



WOLLONGONG COLLEGE AUSTRALIA

A College of the University of Wollongong

General English

English Studies 5

(CRICOS course codes: 057131G, 057140F)

Student Course Outline

ITC Education Ltd trading as
Wollongong College Australia
CRICOS 02723D
ABN 14105312329

English studies 5

Broad aims of course

The English Studies [ES] course is designed to prepare students for a world where English is a medium of international communication. The course is topic based and designed to improve all macroskills with particular emphasis on speaking, listening, and associated microskills, including vocabulary development and pronunciation.

Course structure

ES is a full-time program of 20 hours per week with each cycle being of 5 weeks duration.

Attendance

Refer to the Student Handbook for attendance requirements.

Prerequisites and articulation

All students sit a WCA placement test on entering the College.

- No minimal entry to English Studies 1
- Minimal entry to English Studies 2 is English Studies 1 or 3.0 IELTS or equivalent.
- Minimal entry to English Studies 3 is English Studies 2 or 3.5 IELTS or equivalent.
- Minimal entry to English Studies 4 is English Studies 3 or 4.0 IELTS or equivalent.
- Minimal entry to English Studies 5 is English Studies 4 or 4.5 IELTS or equivalent.

Course description

All ES courses run in five-week cycles. ES has five levels (ES1–ES5), which contextualise language skills within high-interest topics with an international perspective. A full range of language skills are programmed at each of the levels with the emphasis on speaking skills (discussion and conversation), phonology and listening skills. Grammar and functions in ES are presented within the context of a topic. To meet the interests and needs of students, the time spent on topics may be adjusted.

English studies 5

Specific objectives

Speaking

At the successful completion of this level students can:

- use phonemic script to self-correct pronunciation and check the pronunciation of new vocabulary with the aid of a dictionary.
- initiate conversation and sustain a conversation with a high degree of fluency.
- use appropriate conversational formulae and "phatic" expressions.
- initiate and participate in a range of formal and informal situations using appropriate register.
- understand and give a series of complex spoken instructions .
- express opinions using an extended range of modality and the language of speculation.
- take part in discussions and debates of current issues in the media and topics covered in the course.
- use stress, rhythm and intonation to communicate intended meaning.
- use intonation to indicate degrees of surety and so as to convey meaning appropriately (for example, distinction between question and statement, request and order).
- present extended talks on pre-prepared and spontaneous topics.

Writing

At the successful completion of this level students can:

- write in a variety of formal and informal registers.
- use a wide variety of cohesive devices and produce written texts of up to 250 words with a high level of coherence.
- show mastery of the conventions of spelling and punctuation (full-stop, capitalisation, comma and full stop).
- use modality and subordinated sentence structure to convey meaning to the reader.
- convey attitude and opinion to the reader.

Listening

At the successful completion of this level students can:

- identify topic and factual information from extended news segments.
- answer factual questions following a brief news item or items related to the topic on video or audio tape.
- identify and respond appropriately in speaking to clear changes in topic.
- identify contracted and weak forms in spoken language.
- interpret a speaker's attitude, speculation, hypothesis or irony.
- interpret a variety of accents when delivered at a near native speaking rate of delivery.
- clearly interpret indications of tone and register.
- make predictions using real world knowledge.

Reading

At the successful completion of this level students can:

- construct questions which the learner believes the article will be about and quickly scan the article for answers and confirmation of predictions.
- infer meaning of words using derivatives and grammatical clues.
- understand unfamiliar key words in context without the assistance of an English-English dictionary.
- quickly skim an authentic magazine or newspaper article for gist.
- make detailed prediction of content from headings and sub-headings and pictures.
- identify the writer's purpose and bias in a newspaper or magazine article.
- make inferences based on material read.
- critically evaluate a text and formulate an individual opinion.
- use present simple tense and descriptive/feeling adjectives in conversational contexts and short personal descriptions.
- use present perfect and past simple tenses (positive, negative and question forms) in conversational contexts and short personal descriptions.
- use past simple and past continuous tenses in oral and written narration.

- use a variety of future tense forms to express modality (that is, will, going to, present continuous).
- use countables and uncountables and expressions of quantity.
- use interrogative forms accurately in oral and written texts in present simple, past simple, present perfect and present continuous tenses.
- use a variety of modal verbs to express obligation and necessity (must, have to, should, need).
- use articles with proper nouns of place and person.
- use prepositional phrases and clauses to describe time and place.
- use noun verb agreement.

Course outline in weeks

ES5 is based on the following text: Cunningham, S. & Moor, P. 2005, *New Cutting Edge – Intermediate*, Longman, UK. This series includes a teacher's book, a student's book with CDs and a mini-dictionary, as well as a workbook with answers. Purchase of the text is compulsory.

Supplementary exercises for further practice of the grammar covered in each module, are given as homework. These exercises are from the textbook Murphy, R. 1994 *English Grammar in Use – Intermediate*, Cambridge University Press.

Teachers and classes will work together to decide which modules will be studied each cycle according to class interest and needs. Each module will be studied over a one-week period and will include a short informal assessment.

Module 1 All about you

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| Language skill | Starting a conversation / getting to know someone Chatting to friends Talking about everyday activities |
| Language focus | Asking and answering questions Simple present and continuous Using the verb "to have" |
| Pronunciation | Auxiliary verbs Using stress in questions |
| Writing | Writing a paragraph about a classmate Writing an email to a friend |
| Focus on Australia | Famous Australians in sport: Olympic athletes Ian Thorpe, Cathy Freeman |

Module 2 Memory

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| Language skill | Talking about the past: childhood memories Describing a first meeting Showing interest/keeping a conversation going Talking about memory |
| Language focus | Past simple and continuous “used to” Verbs related to memory |
| Pronunciation | Past simple “ed” endings Polite intonation |
| Writing | “A childhood memory”: Group discussion |
| Focus on Australia | Australian history |

Module 3 Around the world

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| Language skill | Talking about travel / holidays Describing towns and cities Booking a flight |
| Language focus | Comparatives and superlatives Phrases for comparing |
| Pronunciation | Short and long vowel sounds |
| Writing | Group work: Planning a holiday in Australia Writing a schedule for a holiday in Australia and then presenting it to the class Describing a favourite place |
| Focus on Australia | Travel in Australia: states & capital cities / climate / the scenery Excursion to popular tourist destination (to be decided by class) |

Module 4 Life stories

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| Language skill | Talking about life events Talking about positive characteristics Explaining why you admire someone |
| Language focus | Present perfect simple Present perfect continuous: for, since & ago Using the verb “take” |
| Pronunciation | Have / 've Linking |
| Writing | Writing a resume Writing a description of someone you admire: group discussion |
| Focus on Australia | Australian films / actors: Nicole Kidman, Hugh Jackman Watching an Australian movie |

Module 5 Success

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| Language skill | Talking about personal values Talking about plans for the future Talking about jobs / career choices Job interview skills Requesting information on the telephone |
| Language focus | Future forms Future clauses using “if” and “when” etc |
| Pronunciation | Sounding polite: stressed syllables |
| Writing | Applying for a job / writing a cover letter |
| Focus on Australia | Australian business & trade Excursion to Port Kembla Steelworks |

Module 6 In the media

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| Language skill | Discussing TV viewing / radio listening habits Giving an opinion / agreeing / disagreeing Expressing feelings Reading headlines / newspaper articles |
| Language focus | Using ed / ing adjectives Passive voice |
| Pronunciation | Word stress |
| Writing | Writing a news report: Making a class video of the news Writing a review |
| Focus on Australia | Popular Australian soapies Watching and discussing an Australian news report from "Behind the News" |

Module 7 Socialising

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| Language skill | Talking about leisure activities / entertainment Making polite requests Identifying the meaning of body language Expressing intentions / plans Comparing different cultures Making generalisations |
| Language focus | Future tense: "will" & "going to" Generalising using "it is" & "tend to" Using the verb "go" |
| Pronunciation | Using polite intonation |
| Writing | Writing tips for a visitor to your country: group discussion |
| Focus on Australia | Australian social customs |

Module 8 Things you can't live without

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| Language skill | Talking about inventions and innovations Expressing attitudes Describing machines & appliances Explaining how machines work Discussing buying habits / expressing preferences Purchasing a machine or appliance / requesting information |
| Language focus | Using relative clauses Quantifiers: countable / uncountable nouns |
| Pronunciation | Using polite intonation for making suggestions |
| Writing | Group work: Students should write an advertisement for a favourite product or appliance Present the advertisement to the class |
| Focus on Australia | Unique Australian inventions |

Module 9 Future society

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| Language skill | Making predictions about the future Comparing the present with the future Discussing / justifying ethics / morals Expressing numbers & amounts |
| Language focus | Qualifying certainty: probably / definitely / likely to Using modals to predict the future Hypothesising about the future using "if" Using the verb "make" |
| Pronunciation | Stressing syllables in words Stressing / pausing in figures and numbers |
| Writing | Group work: Students should design an imaginary invention to improve life in the future. Each group should present their invention to the class Writing a description of the invention |
| Focus on Australia | Changing Australian Society Watching and discussing an Australian news report from "Behind the News" |

Module 10 An amazing story

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| Language skill | Discussing storylines and plots of films / novels Expressing reactions to films / novels Telling a story |
| Language focus | Past perfect Reported speech Using the verbs “say” & “tell” Using adverbs |
| Pronunciation | Past simple / past perfect Sentence stress Storytelling techniques |
| Writing | Group work: Writing and telling a horror story Writing a poem: guided exercise |
| Focus on Australia | Australian literature: Henry Lawson, Banjo Patterson Movie: The Man from Snowy River |

Module 11 Rules and freedom

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| Language skill | Expressing obligation and permission Participating in a class debate Supporting / opposing an argument Giving opinions and making suggestions |
| Language focus | Expressing obligation & permission in the present & past Using linking words Using the verb “do” |
| Pronunciation | Modal verbs |
| Writing | Writing an opinion: A letter to the editor |
| Focus on Australia | Getting a driving licence in Australia |

Module 12 Dilemmas

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| Language skill | Talking about imaginary situations in the past Expressing regrets Making suggestions / giving advice Giving opinions Saying goodbye in different situations |
| Language focus | Past modals: could have / should have / would have Past conditional Using the verb "think" |
| Pronunciation | Past modal forms |
| Writing | Pair work: Writing a problem & advice |
| Focus on Australia | Extreme sports in Australia Watching and discussing an Australian news report from "Behind the News" |

Assessment for ES5

At the end of each module there will be a test focusing on the four language skills: speaking, listening, reading & writing.

Students are required to actively participate in class and informal assessments may include oral presentations, in-class tests and quizzes and homework tasks.

An end of cycle WCA 1-6 Report assessing the four macroskills is written for all students completing their studies at the College.