

# **INTENSIVE ENGLISH 2 - SPEAKING AND LISTENING**

## **SCHOOL OF ENGLISH AND HUMANITIES**

Spring 2012 (January 30<sup>th</sup>, 2011 – May 25<sup>th</sup>, 2012)

**Professor's name:** Raluca **Prerequisites:** Intensive English 1  
**Tanasescu** **Contact hours:** 8h/week  
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### **A. Course Description**

This 16-week intensive course on developing your English language skills for academic purposes focuses on your speaking and listening comprehension skills. Each lesson incorporates practice in both areas, with a focus on the skills that are necessary to pass the institutional TEOFL test at the end of the semester.

Students will learn the vocabulary and the grammatical principles and structures of English, as they become fluent in using the language for communicative purposes. Lessons and material will address preparation in language for academic purposes, as well as for communicative fluency. In addition to grammar and text book exercises, students will listen to and discuss excerpts from a variety of contemporary non-fiction interviews introducing the language, ideas, and principles of contemporary academic and civic discourse. Students will demonstrate their ability to produce and comprehend English language, with a focus on the language of scholarly discourse and professional engagement.

A midterm exam will test speaking and listening comprehension skills. A final presentation and project (which may be either an individual or a group presentation) will measure research abilities, speaking, and communicative skills.

### **B. Course Readings and Materials**

1. Phillips, Deborah - *Longman Complete Course for the TOEFL Test - Preparation for the Computer and Paper Tests*, Pearson Longman, 2001.
2. Powell, Mark - *How to Give Successful Presentations*, Thomson Heinle Press, Boston, 1996.
3. Wallwork, Adrian. *Discussions A-Z Advanced. A Resource Book for Speaking Activities*, Cambridge University Press.
4. Putlack, Link, Poirier. *How to Master Skills for the Toefl iBT Speaking - Intermediate*, Darakwon, 2008.
5. Link, Kushwaha, Kato - *How to Master Skills for the Toefl iBT Listening - Intermediate*, Darakwon, 2008.

### **C. Course Objectives**

By the end of the course, students will be able to:

- a. Improve pronunciation and speaking and listening skills in English
- b. develop techniques and strategies to facilitate better communication

- c. develop the listening and note-taking skills necessary for coping with different types of lectures;
- d. build strategies to comprehend and analyze academic lectures and discourse;
- e. develop skills and techniques to give oral presentations with confidence, fluency and intelligibility
- f. develop enterprise skills and strategies to work cooperatively with peers and teachers.

#### **D. Learning outcomes**

By the end of the course, students will be able to:

- a. understand main ideas and most details of short lectures, talks, discussions on familiar topics and news items and reports primarily dealing with factual information.
- b. communicate successfully in everyday situations and routine school requirements. Able to participate in discussions about topics of current public and personal interest. Able to use communicative strategies to communicate successfully in varied social situations.
- c. listen effectively for ideas and details
- d. use communicative strategies successfully such as summarizing, paraphrasing, and illustration
- e. communicate in English with increased effectiveness, confidence and competence
- f. explain in details and describe effectively and accurately
- g. participate in discussions of variety of topics, including abstract ideas and support opinions with arguments
- h. create formal presentations and deliver information effectively and persuasively

#### **E. Course Policies**

1. English only, please!
2. **Class attendance:** Yes, please! This is an intensive language class that will move very quickly, so regular attendance is very important for success. All students are required to come to class on time. This is a speaking/listening course that requires your attendance and, most importantly, participation. Come to class prepared to discuss the topics and to show your teachers and colleagues you are really interested in our work. A student who is absent more than 30% of the class periods will be removed from the course with a failing grade. If a student expects to be absent for more than two consecutive classes, he or she must gain the permission of the instructor in advance. Otherwise, the student may be removed from the course.
3. **Assignment deadlines:** Know your deadlines and respect them. Unless otherwise indicated in the course syllabus, the submission dates of specific writing assignments will be announced in class.
4. **Original work:** Most of your assignments are to be undertaken and completed in class.
5. **Computer access:** All students are required to have access to a computer system on campus, with internet connection, and with a current version of Microsoft Office Word.

6. **Cell phones:** Please turn off your cell phones at the beginning of class. Noisy classrooms are great, as long as the noise is productive!

7. **Plagiarism:** Plagiarism is copying the work of someone else and presenting it as your own work. All work submitted by TTU students must be their own. Every source of information in your work must be identified properly. Examples of plagiarism include:

a) copying work from the Internet and submitting it to your professor as your own work;

b) failure to cite (name) the source of an idea, a phrase, sentence or paragraph in a report, essay, research paper, class presentation or other assignment;

c) use of someone else's data in laboratory reports or someone else's answers to math problem sets.

Your professors will discuss plagiarism with your class and give specific examples of ways to avoid plagiarism and how you should give proper credit to your sources of information. All TTU students are expected to follow these rules. Failure to do so can result in serious penalties, including expulsion from the university.

## F. Evaluation and Grading

The grade for the course is a cumulative grade reflecting the quality of work in all assignments throughout the semester:

Attendance	10 points = 10%
Participation in class	30 points = 30%
4 x progress evaluation (every 3 weeks)	20 points = 20%
Mid-term exam	10 points = 15%
Final Presentation project	25 points = 25%

## Grades

93 - 100% = A	80 - 85% = B	66 - 69% = C	Below 55 = F
90 - 92% = A-	76 - 79% = B-	60 - 65% = C-	
86 - 89% = B+	70 - 75% = C+	56 - 59% = D	

A student's participation is an essential component of the course, measured by their active participation in class by speaking, communicating with their peers, and engaging in pair and group work.

To pass the course, students must demonstrate their ability to continue on to the academic courses in all departments at TTU.

## G. Course Schedule:

### WEEK 1:

Presentation of the syllabus.

Dissemination of the presentation topics.

TOEFL Diagnostic Pre-Test

### WEEK 2:

*Practice for the TOEFL - short dialogues.*

Listening Skills: Focus on the last lines. Choose answers with synonyms. Avoid similar sounds.

Speaking: Personal experiences and personal preferences.

WEEK 3:

*Practice for the TOEFL - short dialogues.*

Drawing conclusions about *who, what, where*. Listen for *who* and *what* in passives. Listen for *who* and *what* with multiple nouns.

Speaking: Readings and conversations on academic life.

WEEK 4:

*Practice for the TOEFL - short dialogues.*

Listen for negative, double negative, and "almost" negative expressions. Listen for negatives with comparatives.

Speaking: Listening to a lecture and speaking about the main ideas (Sociology)

WEEK 5:

*Practice for the TOEFL - short dialogues.*

Listen for expressions of agreement, uncertainty, suggestion, and for emphatic expressions of surprise.

Speaking: Listening to a lecture and speaking about the main ideas (Psychology)

WEEK 6:

*Practice for the TOEFL - short dialogues.*

Listen for wishes and untrue conditions.

Speaking: Listening to a lecture and speaking about the main ideas (Biology)

WEEK 7:

*Practice for the TOEFL - short dialogues.*

Listen for idiomatic language (two- or three- particle verbs, idioms).

Speaking: Listening to a lecture and speaking about the main ideas (History)

WEEK 8:

*Practice for the TOEFL - long conversations.*

Listen for main ideas. Anticipating the topic. Anticipating the questions.

Speaking: Listening to a lecture and speaking about the main ideas (Anthropology)

WEEK 9:

**MIDTERMS and HOLIDAY**

WEEK 10:

*Practice for the TOEFL - long conversations.*

Determine the topic. Draw conclusions on *who, where, when, what*.

Speaking: Listening to a lecture and speaking about the main ideas (Botany)

WEEK 11:

*Practice for the TOEFL - long conversations.*

Listen for answers in order. Listen for the main ideas (reinforcement).

Speaking: Listening to a lecture and speaking about the main ideas (Geography)

WEEK 12:

*Practice for the TOEFL - long talks.*

Listen for main ideas. Anticipating the topic. Anticipating the questions.

Speaking: Presentations 1. Tips for delivering formal presentations. Stating the purpose.

WEEK 13:

*Practice for the TOEFL - long talks.*

Determine the topic. Draw conclusions on *who, where, when, what.*

Speaking: Presentations 2. Effective openings. Introducing and using visuals.

WEEK 14:

*Practice for the TOEFL - long talks.*

Listen for answers in order. Listen for the main ideas (reinforcement).

Speaking: Presentations 3. Commenting on visuals. Cause, effect and purpose.

WEEK 15:

*Practice for the TOEFL - Post-diagnostic TOEFL test 1.*

Preparations, testing, follow-up.

Speaking: Presentations 4. Emphasis, softening, and repetition. First draft of final presentation.

WEEK 16:

*Practice for the TOEFL - Post-diagnostic TOEFL test 2.*

Preparations, testing, follow-up.

Speaking: Second draft of final presentation.

**WEEK 17: FINAL PRESENTATION PROJECT**

Celebration of our successful semester!