-type: none"> ● Talk about a problem at work or place of study and give advice on possible solutions Conversation strategies <ul style="list-style-type: none"> ● Signalling when you are giving advice Reading <ul style="list-style-type: none"> ● Understand colloquial expressions in context ● Understand letters describing problems with children Listening <ul style="list-style-type: none"> ● Understand the gist of problems described in anecdotes 	Reading <ul style="list-style-type: none"> ● A problem page letter Listening <ul style="list-style-type: none"> ● Anecdotes about parenting

Unit	Topic and Functions	Language	Skills	Text types
3 Rapa Nui	Theories about Easter Island <ul style="list-style-type: none"> ● Read and understand detailed descriptions of monuments ● Use language in action: giving on-the-spot instructions: making requests, offers and predictions ● Make suggestions about the best way to do something ● Hypothesise about things that happened and did not happen in the past ● Talk about processes and how something was done in the past ● Talk about places of interest, describing, explaining interesting facts and theories 	Vocabulary <ul style="list-style-type: none"> ● Trees ● Word frequency and academic words ● Word families Grammar <ul style="list-style-type: none"> ● Hypothesis about the past: <i>would</i> + perfect infinitive ● Third conditional forms ● Passive review ● Hypothesising about things that did not happen: <i>I would have phoned, but...</i> ● Deictic expressions: <i>Take that end, and I'll take this one.</i> Pronunciation <ul style="list-style-type: none"> ● Shifting stress in word families 	Writing <ul style="list-style-type: none"> ● Use language of theorising ● Write an article summarising theories Or: <ul style="list-style-type: none"> ● Write about a place of interest, describing, explaining and theorising Speaking <ul style="list-style-type: none"> ● Talk about discussion about ancient monuments Or: <ul style="list-style-type: none"> ● Talk about Easter Island and issues brought up in the article Conversation strategies <ul style="list-style-type: none"> ● Summarising different theories Reading <ul style="list-style-type: none"> ● Understand the main events and gist of a long article ● Intensive reading practice ● Understand meaning from context Listening <ul style="list-style-type: none"> ● Identify the main ideas in an informative talk 	Reading <ul style="list-style-type: none"> ● A magazine article: Easter Island: Paradise lost? Listening <ul style="list-style-type: none"> ● An illustrated talk about Easter Island

Unit	Topic and Functions	Language	Skills	Text types
4 Online Learning	<p>Online learning and different types of education</p> <ul style="list-style-type: none"> ● Talk about pros and cons of different types of education ● Ask for help when you have a technical problem ● Talk about solving technical problems ● Talk about persistent problems ● Talk about your experience in education 	<p>Vocabulary</p> <ul style="list-style-type: none"> ● Education systems ● Collocations with <i>education</i> ● Qualifying adverbs ● Compound words with <i>line</i> ● Word formation and repetition ● Dependent prepositions ● Idioms with <i>at</i> <p>Grammar</p> <ul style="list-style-type: none"> ● Modal verbs of necessity and desirability: <i>need to, should, shouldn't vs. needn't</i> ● Using <i>more</i> and <i>much</i> ● Nominalisation ● Noun modifiers: <i>distance education, ...</i> ● Discourse markers <p>Pronunciation</p> <ul style="list-style-type: none"> ● Word stress in compound nouns 	<p>Writing</p> <ul style="list-style-type: none"> ● Practise theorising, generalising and summarising, contrasting and summing up ● Write a report about the pros and cons of different types of education <p>Or:</p> <ul style="list-style-type: none"> ● Write about your experience in education <p>Speaking</p> <ul style="list-style-type: none"> ● Talk about education and online learning <p>Or:</p> <ul style="list-style-type: none"> ● Talk about your experience in education <p>Conversation strategies</p> <ul style="list-style-type: none"> ● Introducing pros and cons <p>Reading</p> <ul style="list-style-type: none"> ● Understand the main idea in each paragraph ● Understand meaning from context ● Summarise what is mentioned and not mentioned in an article <p>Listening</p> <ul style="list-style-type: none"> ● Understand opinions expressed in interviews 	<p>Reading</p> <ul style="list-style-type: none"> ● An online article <p>Listening</p> <ul style="list-style-type: none"> ● Teachers talking about online learning

Unit	Topic and Functions	Language	Skills	Text types
5 Wrinkles	Ageing <ul style="list-style-type: none"> ● Talk about machines and gadgets and what they are used for ● Use language of persuasion to “sell” a product or idea, talking about problems and solutions ● Talk about growing old ● Talk about the elderly in society 	Vocabulary <ul style="list-style-type: none"> ● Vocabulary of ageing and the elderly ● Vocabulary of machines and gadgets ● Positive and negative words: <i>hazard, oily, ideal, ...</i> ● Spelling: <i>-ible</i> and <i>-able</i> ● Word endings: <i>-ify</i> ● Word formation Grammar <ul style="list-style-type: none"> ● Clause substitution: <i>so</i> and <i>not</i> ● Substitution: <i>do, does, did</i> ● Ellipsis after <i>to</i> and auxiliary verbs ● Noun substitution: <i>one</i> and <i>ones</i> ● Substitution vs. reference Pronunciation <ul style="list-style-type: none"> ● Words with <i>-ible</i> and <i>-able</i> endings 	Writing <ul style="list-style-type: none"> ● Use cohesive features like substitution and ellipsis ● Structure a text using a problem–solution format – an advertisement for a useful gadget ● Write short advertisements for different products Or: <ul style="list-style-type: none"> ● Write about the elderly in your society Speaking <ul style="list-style-type: none"> ● Talk about old age and gadgets Or: <ul style="list-style-type: none"> ● Talk about the elderly in your society Conversation strategies <ul style="list-style-type: none"> ● Use ways of being persuasive Reading <ul style="list-style-type: none"> ● Understand advertisements and descriptions of different products ● Understand meaning of common advertising expressions in context Listening <ul style="list-style-type: none"> ● Understand a comic poem ● Understand reference in a poem 	Reading <ul style="list-style-type: none"> ● Advertisements Listening <ul style="list-style-type: none"> ● A comic poem about an old man

Unit	Topic and Functions	Language	Skills	Text types
6 Fast Food	Food and nutrition <ul style="list-style-type: none"> ● Talk about healthy meals and explain why they are healthy ● Give tips about eating healthily ● Describe different dishes, their ingredients and how they are served ● Making a complaint about poor service ● Talk about eating habits 	Vocabulary <ul style="list-style-type: none"> ● Food and nutrition: components and substances: <i>protein, fibre, cholesterol, ...</i> ● Phrasal verbs: <i>liven up, slim down, go for, ...</i> ● Nouns formed by verb + adverb: <i>takeaway, getaway, make-up, ...</i> ● Collocations with nouns formed by verb + adverb ● Ways of eating and drinking ● Ways of serving food Grammar <ul style="list-style-type: none"> ● Sub modifiers: <i>by far, a good deal, not nearly, ...</i> ● Contrasted comparatives: <i>the more you eat, the more you ...</i> ● Inversion after <i>not only</i> ● Using fronting and cleft sentences for emphasis. Pronunciation <ul style="list-style-type: none"> ● Word stress, the <i>g</i> grapheme and the sounds /g/, /dʒ/ and /ə/ 	Writing <ul style="list-style-type: none"> ● Structure a text giving advice: problem + advice 1 + advice 2 + advice 3 ● Write a text about healthy eating tips Or: <ul style="list-style-type: none"> ● Write about changes in the diet where you live Speaking <ul style="list-style-type: none"> ● Talk about food and eating habits Or: <ul style="list-style-type: none"> ● Talk about changes in the diet where you live and what has brought about these changes Conversation strategies <ul style="list-style-type: none"> ● Complaining politely Reading <ul style="list-style-type: none"> ● Understand the gist of a magazine report ● Understand references in an article Listening <ul style="list-style-type: none"> ● Understand the gist of different monologues 	Reading <ul style="list-style-type: none"> ● A magazine feature Listening <ul style="list-style-type: none"> ● Different people talking about their fast-food eating habits