

COURSE CONTENT

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KATHLEEN GRAVES'
DESIGNING LANGUAGE
COURSES 2002



PENNY UR'S
A COURSE IN ENGLISH
LANGUAGE TEACHING 2012



LECTURE OUTLINE

- Linguistic content of the course
- Conceptualizing the content for your course
- Non-linguistic content
- Cultural component
- Literature
- Hidden messages

COURSE CONTENT (AFTER K. GRAVES)

Language

- Linguistic skills, situations, topics, communicative functions, content, competencies, tasks, skills

Learner

- Affective goals, interpersonal skills and learning strategies

Context

- Sociolinguistic and sociocultural skills





FOCUS ON LANGUAGE: LINGUISTIC SKILLS

- **Phonology:** Individual sounds, words, stress, rhythm and intonation
- **Grammar:** Classifications and functions of words, how words form phrases and sentences
- **Vocabulary:** Content words, word formation, inflections, meanings of prefixes and suffixes



Formal or structural syllabus

1a 13.1 Listen and repeat.

	Noun	Adjective
<p>-ous</p> 	<p>danger fame humour</p>	<p>dangerous famous humorous</p>
<p>-ful</p> 	<p>pain success beauty</p>	<p>painful successful beautiful</p>
<p>-ent/-ant</p> 	<p>intelligence patience importance</p>	<p>intelligent patient important</p>
<p>-y</p> 	<p>anger luck health</p>	<p>angry lucky healthy</p>

b Check the meanings of any unknown words in a dictionary.

Language note -y endings

3a Complete the words.

- You need a lot of *pat*_____ in this job.
You won't have much *suc*_____ if you get *an*_____ easily.
- With her *int*_____ and her *bea*_____, she's become one of the most *fam*_____ people in the country.
- It's *diff*_____ to be *suc*_____ without a lot of *luc*_____.
- It was very cold, so the last part of the climb was *dan*_____ and *pai*_____, but we finally reached the *saf*_____ of our camp.
- Hon*_____ and a good sense of *hum*_____ are very *imp*_____ for a *hea*_____ relationship.
- We all want *sec*_____ and good *hea*_____, but we need a bit of *dan*_____ in our lives, too.

b 13.3 Listen and check.

4a Your life Give your ideas. Choose words from exercise 1 and the Language note.

- I admire people who are _____.
- The most important things in life are _____ and _____.
- I would/wouldn't like to be _____.
- I think _____ is more important than _____.
- The ideal partner is _____ and _____.
- I think you need _____ if you want to be _____.

b Compare your ideas with a partner.

English in the world

Lucky numbers

In China the number 8 is a lucky number, because it sounds like the Chinese word for 'fortune'. However, people think that the number 4 brings bad luck.

FOCUS ON COMMUNICATION: SITUATIONS AND FUNCTIONS

- Situations are the contexts in which one uses language.
 - Typically include places where one transacts business, such as the supermarket, or the travel, or places where one interacts with others such as at a party
- Communicative functions cover the types of transactions that will occur in the situation:
 - Suggesting, promising, apologizing, greeting, inviting, requesting, etc.

FUNCTION | making requests

VOCABULARY | tourist places

LEARN TO | listen for key words

VOCABULARY tourist places

1A Match photos A–D to the places below.

- 1 a souvenir shop _____
- 2 a sandwich bar _____
- 3 a money exchange _____
- 4 a train station _____

B Write the words from the box in the word webs below. Add one more word to each place.

postcard cola euros battery
single ticket money return ticket
coffee sandwich platform
exchange rate souvenir

souvenir shop

souvenir shop

sandwich bar

money exchange

train station

C 1.8 Listen and check. Then listen and repeat.

D Work in pairs and take turns. Student A: say a place from Exercise 1B.



FUNCTION making requests

2A 1.9 Listen to four conversations. Where are the people?

- 1 _____
- 2 _____
- 3 _____
- 4 _____

B Listen again. What does each tourist buy?

- 1 _____
- 2 _____
- 3 _____
- 4 _____

3A 1.10 Listen and complete the requests.

- 1 Can I have a sandwich, please?
- 2 _____ one of those batteries, please?
- 3 _____ a single to Sydney, please?
- 4 _____ this money, please?

B Look at the question. Listen to the polite pronunciation. Then listen and repeat.

Can I have a sandwich, please?



4A 1.11 Listen to the speakers. Are they polite (P) or impolite (I)?

B Work in pairs and take turns. Student A: you are in one of the places in the photos. Make requests. Student B: only answer if Student A is polite.

A: Could I have one of those postcards, please?

B: Yes. Here you are.

LEARN TO listen for key words

5A Read the conversation. Underline the key words in each sentence.

A: Can I have a sandwich and a cola, please? (2 words)

B: That's six euros. (2 words)

A: Ah, I only have five euros. How much is the sandwich? (4 words)

B: Four euros fifty, and the cola is one fifty. (6 words)

A: OK. Could I have the sandwich, but no cola? (3 words)

B: That's four fifty. (2 words)

speakout TIP

Key words are the important information words in a sentence. These words are stressed and are longer.

6 1.13 Listen to three conversation extracts and circle the correct prices.

Extract 1

- 1 an orange juice a) 2.00 b) 2.10 c) 2.20

Extract 2

- 2 a single ticket a) 4.20 b) 4.50 c) 4.80
-
- 3 a taxi a) 13 b) 23 c) 30

Extract 3

- 4 a coffee a) 2.15 b) 2.50 c) 3.50
-
- 5 a sandwich a) 2.25 b) 2.75 c) 3.75
-
- 6 a bottle of water a) 1.30 b) 1.40 c) 1.60

7 Work in pairs and take turns. Student A: look at page 160. Student B: look at page 162.

SPEAKING

8A Work in pairs. Complete the menu with prices.

B Take turns to role-play the conversation in a sandwich bar. Student A: look at the menu. Choose and order your food and drink. Student B: take your partner's order. Say how much it costs.

A: Could I have a coffee and a cheese sandwich?

B: A coffee and a sandwich? That's four euros fifty.

MENU

DRINKS

Coffee €1.50
Tea
Hot chocolate
Mineral water
Cola

SANDWICHES

Cheese €3.00
Egg
Chicken

CAKES

Chocolate cake
Coffee cake

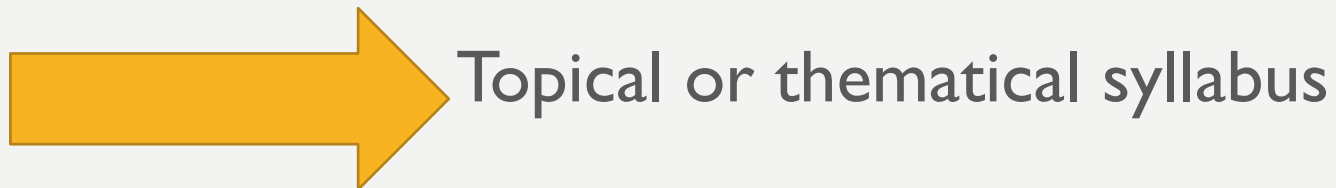
Little DORRIT



Situational or functional syllabus

TOPICS AND THEMES

- What the language is used to talk or write about
 - Personal: family, food, hobbies
 - Professional or academic: employment, office etc.
 - Sociocultural: education, political systems, elections, cultural customs etc.



COMPETENCIES

Situations + linguistic skills + functions

- A competency attempts to specify and teach the language and behavior needed to perform in a given situation
 - How to perform a job interview
 - How to book a flight
 - How to examine a patient
 - How to open a bank account
- To perform in target language in the dominant culture

SKILLS

- **Speaking:** Inferring attitude, feeling, mood; using interactive strategies; summarizing; paraphrasing.
- **Listening:** Listening for detail, for gist, for global understanding, inferring attitude, feeling, mood, listening for invitation to take turns.
- **Reading:** Predicting content, understanding the main idea, reading for detail, deducing meaning from context, note-taking, skimming etc.
- **Writing:** Proofreading, editing, summarizing, paraphrasing, adjusting the writing to a specific audience or purpose etc.

TASKS

- Interactions whose purpose is to get something done
- Task can be for work purposes, for academic purposes, for daily life
- Tasks can be an end in themselves **or** a means to practice skills, perform functions, discuss topics
- Some are real-life and some only have classroom application

CONTENT

- Subject matter other than language itself
- Two approaches:
 - For ESL: content-based syllabus will be based on the content of other disciplines, like math, history, computer science, using English as a medium of instruction
 - For EFL, all types of non-linguistic content (see Penny Ur, 2012)

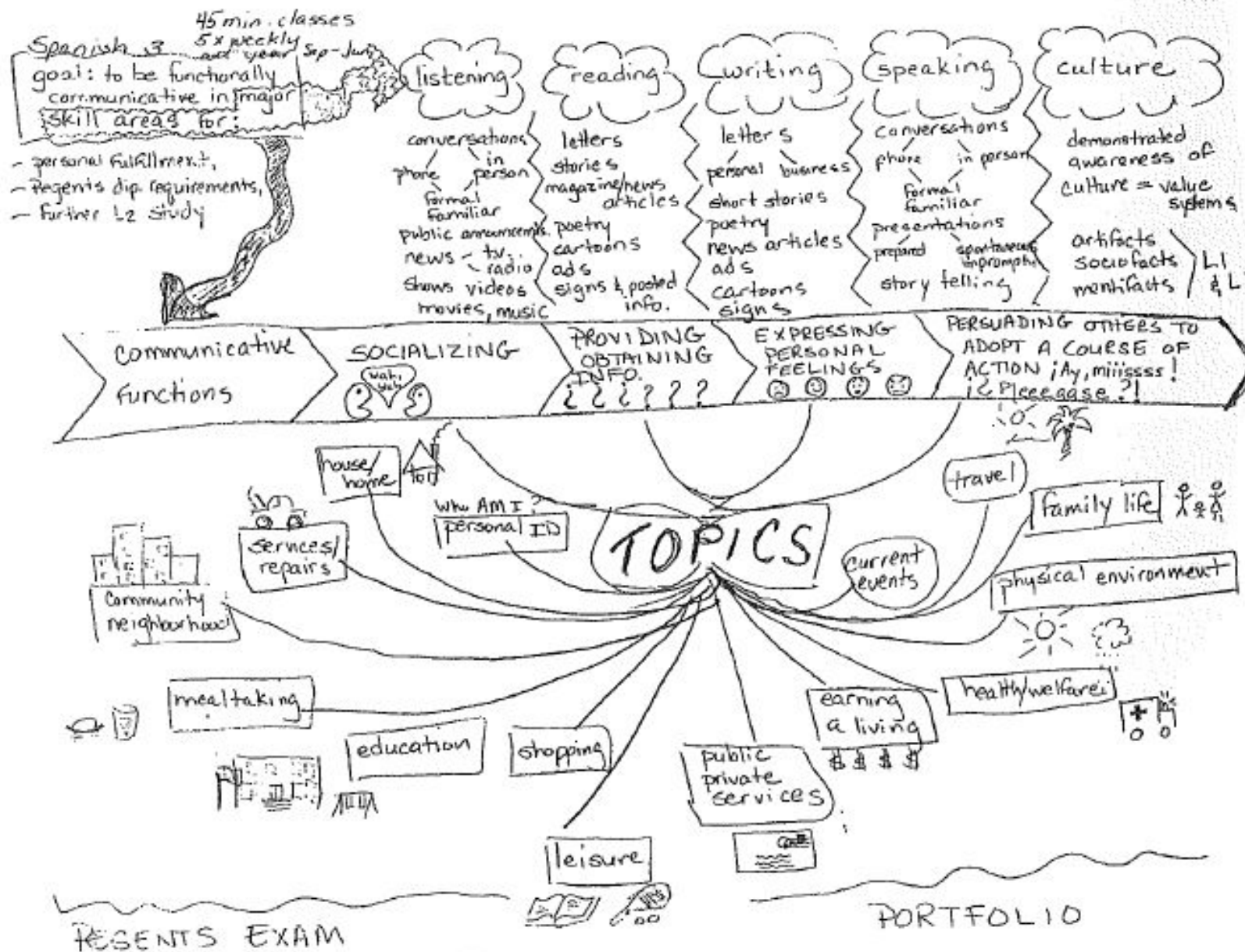
Focus on Language

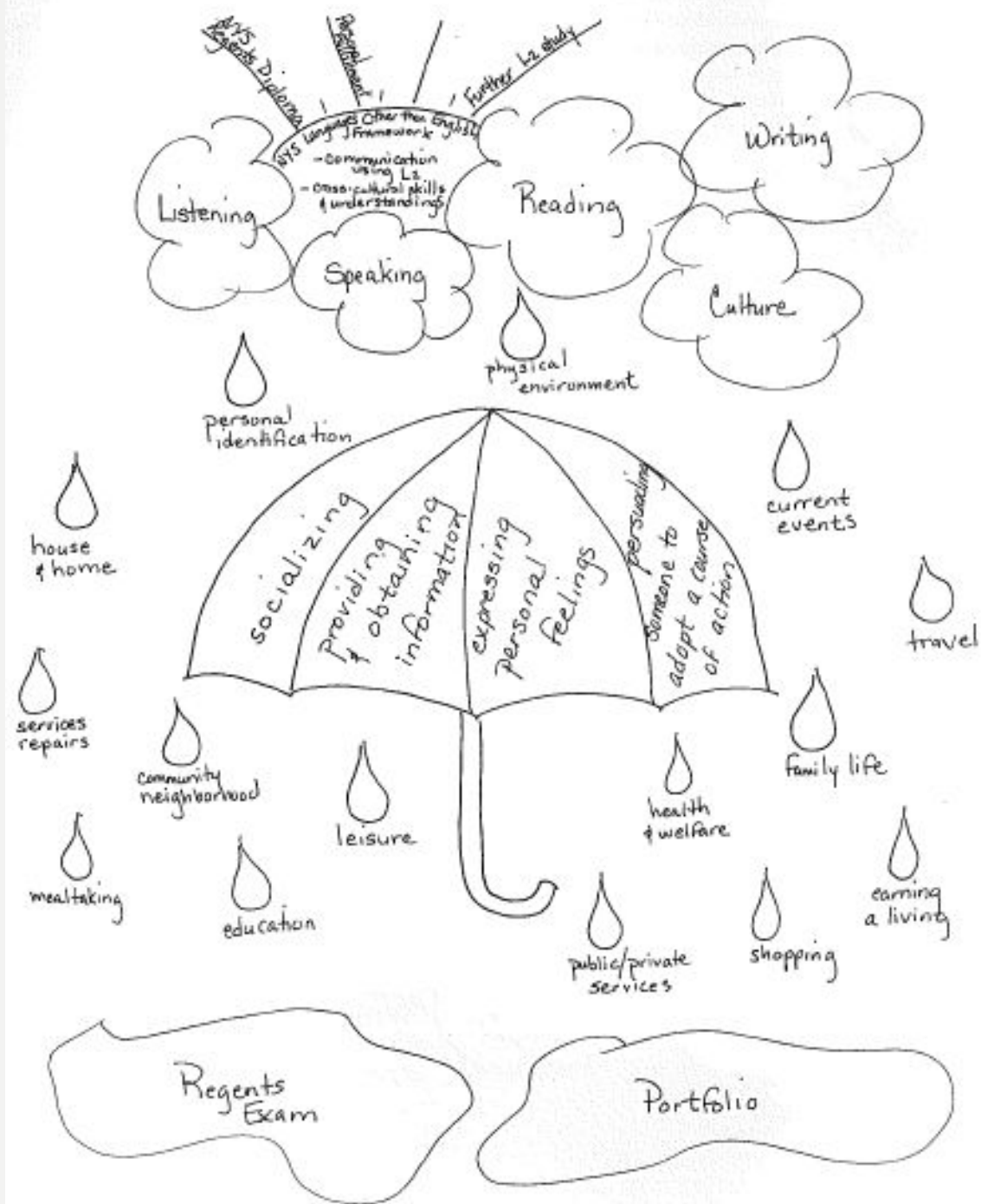
<i>Linguistic Skills</i>	<i>Situations</i>
pronunciation, grammar, vocabulary e.g., intonation, verb tenses, prefixes and suffixes	the contexts in which language is used e.g., at the supermarket, at a party
<i>Topics/Themes</i>	<i>Communicative Functions</i>
what the language is used to talk about e.g., family relations, the environment	what the language is used for e.g., expressing preferences, asking for directions
<i>Competencies</i>	<i>Tasks</i>
language and behavior to perform tasks e.g., opening a bank account, applying for a job	what you accomplish with the language e.g., planning a trip, designing a brochure
<i>Content</i>	<i>Speaking</i>
subject matter other than language e.g., science, architecture	oral skills e.g., turn-taking, producing fluent stretches of discourse
<i>Listening</i>	<i>Reading</i>
aural comprehension skills e.g., listening for gist, for tone, for invitations to take a turn	understanding written texts and learning reading subskills e.g., predicting content, understanding the main idea, interpreting the text
<i>Writing</i>	<i>Genre</i>
producing written texts and learning writing subskills e.g., using appropriate rhetorical structure, adjusting writing for a given audience, editing one's writing	spoken and written texts that accomplish a purpose within a social context e.g., analyzing a text in terms of its purpose and how it achieves the purpose within the social context; producing texts

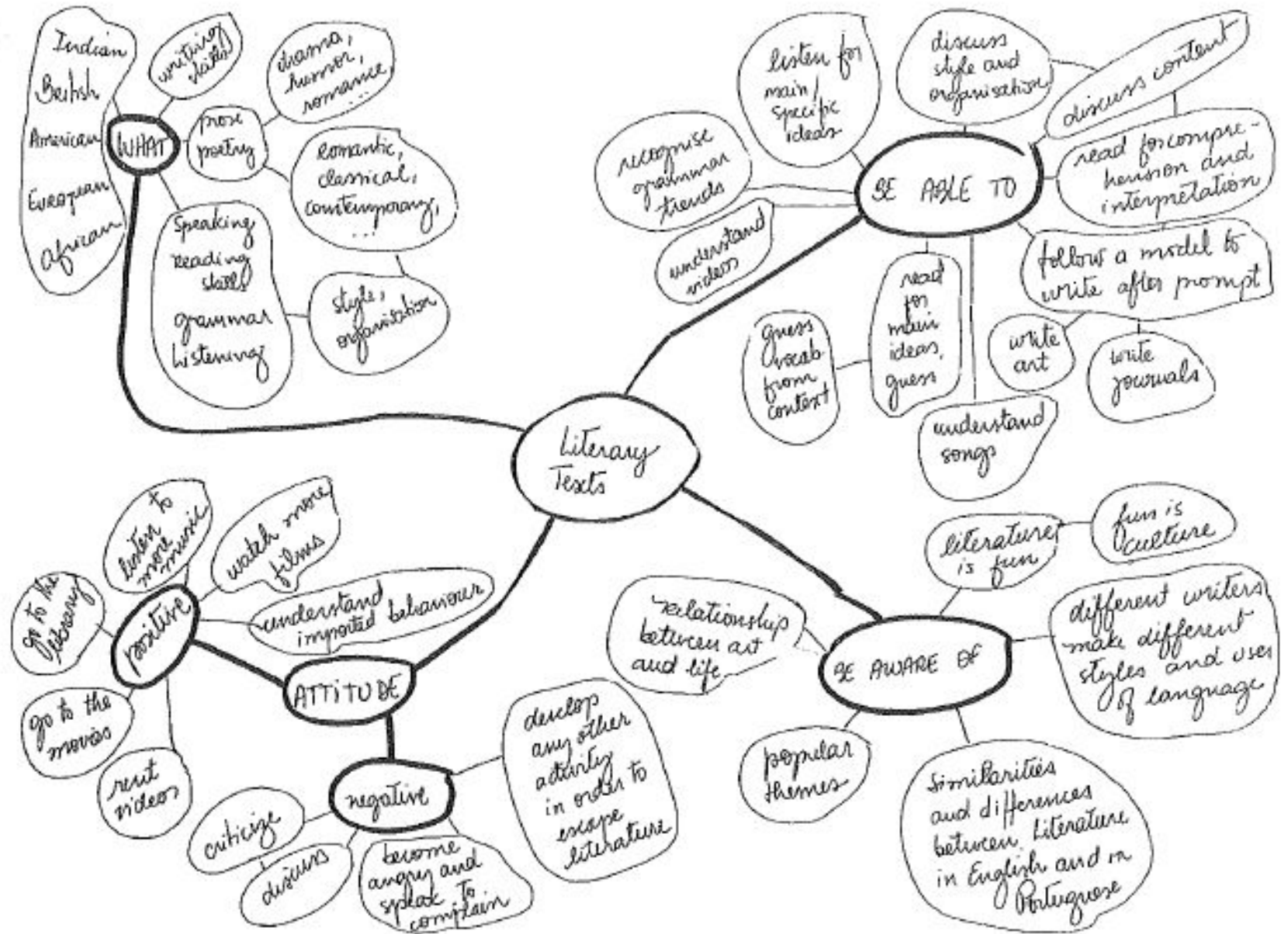
- *Find two different textbooks for EFL. Look through their tables of contents. How does each author conceptualize content?*
- *Which of the categories are included?*
- *How do different components of linguistic content work together inside of a unit?*

HOW TO CONCEPTUALIZE THE COURSE

- If you are developing a course from scratch, or for very specific learner needs, you can use
 - Tables and grids
 - Mind-maps
 - Flow charts







NON-LINGUISTIC CONTENT

- Subject matter other than language itself
 - Study the list of non-linguistic content and discuss which types are more or less relevant for a language course in general, for the course that you are developing in particular.

CULTURAL COMPONENT

- Home culture
 - Culture of the (native) English-speaking people
 - Cultures of other speech communities
 - Global cultural norms
- In the course units which you studied before, find elements of culture, if any?



SHOULD LITERATURE BE PART OF YOUR COURSE?

- Wide range of authors and texts
- But are they essential, or desirable components of your course?
- What are the advantages and disadvantages of teaching literature as part of your language course?



UNDERLYING MESSAGES?

- Sexism
- Ageism
- Social and cultural orientation



HOMEWORK

- Reading – for Thursday
 - Tessa Woodward “Planning lessons and courses” (Chapter on What can go into a lesson?)
 - Penny Ur “A Course in English Language teaching” (Units 15.2, 15.4, 15.5)
- Writing – for Monday
 - Conceptualize your course content (either as a chart or as a mind map) + describe your goals and objectives