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The Application of UTEL (A) Benchmarks Constructive Alignment for Course Design

The following is a model developed by the ELTU, University of Colombo to align its syllabus with the UTEL – A benchmarks. This effort was made possible by the HETC project of the World Bank.



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Contents

Contributing teams	1
Preface	3
Benchmark Band 4	4
Benchmark Band 5	9
Benchmark Band 6	18
Benchmark Band 7	26
Grammar	36

Preface

This document presents an overview of the efforts made by the ELTU, University of Colombo to re-align its English Language course syllabi with the standards prescribed in the University Tests of English Language – Academic Purposes (UTEL – A) standards table. The ELTU conducts courses at four levels, from 1 at the lowest, through 4 at the highest, and these levels correspond with benchmark bands 4 through 7. While there is some overlap in the real course design, the following table has been presented to show how each level corresponds neatly with each benchmark for ease of analysis. The four skills of reading, writing, speaking, and listening have been presented separately for each band, and a separate section on grammar draws attention to the language areas embedded within the course content at each level.

The items presented under the Teaching/ Learning Activity column are not exhaustive by any means. A sample of selected items has been presented to signify the methods and approaches taken in the classroom.

Assessments which appear as discreet items may sometimes be part of an overall assessment task that incorporates several benchmark abilities. They have been presented separately to make the alignment explicit.

It must be noted that the UTEL – A benchmarks table has been formulated to serve ‘a real world’ within an academic context. Hence, student achievement in the real world is judged accordingly. However, as a means of addressing the need of employability skills in local graduates, some aspects related to the wider ‘real world’ have been included in this document where they naturally merge with the academic content. Much of the group work conducted in class is designed to support students to prepare for a world where team work skills have become an essential aspect of most work environments. The ELTU, University of Colombo is in the process of developing a more comprehensive list of such skills to be incorporated into its course design in due course.

Benchmark Band 4

Skill	Constituent Elements
Reading	Short reading texts on personal and familiar topics consisting of approximately 100 – 200 words. The type of texts include story books, and simplified reading passages about famous people/ places. The activities deal with understanding the general meaning of a text by answering simple questions using basic punctuation appropriately.
Writing	Writing tasks comprise writing short descriptions of approximately 5 – 10 simple sentences on personal and familiar topics using basic punctuation, conjunctions and the present and past tenses correctly.
Listening	The purpose of the listening activities is to understand simple instructions, statements and questions with basic conjunctions, recognizing the function of sequence markers, and understanding the main ideas of a short spoken text. These activities are based on announcements, dialogues, sequenced processes, songs, and stories.
Speaking	Speech activities aim to boost students' confidence to communicate information on personal and familiar topics. Activities use visuals such as pictures, tables and diagrams. Activities are also introduced to encourage the production of meaningful statements on personal and familiar topics.

READING

READING				
BM Ability/ILO	Teaching/ Learning Activities	Assessment Task	Real World Ability	
4.1	<p>Can identify and understand the general meaning of a short text.</p>	<ul style="list-style-type: none"> • Read a simple narrative text and select the most suitable title from the given options (pair work) • Answer yes/no and true /false questions based on the text • Teach skimming skills • Mark as true or false the general ideas given as statements (individually) <p>Possible alternatives:</p> <ul style="list-style-type: none"> • Complete the summarised story (group work) 	<ul style="list-style-type: none"> • Read a text and select the most suitable title from the given options • Mark as true or false the general ideas given as statements 	<ul style="list-style-type: none"> • Ability to identify and understand the general meaning of a narrative
4.2	<p>Can understand the function of commas in lists and quotations (*full stop, comma, quotation marks and capitalization).</p>	<ul style="list-style-type: none"> • Elicit the need/ importance of punctuation marks in a simple text in a class discussion (commas, full stops, quotation marks, question marks and capitalization) • Teach the use and meaning of punctuation marks • Read aloud fluently a given passage with correct pausing and intonation <p>Possible alternatives:</p> <ul style="list-style-type: none"> • Identify punctuation errors in a simple text and correct them (pair work) • Identify the functions of commas in lists and quotations (individually) • Match punctuation marks with their functions (pair work) • Punctuate a given passage with commas (in lists) and quotation marks where appropriate (pair work) 	<ul style="list-style-type: none"> • Identify and correct punctuation errors in a simple text • Punctuate a given passage with commas (in lists) and quotation marks where appropriate 	<ul style="list-style-type: none"> • Ability to understand the function and meaning of selected punctuation marks
4.3	<p>Can give answers to simple questions.</p>	<p>Possible alternatives:</p> <ul style="list-style-type: none"> • Read a simple text and answer yes/ no and ‘wh’ questions based on the text (individually/ out of class/ online) • Read a passage and write short answers to given questions (pair work) • Choose the most appropriate answer from the options given (MCQs) (individually) • Mark the given statements as true or false individually 	<ul style="list-style-type: none"> • Answer simple ‘wh’ questions based on a text • Read a passage and write short answers to given questions • Choose the most appropriate answer from the options given (MCQs) • Mark the given statements as true/ false 	<ul style="list-style-type: none"> • Ability to answer simple questions based on a text

WRITING

BM Ability/ILO		Teaching/ Learning Activities	Assessment Tasks	Real World Ability
4.1	Can link simple sentences using basic conjunctions (and, but).	<ul style="list-style-type: none"> • In groups, discuss the use of and/ but/ or • Teach the selected conjunctions (and, but, or) • Read two simple sentences and join them using the conjunction and/ but/ or by following the example (pair work) • Construct sentences using the information given in a chart /table with the help of conjunctions 	<ul style="list-style-type: none"> • Construct sentences using the information given on a chart /table with conjunctions • Join two simple sentences using the conjunction and/ but/ or 	<ul style="list-style-type: none"> • Ability to link ideas using basic conjunctions
4.2	Can write short descriptions on personal/familiar topics using simple sentences and basic punctuation. (Eg. oneself, one's family).	<ul style="list-style-type: none"> • Lead with appropriate exercise to elicit the use of a given tense • Teach the structure of Present Simple, Past Simple, Future Simple, Present continuous and Past continuous • Look at pictures related to general topics and brainstorm adjectives, other vocabulary and simple statements (group work) • Teach word classes (nouns, adjectives, adverbs, verbs) • Teach sentence structures (SV, SVO, SVOO, SVC) • Brainstorm vocabulary related to a selected topic (group work) • Write a short description on the personal/ familiar topics using simple sentences and basic punctuation (eg. My Hometown/ My University) • Write in groups on a given topic to be evaluated by peers and teacher • Write an email to a friend in the class telling him/ her about the topic (individually, out of class); discuss personal email conventions in class if required and demonstrate how to send an email on a computer 	<ul style="list-style-type: none"> • Write a short description on personal / familiar topics using simple sentences and basic punctuation 	<ul style="list-style-type: none"> • Ability to write short descriptions on personal/familiar topics using simple sentences and basic punctuation • Ability to compose and send an email

LISTENING

BM Ability/ILO		Teaching/ Learning Activity	Assessment	Real World Ability
4.1	Can comprehend simple instructions/ statements/ questions with basic conjunctions (and, but).	<ul style="list-style-type: none"> Listen and follow the teacher-voiced simple instructions with conjunctions (and, but, or) Listen to a question with conjunctions and respond appropriately Listen to instructions using a simple map; teach prepositions of place Possible alternatives: <ul style="list-style-type: none"> Listen and follow the instructions with conjunctions (and, but, or) given by peers 	<ul style="list-style-type: none"> Listen to simple instructions containing conjunctions and answer questions appropriately 	<ul style="list-style-type: none"> Ability to comprehend simple instructions Ability to understand simple directions
4.2	Can recognize the function of simple sequence markers such as ‘first’, ‘second’ ‘third’ etc.	<ul style="list-style-type: none"> Listen to an audio clip on a process with simple sequence markers (eg. first, second, third, then, next, finally) and complete the tape script with sequence markers Teach sequence markers Listen to a process with sequence markers and number the steps in the correct order 	<ul style="list-style-type: none"> Listen to a process with sequence markers and number the given visuals in the correct order 	<ul style="list-style-type: none"> Ability to understand a spoken text with the help of sequence markers
4.3	Can understand simple ‘wh’ questions relating to past and future time.	<ul style="list-style-type: none"> Look at a chart with past activities and answer spoken ‘wh’ questions Teach simple ‘wh’ questions relating to present, past and future time Listen to interviews/ dialogues which include ‘wh’ questions relating to past, present and future time; listen and answer comprehension questions based on the interview/dialogue Possible alternatives: <ul style="list-style-type: none"> Listen to an incident (past/ present/ future) and answer ‘wh’ questions Answer true/ false statements or yes/ no questions after listening to a description of a person’s past achievements and future goals 	<ul style="list-style-type: none"> Listen to an extract that narrates the past and future of a person and answer MCQs Listen and answer comprehension questions based on an interview/ dialogue related to the past and future 	<ul style="list-style-type: none"> Ability to understand and respond to ‘wh’ questions relating to past or future time Ability to formulate and answer ‘wh’ questions on general themes
4.4	Can understand the main idea(s) of a short spoken text.	<ul style="list-style-type: none"> Listen to announcements and identify the main idea Listen to teacher-voiced /recorded listening texts (eg. local and international news, weather forecasts, Police reports); complete a diagram with identified main idea and supporting details 	<ul style="list-style-type: none"> Identify the main ideas in a short spoken text Listen & respond to short answer/ 	<ul style="list-style-type: none"> Ability to understand the essence of a simple speech Ability to comprehend the general meaning

		<ul style="list-style-type: none"> Listen to a selected set of news broadcasts out of class and report back to class on main ideas expressed 	MCQs based on a short text	of a spoken text
SPEAKING				
BM Ability/ILO		Teaching/ Learning Activities	Assessment Task	Real World Ability
4.1	Can communicate information on personal/familiar topics.	<ul style="list-style-type: none"> Students share personal information within groups Describe and talk about students' daily routines through visuals (stating numericals in relation to dates and large numbers are made a requirement of this exercise) (pair work) Students describe the miming actions of each other Teacher gives topics on general themes and students carry out impromptu dialogues on the given topic <p>Possible alternatives:</p> <ul style="list-style-type: none"> Students extract information from a chart/grid and describe the person within groups Students describe a visual in groups and present to the rest of the class; receive peer feedback 	<ul style="list-style-type: none"> Collect information/ personal details on a classmate (including interests) using the given question structures and introduce a classmate (formative assessment only) Talk about a person (eg/ mother, teacher, a famous person) 	<ul style="list-style-type: none"> Ability to communicate information on personal/ familiar topics Ability to state simple numerical data
4.2	Can produce a few meaningful statements of familiar topics.	<ul style="list-style-type: none"> In pairs, discuss ideas and vocabulary related to familiar topics (eg. My Hometown, Ragging) Produce a few meaningful statements related to the topic (pair work) Group discussions on the themes of a simple text (eg. story/ incident) <p>Possible alternatives:</p> <ul style="list-style-type: none"> Describe simple visuals and give opinions about them Speak 5-10 sentences on a given topic (individually, out of class); record and listen to their statements 	<ul style="list-style-type: none"> Speak 5 -10 sentences on a given topic 	<ul style="list-style-type: none"> Ability to produce a few meaningful statements and communicate information

Benchmark Band 5

Skill	Constituent Elements
Reading	Texts of about 200 – 500 words are taken from books, journals, magazines and newspapers written in various styles: narrative, descriptive or discursive/argumentative. Lay versions of academic texts are also included. Texts contain visual information such as diagrams, graphs and pictures. The selected passages lend themselves to achieving the target benchmark standards such as understanding negation, simple passive structures and functions of basic modals etc.
Writing	Writing tasks include simple summarising, note-taking, writing on a topic, writing based on visual information and on given details. Writing exercises also focus on teaching punctuation, organization of ideas, and certain grammar items such as tenses and cohesive devices. The length of students’ writing is approximately 250 words.
Listening	Texts deal with everyday social contexts, general subject matter as well educational/academic contexts. Activities include listening for comprehension, listening for gathering information and note taking.
Speaking	Speaking focuses on developing the students’ ability to communicate on familiar topics, general and educational/academic themes through monologues (speeches), dialogues and group discussions. Attention is also paid to the use of language features such as cohesive devices and question forms in speech.

READING

BM Ability/ ILO		Teaching/ Learning Activities	Assessment Task	Real World Ability
5.1	Can make use of visual layout and more complex punctuation in order to get a general understanding of a text.	<ul style="list-style-type: none"> • Students read and circle punctuation marks; group discussions on their functions • Teach the use of semi colons, colons, apostrophes, exclamation marks and the use of hyphens in compound words • Complete a paragraph with appropriate punctuation (pair work) • Study the visual layout of application forms (group work) • Correct application forms completed by students • Read, understand and complete an application form at a real world location (eg. application to open a bank account) 	<ul style="list-style-type: none"> • Add punctuation marks to a text 	<ul style="list-style-type: none"> • Ability to read and understand the meaning conveyed through punctuation marks in a text • Ability to fill in an application
5.2	Can identify and understand the main ideas in a more complex text.	<ul style="list-style-type: none"> • Class discussion on the main idea of a text, its importance and how to identify it • Read a passage and complete a diagram using the information given in the passage (pair work) • In groups, read a passage and give it a suitable title • Match paragraphs with given titles, individually 	<ul style="list-style-type: none"> • Match the main idea with the relevant paragraph 	<ul style="list-style-type: none"> • Ability to read and understand the main ideas in general and academic texts
5.3	Can use contextual, structural, and morphological clues to deduce meaning of unfamiliar words and phrases.	<ul style="list-style-type: none"> • Class discussion on reading experiences (Do students recognize all the words? What do they do to overcome the problem of not knowing all the words?) • Teach strategies for arriving at contextual meaning of unfamiliar words • Teach word classes and affixation • Read and answer comprehension questions based on contextual clues (pair work) • Answer questions based on structural and morphological clues (pair work) 	<ul style="list-style-type: none"> • Match the meaning of unfamiliar words and phrases using contextual, structural and morphological clues 	<ul style="list-style-type: none"> • Ability to deduce the meaning of relatively complex texts through vocabulary attach strategies

READING (Contd...)

BM Ability/ ILO	Teaching/ Learning Activities	Assessment Task	Real World Ability
	<p>Possible alternatives:</p> <ul style="list-style-type: none"> • Select the most appropriate meaning of unfamiliar words from the options given with the help of morphological, structural and contextual clues • Match unfamiliar words and phrases with their meanings using contextual, structural and morphological clues (out of class) 		
<p>5.4</p> <p>Can understand negation, simple passive structures and functions of basic modals.</p>	<ul style="list-style-type: none"> • Discuss the function of negation, simple passive structures and modals (group work) • Teach negation, simple passive and modals • Read and answer comprehension questions that draw information from negation structures, simple passive structure and modals (pair work) <p>Possible alternatives:</p> <ul style="list-style-type: none"> • Read and highlight (eg. underline) the features of negation, simple passive structure and modals in the passage (pair work) • Identify meanings of ideas in passages using knowledge of negation, simple passive structures and functions of basic modals (pair work) • Change positive questions and statements into negative questions and statements (pair work) 	<ul style="list-style-type: none"> • Read and answer comprehension questions that require the understanding of features i.e. negation, simple passive structure and modals • Gap filling exercises based on negation, simple passive and modals using sentences or passages 	<ul style="list-style-type: none"> • Ability to understand possibility as opposed to certainty, placing of different emphasis, and negative statements
<p>5.5</p> <p>Can infer implicit information in simple texts.</p>	<ul style="list-style-type: none"> • Group discussion to extract implicit information from a text. • Read passage and state whether the given statements based on inferred meaning are true or false (pair work) 	<ul style="list-style-type: none"> • Read and state whether given statements are true or false according to a reading passage 	<ul style="list-style-type: none"> • Can infer implied meaning as opposed to directly stated meaning in texts

WRITING

BM Ability/ILO		Teaching/ Learning Activities	Assessment Tasks	Real World Ability
5.1	Can write down notes if they are dictated slowly.	<ul style="list-style-type: none"> Teacher reads out a text; students listen, make individual notes and peer correct 'Human radio' (group/pair work) Teacher reads out a simple passage. Students write what is dictated. Students 'pause', 'rewind', 'stop' and 'play' the teacher's reading 	<ul style="list-style-type: none"> Teacher reads a passage; students listen and write down what is dictated (tested as listening) 	<ul style="list-style-type: none"> Ability to listen and take down what is dictated.
5.2	Can use all basic tenses appropriately to convey meaning with a fair degree of accuracy and fluency.	<ul style="list-style-type: none"> Read a short passage which has all the basic tenses; complete the same passage with the appropriate verbs without looking at the original passage (pair work) Teach the structures: Present Perfect/ Past Perfect Teach relevant Time Adverbials Fill in the blanks and complete a passage using the appropriate form of the given verbs with all basic tenses including the above and Present Simple, Past Simple, Future Simple, Present Continuous, Past Continuous (pair work) Give writing situations (eg. letter writing/ writing about future activities/ descriptions/ picture descriptions/ explanations/ past recounts) where a particular tense will need to be used often (group work) Give peer/ teacher feedback on writing <p>Possible alternatives:</p> <ul style="list-style-type: none"> Write a passage on a given topic using appropriate tenses (pair work/ out of class) Correct errors related to tenses in a given short passage (group work) 	<ul style="list-style-type: none"> Fill in the blanks and complete a passage using the appropriate form of the given verbs Write a passage on a given topic Correct tense errors in a short passage 	<ul style="list-style-type: none"> Ability to write general texts with a fair degree of accuracy

WRITING (Contd...)

BM Ability/ILO		Teaching/ Learning Activities	Assessment Tasks	Real World Ability
5.3	Can handle relative pronouns and more complex coordinating and subordinating conjunctions (Eg. because, since, while etc.) appropriately.	<ul style="list-style-type: none"> Underline the relative pronouns, more complex conjunctions, subordinating conjunctions in given passages (group work) Teach relative pronouns, more complex conjunctions and subordinating conjunctions and their functions Complete sentences or a short passage with relative pronouns, more complex conjunctions and subordinating conjunctions (pair work) <p>Possible alternatives:</p> <ul style="list-style-type: none"> Combine ideas taken from general texts and lay version of academic texts using relative pronouns, more complex conjunctions and subordinating conjunctions (individually, out of class) 	<ul style="list-style-type: none"> Complete a passage using relative pronouns, more complex conjunctions and subordinating conjunctions appropriately Use relative pronouns and more complex coordinating and subordinating conjunctions appropriately in essay writing 	<ul style="list-style-type: none"> Ability to produce general texts using relative pronouns, more complex conjunctions and subordinating conjunctions
5.4	Can handle complex punctuation (Eg. comma as a clause marker, hyphen in compound words).	<ul style="list-style-type: none"> In groups, match the punctuation marks with the functions given Teach functions of each punctuation mark and criteria for using hyphen in compound words In pairs, use commas to demarcate clauses in sentences/ passages <p>Possible alternatives:</p> <ul style="list-style-type: none"> Make compound words from a given list of simple words (individually) Complete the sentences/ passages using appropriate punctuation (out of class) 	<ul style="list-style-type: none"> Complete the sentences/ passages using appropriate punctuation Use punctuation appropriately in essay writing 	<ul style="list-style-type: none"> Use punctuation marks appropriately in writing
5.5	Can summarise a short text on a familiar subject with a fair degree of accuracy.	<ul style="list-style-type: none"> In groups, brainstorm ideas for how to summarize a text Teach the conventions of summary writing Read texts of about 100 words and write summaries of each using approximately 30 words (in groups) Peer check the written summaries to see if the summarizing conventions have been followed 	<ul style="list-style-type: none"> Read a text of about 100 words and write a summary 	<ul style="list-style-type: none"> Write a summary of general or academic texts with a fair degree of accuracy

LISTENING

BM Ability/ ILO		Teaching/ Learning Activities	Assessment Tasks	Real World Ability
5.1	Can identify and understand the key ideas in a longer text (e.g. lecture).	<ul style="list-style-type: none"> • In groups, discuss how to identify key ideas in a text • Teach importance markers, repetition, stress, pause etc. • Listen to a teacher-voiced or recorded speech/ lecture on general themes; identify key words and ideas in the speech/ lecture and complete a diagram with the identified information (pair work) 	<ul style="list-style-type: none"> • Listen to a recording of a speech or lecture and answer true / false or MCQs on key ideas 	<ul style="list-style-type: none"> • Ability to identify the key ideas in spoken texts on general and academic themes.
5.2	Can understand simple explanations and descriptions in short academic texts.	<ul style="list-style-type: none"> • Listen to a simple explanation or description related to general and academic themes; answer comprehension questions • Complete flowcharts or diagrams using the details in an explanation/ description 	<ul style="list-style-type: none"> • Answer comprehension questions on a simple explanation or description related to general and academic themes • Complete flowcharts or diagrams using the details in the explanation/ description 	<ul style="list-style-type: none"> • Ability to comprehend lectures of a semi-formal nature
5.3	Can understand internal cohesion (Eg. within a paragraph).	<ul style="list-style-type: none"> • Listen to a spoken text and discuss cohesive devices (pronouns) • Teach the use and importance of cohesive devices • Listen to spoken texts and complete a related passage with cohesive devices 	<ul style="list-style-type: none"> • Answer questions which require comprehension of cohesive markers 	<ul style="list-style-type: none"> • Ability to relate one part of a text / lecture to another part of the text / lecture

LISTENING(Contd...)

BM Ability/ ILO		Teaching/ Learning Activities	Assessment Tasks	Real World Ability
5.4	Can understand instructions pertaining to a process (Eg. an experiment).	<ul style="list-style-type: none"> Familiarize students with language of instructions using spoken texts pertaining to a process Listen and follow instructions (eg. map reading, complete a diagram) Listen to a process and complete a gap filling exercise (eg. various verbs in instructions, instructing statements) Listen to phone banking/ automated mobile phone support instructions in English and follow them (individually, out of class); report back in class 	<ul style="list-style-type: none"> Listen to a process and complete a gap filling exercise (eg. various verbs in instructions, instructing statements) 	<ul style="list-style-type: none"> Ability to understand and follow instructions for different types of processes in everyday life
5.5	Can comprehend fairly complex questions (Eg. with modals and/or embedding).	<ul style="list-style-type: none"> Listen to dialogues which include fairly complex questions (eg. with modals and/or embedding) Teach modal verbs and their uses in question forms Listen to questions and match the question with given answers Listen to complex questions on a reading text and provide short answers 	<ul style="list-style-type: none"> Match a spoken question with the answer Answer complex questions on a listening text 	<ul style="list-style-type: none"> Ability to comprehend dialogues/ conversations in real life situations
5.6	Can cope with a limited range of features of spontaneous speech (Eg. false starts, fillers, hesitation, rephrasing).	<ul style="list-style-type: none"> Raise awareness of features of spontaneous speech (eg. false starts, fillers, hesitation, rephrasing) Listen to recorded dialogues/ speeches and identify the above features in the transcript Discuss and classify the identified features in the transcript as false starts, fillers, hesitation, rephrasing Listen to a set of interviews online (individually, out of class) and discuss the features identified citing examples (in class) 		<ul style="list-style-type: none"> Ability to comprehend spontaneous speech in everyday life

SPEAKING

BM Ability/ILO		Teaching/ Learning Activities	Assessment Tasks	Real World Ability
5.1	Can use a limited range of cohesive devices to make a short speech on a general topic.	<p><u>Guided oral presentation on a given topic</u></p> <ul style="list-style-type: none"> • Put the jumbled ideas of a speech (eg. farewell speech, welcome speech, general academic topics) in the correct order (groups work) • Study the highlighted cohesive devices (pronouns, connectives etc) in the jumbled ideas; match the highlighted cohesive devices with their functions • Teach language phrases relevant to different speeches • Discuss correct use of voice (modulation, pitch, intonation etc.) • Individually deliver the rearranged information as a speech incorporating the cohesive devices • Prepare a speech on a similar topic (out of class); deliver it in class; receive peer and teacher feedback based on a rubric 	<ul style="list-style-type: none"> • Deliver a speech of about 3-5 min. duration on a given topic (general themes) 	<ul style="list-style-type: none"> • Ability to deliver a short speech
5.2	Can use 'wh' and yes/no questions appropriately to ask for information.	<ul style="list-style-type: none"> • Play the yes/ no and 'wh' questions game in groups (twenty questions & alibi) • Teach the structures of 'wh' and yes/ no questions • In pairs, match the questions with the answer (eg. job interview questions and responses) • Teach structures for questioning and responding in specified telephone conversations • Act out the use of question forms and the production of meaningful responses in telephone conversations to ask for information, to leave a message etc. (pair work) <p>Possible alternatives:</p> <ul style="list-style-type: none"> • Interview another student using a questionnaire on general themes (eg. his/her English learning experience) 	<ul style="list-style-type: none"> • Asking questions in different situations 	<ul style="list-style-type: none"> • Ability to find information by asking questions in an English speaking context • Ability to politely ask for and receive information/ leave messages on the telephone

SPEAKING (Contd...)

BM Ability/ILO		Teaching/ Learning Activities	Assessment Tasks	Real World Ability
5.3	Can provide appropriate responses to fairly complex questions with a reasonable degree of accuracy.	<ul style="list-style-type: none"> • Play the ‘wh’ questions game in groups (alibi) • Match the questions with the answer (eg. job interview questions and responses) • Form questions to find specified information given in the information sheet (2 worksheets: 1. Information/Points for forming questions; 2. Information sheet) (pair work) • Respond to an informal interview by a classmate on general themes (eg. his/ her English learning experience) • Respond to questions at a mock job interview conducted in class; receive peer and teacher feedback 	<ul style="list-style-type: none"> • Answer questions on specified information given in the information sheet (2 worksheets: 1. Information/Points for forming questions; 2. Information sheet) • Respond to job interview questions at a mock job interview 	<ul style="list-style-type: none"> • Ability to respond to questions in different situations
5.4	Can express opinions on familiar topics with a reasonable degree of fluency and accuracy.	<ul style="list-style-type: none"> • In groups, study visuals given and match them with the given opinion statements in order to notice language for expressing opinions • Study given visuals and express opinions following the structure of the statements provided earlier (pair work) 	<ul style="list-style-type: none"> • Express opinions on situations depicted in visuals 	<ul style="list-style-type: none"> • Ability to express opinions on familiar themes

Benchmark Band 6

Skill	Constituent Elements
Reading	Academic texts of about 400 – 700 words taken from books, journals, magazines, newspapers and online resources. In most cases the unsimplified version is taken with a few alterations. They deal with issues which are interesting and appropriate to subjects offered by the undergraduates. Business documents are incorporated in the Faculty of Management and Finance while law cases are included by the Faculty of Law. Texts are mostly factual and sometimes argumentative in style. Texts contain visuals such as diagrams and graphs. Reading exercises focus on enabling the learner to differentiate main ideas from supporting details in complex texts, understand internal cohesion of texts, and recognize the functions of discourse markers.
Writing	Writing tasks include summarizing ideas in reading or listening texts. They also include note-taking, writing on a topic and writing based on visual information (eg. graph description) and on given details. Writing exercises also focus on complex punctuation, organization and grammar. The length of students' writing is approximately 250 - 300 words.
Listening	Authentic or adapted subject-related EAP/ESP/ EGP texts. The Faculty of Arts mostly utilizes academic lectures, while the Faculty of Management and Finance deals with social situations such as making requests and making complaints. Students identify spoken features in these texts. These listening texts are either recorded or teacher voice; in most instances, students listen twice to the texts. Voices with different accents are also utilized.
Speaking	Speaking is focused on making formal academic presentations and interacting spontaneously in business/formal situations. Speech activities include role plays, academic presentations, semi-formal presentations, and impromptu speeches.

READING

READING			
BM Ability/ ILO	Teaching/ Learning Activities	Assessment Task	Real World Ability
6.1 Can differentiate main ideas from supporting details in complex texts.	<ul style="list-style-type: none"> • In a class discussion, revise thoughts on identifying main ideas in a text (learnt at previous level) • Teach SQ4R [Survey/ Question/ Read/ Recite/ Write / Review (SQ4R)] method • Employ SQ4R with texts for pre, post and while reading activities to engage in deep learning of a text • Find main ideas and supporting details (group work) • Read and gather information to develop an academic presentation find reference material (individually, out of class) 	<ul style="list-style-type: none"> • Take down short notes differentiating main and supporting ideas of a given text • Write suitable subtitles for different sections/ paragraphs of a reading text 	<ul style="list-style-type: none"> • Ability to read and understand EAP/ESP texts • Ability to do reference work • Ability to read and gather information from EAP/ ESP texts to answer essay type questions
6.2 Can identify and understand internal cohesion (Eg. relating one part of the text to another).	<ul style="list-style-type: none"> • Read sentences/ texts in which pronouns build cohesion • Teach pronouns and how they contribute to maintaining cohesion at sentence and paragraph level • Find the referent of the underlined reference words in given passages <p>Possible alternatives:</p> <ul style="list-style-type: none"> • Do online activities on cohesion (individually, out of class) • Read and choose the most appropriate meaning conveyed (from the options given) by the selected internal cohesive devices that occur in the passage (pair work) 	<ul style="list-style-type: none"> • Find the referent of the underlined reference words in given passages 	<ul style="list-style-type: none"> • Ability to read and understand EAP/ESP texts • Ability to do reference work

READING (Contd...)

BM Ability/ ILO	Teaching/ Learning Activities	Assessment Task	Real World Ability
<p>6.3 Can identify and understand functions of discourse markers.</p>	<ul style="list-style-type: none"> • Read texts flooded with cause and effect, definitions, comparisons and contrasts • Teach discourse markers. Eg. <ul style="list-style-type: none"> ○ Sequence markers-firstly, then, next, thirdly, finally etc. ○ Connectives- in addition, furthermore, moreover etc. ○ Sign posting- in conclusion, to sum up etc. ○ Conjunctions-however, although, even though etc. • Identify discourse markers (group work) <p>Possible alternatives:</p> <ul style="list-style-type: none"> • Replace discourse markers with similar discourse markers (pair work) • Fill in the blanks with appropriate discourse markers (pair work) • Grammar exercises on discourse markers from grammar books and online sources (individually, out of class) 	<ul style="list-style-type: none"> • Fill in the blanks in a passage with appropriate discourse markers • Use discourse markers in essay type questions and presentation drafts 	<ul style="list-style-type: none"> • Ability to understand the flow of ideas in academic texts
<p>6.4 Can understand cause and effect, definitions, comparisons and contrasts.</p>	<ul style="list-style-type: none"> • Read texts flooded with cause and effect, definitions, comparisons and contrasts to notice the target language • Teach the sentence structure of a definition • Teach vocabulary related to cause and effect/ comparison and contrast • ‘Wh’ questions to notice vocabulary related to cause and effect/comparison and contrast (pair work) <p>Possible alternatives:</p> <ul style="list-style-type: none"> • Activities to identify cause and effect / comparison and contrasts in a passage (pair work) • Gap filling, underlining, fill a diagram (eg. flow charts, mind map) exercises (out of class, online) 	<ul style="list-style-type: none"> • Scanning questions • Summarize the main ideas through short notes after understanding instances of cause and effect/ definitions/ comparisons in a passage 	<ul style="list-style-type: none"> • Ability to read and understand concepts of cause and effect, definition, comparison and contrast

READING (Contd...)

BM Ability/ ILO	Teaching/ Learning Activities	Assessment Task	Real World Ability
<p>6.5 Can extract appropriate information from complex texts.</p>	<ul style="list-style-type: none"> • Read and try to extract specific information (pair work) • Teach skimming and scanning techniques • Conduct activities which require skimming and scanning skills <ul style="list-style-type: none"> ○ Transferring information from text to diagrams ○ ‘Wh’ questions, both verbal and written <p>Questions include the following types –</p> <ul style="list-style-type: none"> ○ Literal comprehension – understanding of straightforward meaning of the text ○ Reorganization – combining literal knowledge of several parts of the text to arrive at additional understanding ○ Inference – combining literal understanding of the text with their personal knowledge or intuition ○ Prediction – combining the literal understanding of the text and their knowledge of the topic to determine what might happen next ○ Evaluation – making a global or comprehensive judgement about some aspect of the text ○ Personal response – responding from their feelings for the text and the subject <p>Possible alternatives:</p> <ul style="list-style-type: none"> • Reading comprehension online (individually, out of class) 	<ul style="list-style-type: none"> • Answer ‘wh’ questions • Transfer information from text to tables/ graphs • Answer skimming and scanning questions • Answer true/ false questions 	<ul style="list-style-type: none"> • Ability to read and understand complex texts

WRITING

BM Ability/ ILO		Teaching/ Learning Activities	Assessment Task	Real World Ability
6.1	Can summarize a longer and more complex text in one's own academic discipline with a reasonable degree of accuracy.	<ul style="list-style-type: none"> • Read a passage and attempt to summarise (group work) • Teach summary writing techniques – content points, instruction words, distracters, topic sentence, elaboration points, style and accuracy of language • Teach the use of connectives for summarising <ul style="list-style-type: none"> ○ Grammar exercises based on connectives (gap filling, underlining, cloze tests) (pair/ group work) • Read a passage, extract the content points and summarize using connectives (group work); give peer feedback using a rubric • Summarize a long text (individually) 	<ul style="list-style-type: none"> • Write a summary of a given EAP/ ESP text 	<ul style="list-style-type: none"> • Ability to write summaries/ abstracts
6.2	Can describe a process using sequence markers with a fair degree of accuracy.	<ul style="list-style-type: none"> • Study a visual/ flowchart depicting a process and write a description of the process using the depicted steps using sequence markers (pair/ group work) • Teach sequence markers (eg. first, to begin with, finally etc.) • Exercises based on sequence markers (gap filling, underlining, cloze tests) (individually or in pairs) <p>Possible alternatives:</p> <ul style="list-style-type: none"> • Describe a process and receive peer feedback 	<ul style="list-style-type: none"> • Write description of a process using the given steps using sequence markers 	<ul style="list-style-type: none"> • Ability to describe a process meaningfully and coherently

WRITING (Contd...)

BM Ability/ ILO		Teaching/ Learning Activities	Assessment Task	Real World Ability
6.3	Can make notes from a text in one's own academic discipline or on a familiar topic.	<ul style="list-style-type: none"> • Read a text and attempt to make notes (group work) • Employ SQ4R method in reading authentic EAP texts to write notes • Teach making mind maps and linear notes • Make notes from a text in one's own academic discipline (pair work) • Practice taking notes from books (in/ outside university) and bring to class for peer and teacher feedback 	<ul style="list-style-type: none"> • Make notes from a text in one's own academic discipline 	<ul style="list-style-type: none"> • Ability to do reference work • Ability to gather information to write assignment questions • Ability to incorporate information gathered to answer essay type questions (eg. assignments, dissertations, papers etc.)
6.4	Can express notions of cause and effect, comparison and contrast, definitions, fact, opinion etc. with minimum errors in academic writing.	<ul style="list-style-type: none"> • In groups, discuss on a given text (an academic theme) to generate target vocabulary • Explicit instructions on notions of cause and effect, comparison and contrast definitions etc. • Explicit instructions on the difference between fact and opinion • Write sentences expressing facts and opinions (pair work) • Students attempt to produce a paragraph on a given topic which requires the structures of cause and effect/ comparison and contrast/ definitions/ fact/ opinion etc. 	<ul style="list-style-type: none"> • Write an essay/ graph description using cause and effect, comparison and contrast, definitions, fact opinion etc. • Write reports (formative assessment only) 	<ul style="list-style-type: none"> • Ability to answer essay type questions and produce extended pieces of writing expressing facts and opinions
6.5	Can write short reports/essays with a reasonable degree of accuracy and fluency.	<ul style="list-style-type: none"> • Discuss report formats, types of reports and organization of essays (group work) • Teach vocabulary for writing process and formats related to the writing activity • Write an essay/ report (group work) • Receive peer/ teacher feedback on essay and edit in groups • Write an essay/ report (out of class, individually,)for teacher feedback 	<ul style="list-style-type: none"> • Write an essay/ report on a given topic 	<ul style="list-style-type: none"> • Write an essay on general and academic topics with a fair degree of accuracy

LISTENING

BM Ability/ ILO		Teaching/ Learning Activities	Assessment Task	Real World Ability
6.1	Can take down effective notes.	<ul style="list-style-type: none"> Listen to a recorded mini talk and identify the key facts; complete a worksheet with topic, subtopics, supporting details etc. Give instructions on basic note taking Teach abbreviations and symbols for taking down notes Teach stress, intonation, importance markers, discourse markers and focusing devices (sign-posting language) Take down notes while listening to a lecture 	<ul style="list-style-type: none"> Listen to a spoken academic text and complete a worksheet with topic, subtopics, supporting details Take down notes while listening to a lecture 	<ul style="list-style-type: none"> Ability to take down notes effectively Ability to understand the gist of spoken texts (academic and general)
6.2 6.3	Can draw inferences from academic texts. Can understand opinions in and draw inferences from short academic texts.	<ul style="list-style-type: none"> Listen to a text and make inferences on writer's stance (tone, figurative language etc.) Group discussion on inferring thoughts Ask questions to elicit implicit information in a recorded/ spoken academic text (pair work) 	<ul style="list-style-type: none"> Ask questions to elicit opinions and inferences 	<ul style="list-style-type: none"> Ability to listen to a spoken text and understand opinions and inferences
6.4	Can differentiate between main and supporting ideas, take down notes appropriately in short spoken discourse (Eg. lectures).	<ul style="list-style-type: none"> Take down main points and supporting ideas while listening to a lecture Ask questions to elicit main and supporting ideas 	<ul style="list-style-type: none"> Identify main idea and supporting ideas in spoken texts Take down notes from a short spoken text 	<ul style="list-style-type: none"> Ability to identify main idea and supporting ideas and take down notes of a spoken text
6.5	Can distinguish between formal and informal styles of discourse.	<ul style="list-style-type: none"> Class discussion regarding formal and informal styles of discourse Explicit instruction on formal and informal discourse (conversations, lectures, speeches) Listen to a variety of spoken texts in order to identify the different features of formal and informal speeches 	<ul style="list-style-type: none"> Listen to a lecture and identify features of formality (formative assessment only) 	<ul style="list-style-type: none"> Ability to distinguish between formal and informal spoken texts

SPEAKING

BM Ability/ ILO		Teaching/ Learning Activities	Assessment Task	Real World Ability
6.1	Can interact in small groups on familiar topics.	<ul style="list-style-type: none"> Group discussion on familiar topics (peer pressure, stress, family problems, relationships, cost of living) Teach phrases on turn taking, agreeing and disagreeing 	<ul style="list-style-type: none"> Role plays discussing familiar topics 	<ul style="list-style-type: none"> Ability to interact spontaneously in group discussions Ability to take turns in various speech situations
6.2	Can speak with confidence and an acceptable degree of fluency on familiar topics.	<ul style="list-style-type: none"> Watch videos of good and bad speeches and complete a worksheet on dos and don'ts of delivering speeches (eg. farewell speech, welcome speech, general academic topics) Study the information given in point form and deliver a speech of 5-7 min. duration Students give very short impromptu speeches based on relevant topics (within groups) <p>Possible alternatives:</p> <ul style="list-style-type: none"> Record and listen to their individual speeches on a topic. (individually, out of class) 	<ul style="list-style-type: none"> Deliver a speech of 5-7 min duration on a given topic 	<ul style="list-style-type: none"> Ability to communicate clearly with confidence and express an opinion at length

Benchmark Band 7

Skill	Constituent Elements
Reading	Authentic academic and general texts written for specialist and/or non-specialist audiences are taken from magazines, books, journals and newspapers. Themes include areas and issues interesting and appropriate for undergraduates pursuing studies in Humanities, Law and Business. Texts vary in style: descriptive, narrative, expository and persuasive. They cover a wide range of genres such as fiction, reports, articles, writs, complaints etc. The activities focus on distinguishing fact, supposition, opinion, arguments etc. from each other identifying and understanding complex grammatical structures.
Writing	Writing includes short essays, articles, reports, and assignments in relevant styles: descriptive, narrative, expository and persuasive. Focus is on correct use of grammar, organizing data, focusing on the main points, maintaining coherence and the flow of paragraphs – topic sentences, transitions etc., the writer’s stance and use of appropriate language. Students are expected to produce writing of 300 – 350 words.
Listening	Listening deals with authentic spoken texts (possibly with asides, deviations and digressions) set in different registers/contexts: medical science, environmental science, astronomy, business, academic, political, economic and everyday social contexts. The texts are taken from online sources and include different varieties of English spoken by single or multiple speakers. They cover a variety of genres like, mini lectures, short and lengthy talks, panel discussions, songs, documentaries and news. The recordings are played twice.
Speaking	The activities focus on developing the students’ ability to defend arguments, handle questions of clarifications, suggestions, comments etc. in formal presentations and peer group discussions on general and academic topics.

READING

BM Ability/ ILO		Teaching/learning activity	Testing activity	Real world ability
7.1	Can understand implicit information in complex texts by making inferences.	<ul style="list-style-type: none"> • Group discussion to extract implicit information in a passage • Teach extracting implicit information • Find examples of implicit information/ explicit information in order to show difference between the two through a variety of texts • Through a class discussion, understand implicit information by analyzing idiomatic/ poetic language, figurative language and tone • Discuss different connotations of words and phrases in texts (group work) • Answer true/ false questions, MCQs, and guess the meaning of phrases/ sentences (pair/ group work) 	<ul style="list-style-type: none"> • Guess the meaning/ implied meaning of unfamiliar phrases/ expressions in MCQ, true/ false statements, short answer questions • Answer open-ended questions which require extracting implicit information from texts 	<ul style="list-style-type: none"> • Ability to understand implicit information in complex academic & general texts
7.2	Can distinguish between fact, supposition, opinion, arguments etc.	<ul style="list-style-type: none"> • Read texts in which facts, suppositions, opinions and arguments are included in order to make students notice these features in context (class discussion) • Give explicit demonstration / instruction on how to distinguish facts/ supposition etc. through skimming and scanning skills and identifying language associated with fact, supposition, opinion, arguments • Answer comprehension questions on factual information (individually) • Discuss and find out writer's opinion/ discuss and determine reader's opinion (pair work) • Students deal with T/F, MCQs (pair/ group work) 	<ul style="list-style-type: none"> • Answer questions to distinguish between fact, supposition, opinion and arguments in a paragraph • 'Wh' questions completing graphs or tables 	<ul style="list-style-type: none"> • Ability to understand expository/ argumentative texts • Ability to understand writer's opinion • Ability to state student's own opinion after reading texts on a single topic

READING (Contd...)

BM Ability/ ILO		Teaching/learning activity	Testing activity	Real world ability
7.3	Can identify and understand complex grammatical structures.	<ul style="list-style-type: none"> • Group activities to brainstorm students' knowledge of complex grammatical structures • Students read texts with target language structures and notice complex grammatical structures • Teach relative clauses and focus on the use of relative pronouns, omission of relative pronouns and substitution of relative clauses with past participle and present participle constructions • Teach: <ul style="list-style-type: none"> ○ Different types of conditionals – 'if', 'supposing', 'assuming', 'unless', 'provided that' ○ Negatives – 'no', 'hardly' <p><i>Eg. No person would be allowed to enter this room.</i></p> <ul style="list-style-type: none"> ○ Inversions – sentences (but not questions) beginning with 'were', 'should', 'had', <p><i>Eg. Had I known earlier I wouldn't have taken up this job.</i></p> <ul style="list-style-type: none"> ○ Double structures- 'both... and', 'so...that', <ul style="list-style-type: none"> • Work out the meanings of complicated sentences by answering short questions on complex sentences (individually/ group work) • Answer questions on passages which require the knowledge of relative clauses, inversions, double structures (individually/ group work) 	<ul style="list-style-type: none"> • Correct/edit sentences that have ill-formed/incorrect complex structures • Answer skimming and scanning questions on texts that have complex grammatical structures 	<ul style="list-style-type: none"> • Ability to understand academic & non-academic texts containing complex grammatical structures
7.4	Can relate one part of a text to another.	<ul style="list-style-type: none"> • Students work with passages that have paragraphs with internal cohesion and signposting language • Students answer questions that are based on cohesive devices and signposting language (pair work/ group work) 	<ul style="list-style-type: none"> • Answer questions based on cohesion within a paragraph or between paragraphs 	<ul style="list-style-type: none"> • Ability to understand coherence/ cohesion in academic & non academic texts

WRITING

BM Ability/ ILO		Teaching/learning activity	Testing activity	Real world ability
7.1	Can write short articles, assignments, tutorials with minimum errors.	<p><u>Articles</u></p> <ul style="list-style-type: none"> • Students read sample articles and assignments to identify specific features • Teach different characteristics of articles in magazines & newspapers: <ul style="list-style-type: none"> • attractive headline • summarizing first paragraph • inclusion of quotes and comments from experts on the relevant topics • use of dramatic words • short paragraphs • choice of words ensuring readability and preciseness • Writing with the purpose of providing information & entertainment • In groups, students analyze one or two articles taken from well known newspapers & magazines and discuss how well the common characteristics of articles have been displayed <p><u>Assignments</u></p> <ul style="list-style-type: none"> • Teach the process of writing an assignment <ul style="list-style-type: none"> • Developing the topic—noting the keywords in the topic, deciding on the type of essay (expository or persuasive) • Collecting data from different sources—lecture notes, reference books, journals and articles, websites etc. • Organizing the data • Pre-writing techniques—Focused free writing/mind mapping/brainstorming/listing • Writing the draft <ul style="list-style-type: none"> ▪ Introducing the topic ▪ Establishing the perspective/stance ▪ Focusing on the main points ▪ Maintaining the flow of paragraphs—topic sentences, transitions etc. ▪ Maintaining appropriate language 	<ul style="list-style-type: none"> • Write articles or assignments on set topics (formative assessment only) 	<ul style="list-style-type: none"> • Ability to write articles, assignments etc. to a considerable degree of accuracy

WRITING (Contd...)

BM Ability/ ILO	Teaching/learning activity	Testing activity	Real world ability	
7.1	<ul style="list-style-type: none"> ▪ Writing the conclusion <ul style="list-style-type: none"> • Revision • Proofreading <p>Write articles or assignments on set topics and receive peer and teacher feedback in class (pair work); (practice out of class, individually)</p>			
7.2	Can handle descriptive, narrative, expository and argumentative prose with a reasonable degree of accuracy and fluency.	<p><u>Descriptive writing</u></p> <ul style="list-style-type: none"> • Students read different types of descriptive passages— informative, analytical/ technical & evocative • Students discuss the different characteristics of these passages (group work) • Teach different types of descriptive writing <ul style="list-style-type: none"> ○ Informative description ○ Analytical or technical description ○ Evocative description • Students write a few sentences to describe an unusual object that they know in such a way that it could be recognized by someone seeing it for the first time (descriptive) (group work) and receive peer feedback • Students write a paragraph to describe an object such as a rifle/ a trumpet/ the human hand etc. in such a way that the reader can understand its structure or design (analytical/ technical) (pair work) • Students write a paragraph to describe in order to re-create the impression that a particular person/ animal / situation/ thing has made on them (evocative) (individually) <p><u>Narrative writing</u></p> <ul style="list-style-type: none"> • Students read sample narrative passages and see how time has been handled differently in these passages (group work) • Teach characteristics of narrative writing such as narrating events in chronological order and out of chronological order— flashbacks & flash forwards 	<ul style="list-style-type: none"> • Write descriptive/ narrative/ expository/ argumentative essays as homework for teacher feedback (formative assessment only) 	<ul style="list-style-type: none"> • Ability to write different types of essays considerably well with fluency and accuracy

WRITING (Contd...)

BM Ability/ ILO	Teaching/learning activity	Testing activity	Real world ability
	<ul style="list-style-type: none"> • Using flashbacks or flash forwards or both, students write on a relevant topic (pair work) <p><u>Expository writing</u></p> <ul style="list-style-type: none"> • Students read a sample passage of expository writing to identify methods/ techniques the writer has used to explain a point (pair work) • Teach different ways of exposition <ul style="list-style-type: none"> ○ Using examples to explain ○ Using analogies to explain ○ Using comparison and contrast to explain • Students write a short essay using comparison and contrast to explain a point such as ‘why growing up in a small town is better than growing up in a city,’ or vice versa (group work) <p><u>Argumentative writing</u></p> <ul style="list-style-type: none"> • Students read a sample passage of argumentative/ persuasive writing and discuss how the writer’s arguments have been brought out in the passage (group work) • Teach different ways of presenting arguments <ul style="list-style-type: none"> ○ Induction—drawing generalization from particular examples ○ Induction—presenting advantages and disadvantages of something or situation ○ Deduction—using premises (points that the writer assumes or takes for granted) ○ Placing conclusion <p>Students write an argumentative essay using induction or deduction or both techniques to write on a debatable topic (pair work)</p>		

WRITING (Contd...)

BM Ability/ ILO		Teaching/learning activity	Testing activity	Real world ability
7.3	Can sustain a certain degree of coherence in an extended piece of academic writing.	<ul style="list-style-type: none"> • Students brainstorm and revise the ways in which a piece of writing is held together (group work) • Teach unity in paragraphs and long pieces of writing <ul style="list-style-type: none"> ○ What is unity? ○ How unity is achieved—list structure & chain structure • Using the list structure, chain structure or combining both, students develop unified paragraphs on a given topic sentence (group work). Each group reads out their paragraphs for comparison; peer feedback • Teach coherence in paragraphs and long pieces of writing <ul style="list-style-type: none"> ○ What is coherence? ○ How coherence is achieved—using transitional words signaling time, addition, contrast or conflict, cause & effect, comparison, numerical order, spatial order, reinforcement etc. • Students insert transition words within and between paragraphs into texts that lack transitions (pair work) 	<ul style="list-style-type: none"> • Construct an organized paragraph using a topic sentence maintaining unity and coherence 	<ul style="list-style-type: none"> • Ability to write assignments/ articles/ tutorials etc. maintaining unity and coherence

LISTENING

BM Ability/ILO		Teaching/ Learning Activities	Assessment Task	Real World Ability
7.1	Can identify and understand illustrations, examples and digressions and deviations in academic discourse.	<ul style="list-style-type: none"> • Group discussion on different lecture styles • Teach different styles of lectures—formal and informal <ul style="list-style-type: none"> ○ The reading style/ memorization—the lecture is read out ○ The conversational style/ loud reading—the lecture is delivered in an informal way with some interaction with the students ○ The rhetorical style/fresh talk—the lecture is a performance with jokes and digressions • Students distinguish between the main ideas , illustrations/ examples and digressions/ deviations in a listening text (group work) • Students listen to lectures of conversational/ rhetorical styles on an academic topic and take down the main ideas 	<ul style="list-style-type: none"> • Listen to lectures of conversational/ rhetorical styles on an academic topic and take down the main and supporting ideas (formative assessment only) 	<ul style="list-style-type: none"> • Ability to take down main ideas in formal and informal spoken texts discarding irrelevant information
7.2	Can identify and understand discourse markers which signpost rhetorical structure of a fairly lengthy text/ mini lecture/ short talk.	<ul style="list-style-type: none"> • Revise knowledge on discourse markers signaling time, addition, sequence, contrast and conflict, cause and effect, comparison, numerical order, special order, reinforcement, summing up, emphasis, rephrasing and condition through a group activity in which students tabulate at least three markers in each category with teacher feedback • Listen to long lectures with many discourse markers and answer multiple choice and inferring questions (individually) 	<ul style="list-style-type: none"> • Listen to long lectures and answer multiple choice and inferring questions (formative assessment only) 	<ul style="list-style-type: none"> • Ability to understand important points made in a long academic lecture

LISTENING (Contd...)

BM Ability/ILO		Teaching/ Learning Activities	Assessment Task	Real World Ability
7.3	Can identify and comprehend points made by multiple speakers (peers) including asides and incomplete utterances.	<ul style="list-style-type: none"> • Listen to panel discussions/ interviews/ documentaries/ talk shows that involve many people and answer questions on implicit and inferred information • Answer questions that deal directly with the attitude of peers towards the subject of the talk and the attitude of peers towards the opinions of the others on the subject of the discussion • Listen to a given set of talk shows online (out of class, individually) and engage in group discussions based on them in class (instructions for discussions are given) 	<ul style="list-style-type: none"> • Listen to interviews/ panel discussion/ documentaries/ talk shows and answer MCQs and true/ false questions on direct and inferred information 	<ul style="list-style-type: none"> • Ability to understand peer discussions /talk shows/panel discussions
7.4	Can identify various registers.	<ul style="list-style-type: none"> • Listen to texts drawn from different registers like politics/ physical science/ medical science/ environment/ economics/ linguistics; in groups discuss the elements that make each topic or discipline sound different • Teach various registers and their influence on language (emphasis on the idea of subject specific language) • Answer questions on inferred and implicit information set on listening text drawn from various registers 	<ul style="list-style-type: none"> • Answer questions on inferred and implicit information given in texts drawn from different registers 	<ul style="list-style-type: none"> • Ability to identify/ appreciate various registers
7.5	Can take down notes appropriately on more complex academic texts.	<ul style="list-style-type: none"> • Revise note taking skills with special attention to preparation before a lecture, identifying the main ideas in a lecture, use of abbreviations in note taking, following semantic markers etc. (group work) followed by teacher instruction to fill in gaps • Students listen to complex academic texts and note down the main ideas only • Listen to a given set of lectures online and take down notes (individually, out of class); peer feedback in class 	<ul style="list-style-type: none"> • Noting down main ideas from a complex academic text 	<ul style="list-style-type: none"> • Ability to distinguish between central and peripheral ideas in a complex academic text

SPEAKING

BM Ability/ILO		Teaching/ Learning Activities	Assessment Task	Real World Ability
7.1	Can participate in informal peer group discussions on academic topics using appropriate interactive strategies.	<ul style="list-style-type: none"> Students read handouts that contain excerpts of academic debates drawn from relevant fields (eg. the pros and cons of participant observation as a research method, the role of the GNP as an indicator of development in a country) Students engage in discussions on a given issue expressing their opinion to support/ refute views in handouts; teacher supports when required (group work) Post-activity discussion to elicit ideas on strategies used to interact among peers (eg. turn taking, politeness markers, use of persuasive language, hedging etc.) (group work) 	<ul style="list-style-type: none"> Student groups engage in discussions on a given issue expressing their opinion to support/ refute views provided in a handouts (formative assessment only) 	<ul style="list-style-type: none"> Ability to take part in a discussion related to academic themes and express views
7.2	Can make a short, formal presentation.	<ul style="list-style-type: none"> In groups, discuss the differences between a lecture and a presentation Students watch videos of effective presentations from the business/ academic world to see if the aspects identified by them are accurate Teaching presentation skills Students collect information on assigned topics for homework and conduct group presentations in class; peer and teacher feedback provided based on set rubric 	<ul style="list-style-type: none"> Group presentations on selected academic themes; teacher provides feedback (formative assessment only) Individual presentations 	<ul style="list-style-type: none"> Ability to make effective formal presentations in academic/ business setting
7.3	Can handle questions of clarifications, suggestions, comments etc. related to the presentation.	<p>Linked to session on making presentations:</p> <ul style="list-style-type: none"> In groups, discuss language related to clarification questions, suggestions/ comments (eg. can you clarify/ explain...? what did you mean...?) As part of the group presentation exercise, students practice Q&A sessions (Each group that is not presenting has to formulate two comments/ suggestions on the content and pose questions based on a handout that provides tips for questions) 	<p>Linked to formative assessment on making presentations:</p> <ul style="list-style-type: none"> Presenting groups respond to questions posed and comments/ suggestions made; teacher provides feedback on effectiveness Other groups ask questions of their peers who are presenting (based on given points) 	<ul style="list-style-type: none"> Ability to handle questions, formulate responses, negotiate difficult questions following a formal/ business presentation

Grammar Implicit in UTEL – A Benchmarks

BM Band 4

1. Basic English *clause structures*
 - **SV, SVO, SVC, SVA, SVOO, SVOC, SVOA**
2. Central & peripheral elements of *the clause*
 - **SUBJECT [S], VERB [V], OBJECT [DO/IO], COMPLEMENT [C], & ADVERBIAL [A-oblig./opt.]**
3. The parts of speech— form & syntactic behaviour (introduction)

Closed Classes

preposition

- Some basic uses of prepositions denoting time & date, travel & movement and other basic prepositions
- Usual position of prepositions
- Omission of 'to' & 'for' before indirect objects
- Omission of 'to' before verbs of communication: *advise, ask, command, encourage, invite, order*

pronoun

- Introduction to all the major pronouns and their basic use

determiner

- Use & omission of the indefinite articles
- Use & omission of the definite article
- Use of *little/a little & few/a few*
- Use of other determiners: *All, each, every, both, some, any, no, none, either, neither*

conjunction— *and, although, when etc.* (introduction)

modal verb— *can, must, will, could etc.* (introduction)

primary verb— *be, have, do etc.* (introduction)

BM Band 4 (contd...) - Open Classes

noun

- Kinds of nouns: *common/proper/abstract/collective*
- Functions of nouns in a sentence:
- as subject/complement/object of a verb/ preposition
- Gender: masculine/feminine
- Pluralization of nouns
- Count/non-count nouns
- Compound nouns

adjective

- Basic kinds of adjectives: demonstrative (*this*), distributive (*each*), quantitative (*some*), interrogative (*which*), possessive (*his*), & of quality (*heavy*)
- Position of adjectives: Attributive (*c/clever students*) & Predicative (*Ann seems happy.*)
- Comparison of adjectives: positive/comparative/superlative

full verb— *write, sleep* (introduction to regular & irregular forms)

adverb

- Kinds of adverbs: manner (*happily*)/place (*near*)/time (*now*) /frequency (*never*) /sentence (*surely*) /degree (*fairly*) /interrogative (*when*) /relative (*where*)
- Formation of adverbs
- Comparison of adverbs
- Position of adverbs: after/before the verb, before adjectives, in front of a sentence

Others

numerals— *one, two, third*

interjections/exclamations— *oh, ah, ugh, yes, no*

the negative particle ‘*not*’

the infinitive marker ‘*to*’

3. Tenses - progressive & non-progressive of Present/Past/Future
4. ‘*Yes/No-question*’—*subject-operator inversion*
5. Operators in negation & contraction
6. ‘*Wh-questions*’ and their formation
7. *Co-ordination* of words/phrases/clauses—basic conjunctions
8. Punctuation spelling rules

BM Band 5

1. The verb phrase
 - Tense & Aspect—perfective & perfective progressive of all the three major tenses
 - Functions of the basic *modals*
to show permission & possibility, to show ability, to show obligation, to show deduction & assumption
The use of the **marginal/semi modals** to show: supposition, acceptance, indignation, challenge, discontinued habit, routine
dare, used to + infinitive
 - Mood—indicative, imperative & subjunctive
 - Voice—basic passive structures: **be + past participle, auxiliary + be + past participle, to + be + past participle**
2. Co-ordination—co-ordinating with conjunctions & conjunctive adverbs
 - **addition, addition of a negative point, contrast, logical consequence & choice**
3. Subordination
 - Relative clauses—introduction to relative pronouns & adverbs, introduction to restrictive/non-restrictive relative clauses
 - Adverb clauses—Introduction to adverb clauses of **time/purpose/place/ concession/condition/cause** & punctuating adverb clauses
4. Complex punctuation: The comma as a clause marker, the hyphen in compound words
5. Pronouns: In *subject-verb* agreement & cohesion
 - pronouns with different case forms
 - person, gender, reflexives, reciprocal pronouns, anaphoric/cataphoric reference, universal pronoun, uses of ‘one’

BM Band 6

1. Complex modality—modals with perfective/progressive aspects, semi-auxiliaries & catenatives
 - **may/might/could + be + -ing**
 - **may/might/could + have**
 - **may/might/could + have to/be able to**
 - **may/might/could + appear to/seem to (catenatives)**
2. Conditionality & counter factuality
 - **direct condition**—type 1 (*if, unless*)
 - **indirect condition:** The situation is not related to the truth of the proposition in the matrix clause.
I don't quite like my job, if you understand me. (I'm telling you on the assumption that you understand me.)
 - **hypothetical & counter factual statements: type 2 & type 3**
 - **other subordinators for conditions & hypothetical situations**
as long as, so long as, assuming that, given that, in case, in the event that, on condition that, provided that, providing that, supposing that
3. The verb phrase
 - voice & aspect: instances of the use of the passive, prepositions with passive verbs
 - complementation features: complementation of the four types of verbs—copular, mono-transitive, di-transitive, complex transitive
4. Nominalization
5. Focalization
 - topicalization— *That kind of course is not suitable for me.*
 - cleft sentences— *It is the money that is worrying me.*
 - pseudo cleft sentences— *What has gone wrong is the budget.*

BM Band 7

1. The simple sentence and some of its features
 - Compounding phrases
 - Recognizing the correct subject
 - Recognizing the correct predication
2. Using modifiers in simple sentences
 - Types of modifiers
 - Placement/misplacement of modifiers
 - Turning sentences into modifiers in compounding sentences
3. Parallel constructions/parallelism for clarity, elegance & symmetry
 - Relative clauses
 - Some features of relative clauses
 - **Relative pronouns left out:** The medicines she is being supplied with are.....
 - **Relative clauses replaced by participles:** One of the visitors *expected* last week.....
 - **Relative clauses replaced by infinitives:** The last man to leave the building.....
 - Placement and misplacement of relative clauses
 - The difference between restrictive and non-restrictive clauses
4. Adverb clauses
 - Placement & punctuation
 - In comparisons
5. Noun clauses
 - Uses & types
6. Using two or more subordinate clauses in a sentence
7. Using both co-ordination & subordination in one sentence

References:

- Ellis, R. (2001). Investigating form focused instruction. *Form focused Instruction and Second Language learning*, 1-46. Oxford: Blackwell Publishing.
- Biggs, J.B. (2003). *Teaching for quality learning at university*. Buckingham: Open University Press/Society for Research into Higher Education. (Second edition)