LSPR
The Leading Graduate School of Communication & Business

English Division

Course Syllabus

Course Code:	IKB05
Course Title:	General English 2
Course Specification:	For students at CEFR entry level B1.
Subject Overview:	To provide entry level students of the Common European Framework Level B1 with knowledge and development enabling them to: understand the main points of clear standard communication on matters regularly encountered in social roles, work, school, leisure, education and training. They should be able to convey information, feelings and opinions on familiar topics, using appropriate formality; in addition to engaging in discussion in a familiar situation making relevant points and responding to reach a shared understanding. Furthermore, they will be able to deal with most situations likely to arise whilst travelling in an area where the language is spoken and produce a simple connected text on topics which are familiar or of personal interest, adapting to the intended audience. They will also be instructed on how to describe experiences and events, dreams, hopes and ambitions and briefly give explanations for opinions and plans.
Course Objectives:	**LISTENING** **Explanations** - identify the function of short utterances (see Grammar and Functions sections) - follow the main points, speakers, purposes and attitudes in an extended discussion - extract and reproduce key information from announcements and media broadcasts on a **Phonological features** - recognise stress and intonation in order to follow discourse - recognise feelings, moods, attitudes, important points and opinions expressed through - stress and intonation.

Range
- understand key grammatical forms used in familiar and less familiar contexts and situations
- understand high frequency vocabulary and expressions relating to familiar and less familiar topics.

Understanding gist
- understand the main ideas in straightforward announcements, conversations and discussions on familiar and less familiar topics.

Understanding detail
- extract key information from announcements, conversations and discussions on familiar and less familiar topics.

READING

Range
- understand words relating to work, leisure and study

- understand longer texts which may contain some complex structures.

Register
- understand the features which signal different levels of formality

- understand features which indicate the purpose of a text.

Text structure
- recognise the purpose of texts through layout conventions, common signs and symbols

- use organisational features of texts to locate information

- understand the organisational, lexical and grammatical features of a text

- recognise the common structure of paragraphing to build up meaning in a text

- understand how meaning is built up over discourse using markers to indicate addition, sequence and contrast.

WRITING
- spell correctly the majority of common words and key words relating to work, study and leisure interests

- use basic grammatical structures correctly, including conjunctions, connectives and discourse markers. Errors do not impede a sympathetic reader's understanding

- use vocabulary adequately to meet straightforward needs

- communicate information and ideas with some adaptation to the intended reader

- link a short linear sequence of ideas using discourse markers and conjunctions

- demonstrate some awareness of conventions of an informal and formal let ter.

SPEAKING

Pronunciation
- pronounce the sounds of English sufficiently well to be generally understood and show a fair control of stress and intonation patterns.

Accuracy
- display a good control of basic grammatical structures without impeding errors when dealing with familiar topics.

Range
- display an adequate range of vocabulary and expression to deal with familiar situations and topics

- narrate using past tenses.

Register
- adopt a degree of formality appropriate to familiar circumstances
- use appropriate phrases in familiar situations such as greeting and leave-taking

Fluency
- initiate and follow the norms of turn-taking, prompt and manage the discourse with a degree of independence

- connect descriptions, narratives and descriptions in simple ways

- speak without undue hesitation unless searching for information, vocabulary or when reformulating

Course Method: The course consists of student-driven activities, presentations, assignments and paper submission. It is expected that every student will regularly attend classes and actively participate in class activities and discussions. A student work book accompanies the course and additional homework may be assigned to the students on a per session basis.

Each week will focus on a topic and one or more of the following skills: Speaking, listening, reading and Writing

For some classes authentic materials such as videos, newspapers, letters and articles may be used

Every meeting will build upon the syllabus and work towards the Final Exam.

Learning Outcomes: **Students will be able to:**

LISTENING
- understand clearly articulated standard speech delivered relatively slowly
- follow short conversations both formal and informal in a range of familiar situations
- understanding gist, context, feelings, opinions and relationships
- understand straightforward narratives, sequences, instructions and directions

READING

- locate and understand details in narratives, explanations, descriptions, instructions, biographies, articles and discursive texts on familiar topics
- understand the main ideas in straightforward texts of more than one paragraph
- locate and understand specific information in formal and informal real-life texts which may include graphics
- understand the purpose of different texts
- understand information or purpose which may not be expressed overtly
- understand a line of argument and conclusions clearly signalled in discursive text
- understand feelings and opinions expressed in informal texts.

WRITING

- write straightforward connected texts on a range of familiar topics
- write short simple formal letters to ask for and convey simple information
- write short simple texts for practical purposes: instructions
- write short informal letters on topics of personal interest and knowledge
- write brief narratives and descriptions on straightforward topics
- express opinions simply, giving supporting reasons
- proofread written work correcting errors
- use correct punctuation in formal and informal texts

Course Overview:

Session 1:	Past tense vs present perfect Past tense review
Session 2:	He said – she said Reported speech (all tenses)
Session 3:	Off The Hook! Develop listening skills
Session 4:	Ideal Flatmates Direct/indirect questions Listening for gist, information & language.
Session 5:	Brainstorming & Press release continued
Session 6:	Regrets Past perfect & mixed conditionals
Session 7:	Questions & question tags
Session 8:	Mid-test Review & Teacher Time
Session 9:	Getting on with phrasal verbs Using multi work verbs in writing
Session 10:	The Hangover Modals of deduction
Session 11 :	The passive voice (review & advanced)
Session 12 :	The red carpet Reported speech (advanced) Writing a short journalistic report

Session 13 : Current Affairs TV show

Session 14: Final Exam Preparation

Grading System:

Listening and Reading

- Marks are awarded for the Listening and Reading Sections.
- The Listening and Reading questions are marked against paper-specific marking schemes.

Writing

- Marks are awarded for the closed writing tasks against paper-specific marking schemes.
- The free-writing sections are marked against criteria aligned to the descriptors of the CEFR. These criteria are Task Fulfillment, Grammar, Vocabulary and Structure.

Task Fulfillment - a measure of how far the student has achieved/addressed the task. Has the student done what was asked (eg - "Write four sentences" – are there four sentences?)

Grammar - a measure of the range, appropriacy and accuracy of grammar.

Vocabulary - a measure of the range, accuracy and appropriacy of vocabulary. This criterion also includes spelling accuracy.

Structure - a measure of coherence and cohesion. How the text is put together. Is there an attempt to link the ideas and to organize them in a coherent manner? This criterion also includes the accurate use of punctuation

A mark is awarded on a scale from 0 to 3 for each criterion, depending on the student's performance. These marks are then added together to obtain an overall mark for that specific task.

Maximum marks for each writing task

Part 1	proof reading a text to identify and correct errors	8 Marks
Part 2	respond appropriately to a given text to produce a formal response for an intended public audience	12 Marks
Part 3	produce an informal letter to a friend	12 Marks

Spelling and capitalization

- American spelling is accepted if used consistently. Inappropriate use of capital letters is generally not penalised unless spelling is the focus of the task.

- Over and under length answers

The Task Fulfilment criterion with seriously *under length* answers will probably attract a score of 1 or 0 as there will most likely be no or little expansion of the topic.

Answers which are seriously *over length* are awarded one mark less for the Task Fulfilment criterion than would otherwise have been awarded.

Writing - Tasks

Writing 1: proof reading a text to identify and correct errors Identify and write correction in margin of line with error

Writing 2: respond appropriately to a given text to produce a formal response for an intended public audience. Write 70-100 words

Writing 3: produce an informal letter to a friend Write 100-120 words

Parts 1 is marked in accordance with paper-specific mark schemes.

Marking Writing Part 2
Writing to produce a neutral or formal text for a public audience: 70-100 words.

	Task Fulfilment	Grammar	Vocabulary	Structure
3	Responds to all four content points fully and effectively.	Grammar appropriate to level and mostly accurate.	Good range of vocabulary on general topics, accuracy is high. Errors don't Impede communication.	Cohesive & coherent text appropriately using a full range of linguistic devices. Few if any punctuation errors.
2	Responds to at least three content points appropriately.	Adequate range of grammar used with no impeding errors.	Good control of Elementary vocabulary, major errors when expressing unfamiliar or complex topics.	Cohesive & coherent text adequately using a range of linguistic devices. Punctuation errors do not impede communication.
1	Responds to at least two content points appropriately.	Many errors, Sometimes difficult to follow.	Narrow repertoire. Frequent errors make message difficult to follow.	Attempts to use linguistic devices though not always consistent. Errors, including punctuation, make the text difficult to follow.
0	Responds to one or none of the content points appropriately.	Little language or such poor control as to affect the communication of the message.	Very basic repertoire for everyday situations.	Lacks cohesion and/or uses linguistic devices inappropriately. Punctuation errors make the text almost impossible to follow.

Marking Writing Part 3

Writing to produce a letter using informal language: 100-120 words.

	Task Fulfilment	Grammar	Vocabulary	Structure
3	Fully satisfies the demands of the task, with good expansion of the topic.	Grammar appropriate to level and mostly accurate.	Good range of vocabulary on general topics, accuracy is high. Errors don't impede communication.	Cohesive & coherent text appropriately using a full range of linguistic devices. Few if any punctuation errors.
2	Mainly satisfies the demands of the task, with adequate expansion of the topic.	Adequate range of grammar used with no impeding errors.	Good control of Elementary vocabulary, major errors when expressing unfamiliar or complex topics.	Cohesive & coherent text adequately using a range of linguistic devices. Punctuation errors do not impede communication.
1	Partially satisfies the demands of the task, with little expansion of the topic.	Many errors, sometimes difficult to follow.	Narrow repertoire. Frequent errors make message difficult to follow.	Attempts to use linguistic devices though not always consistent. Errors, including punctuation, make the text difficult to follow.
0	Does not satisfy the demands of the task, with no expansion of the topic.	Little language or such poor control as to affect the communication of the message.	Very basic repertoire for everyday situations.	Lacks cohesion and/or uses linguistic devices inappropriately. Punctuation errors make the text almost impossible to follow.

Speaking

Speaking tests are assessed against the following four criteria:

Task Fulfillment and Coherence: the ability to manage the tasks adequately for the level and link the utterances into coherent speech

Accuracy and Range of Grammar: the ability to demonstrate a range and control of grammar

Accuracy and Range of Vocabulary: the ability to demonstrate a range and control of vocabulary

Pronunciation, Intonation and Fluency: the ability to connect utterances, maintain the flow and engage in effective communicative exchanges

Each of the four parts of the speaking test is given equal importance. Students are marked from 0 to 3 for each of the four criteria, so that the maximum marks they can get across the four parts of the test is 12.

Course Evaluation:

As a general rule, students are evaluated based on the following criteria:

Final Examinations	50%
Mid-term Examinations	20%
Assignments & Reports/Presentations	30%
Attendance	0%
TOTAL	**100%**

Evaluation elements are stated in quantitative forms, ranging from 0 to 100. Course grades on the student's result card (KHS) are stated as alphabetical symbol with the following qualification:

GRADE:

A	90 - 100
A-	85 < 89.90
B+	80 < 84.90
B	75 < 79.90
B-	70 < 74.90
C+	65 < 69.90
C	60 < 64.90
< 60 FAIL	

Scheme of Work:

Session	Title/Topic	Activities
I	Times Dates Invitations	1. Pair work 2. Listening 3. Reading 4. Writing an invitation
II	Products Passive Voice	1. Pair work, speaking 2. Writing 3. Grammar Work
III	Press release	1. Press Release presentation 2. Pair work
IV	Past Tense questions Synonyms	1. Speaking Activity 2. Creating complex questions. 3. Past tense.
V	School days Listening	1. Comparing UK & RI schools. 2. Superlative & comparative practice. 3. Listening

VI	Processes Giving instructions	1. Making Recipe 2. Pair work & switch pair work Coursework – writing process
VII	Mid Test preparation	1. Listening 2. Reading 3. Writing
Mid Test		
VIII	Mid Test Review Further Skills practice	1. Listening 2. Reading 3. Writing 4. Peer correction
IX	Agony Aunt Problems & Advice	1. Discussion 2. Language presentation 3. Letter writing 4. Giving advice
X	Experiences Have you ever Present Perfect	1. Discussion 2. Peer to peer work 3. Language Presentation 4. Preparing presentation 5. Presentations
XI	Previous weeks presentation A Perfect Holiday Morecombe Bay	1. Presentations 2. Listen Audio 3. Watch Video 4. Write review
XII	Movies	1. Movie Discussion 2. Comprehension and vocabulary building 3. Review Writing
XIII	Talking about the future Time Capsule	1. Talking about future 2. Group tense work 3. Group discussion
XIV	Road to final Exam Exam preparation	1. Listening 2. Reading 3. Writing 4. Q&A Session
Final Test		

Scheme of Work Supplementary Online Material

Session	Title/ Topic	Function	Activities
I	Life	1. Question Forms (Grammar) 2. Past Simple 3. Making Conversation	1. Reading newspaper articles about relationships and using the grammar structure correctly 2. How start and ending a conversation
II	Work	1. Present Simple and Present Continuous 2. Adverbs of Frequency 3. Expressions	1. What motivates you 2. Likes and dislikes 3. Describing your work/school life balance 4. Reading about dangerous jobs 5. Listen to interviews about jobs and comprehension checking questions
III	Time Out	1. Present Continuous/be going to 2. Stressed Syllables 3. Questions without Auxiliary verbs 4. Making phone calls	1. Future plans 2. Listen to a radio program for gist and detail 3. Reading an Arts Quiz
IV	Great Minds	1. Present Perfect + Ever/Never 2. Can, have to, must (obligation) 3. Giving Advice 4. Pronunciation	1. Giving advice and making suggestions 2. Listening to people describe their talents activities
V	Travel	1. Past Simple and Past Continuous 2. Verb Patterns 3. Asking for and giving directions 4. Connected speech	1. Giving directions 2. Watch an extract from BBC Travel and answer the accompanying questions 3. Reading about a man who works in three countries everyday.
VI	Fitness	1. Present Perfect + For/Since 2. May, Might, Will	1. Food preferences 2. Listen to radio interview with food expert 3. Identify specific information in an article
VII	Changes	1. Used to 2. Purpose, cause and results 3. Finding out information 4. Verbs + prepositions 5. Intonation in questions	1. Learn to find information 2. Understand short, predictable conversations 3. Read and predict information in a story 4. **Write** a blog entry
VIII	Money	1. Relative clauses 2. Intensifiers 3. Stress on multi-word verbs 4. Buying items	1. Present a business idea 2. Listen to a discussion about salaries 3. Reading about shopping tips

IX	Nature	1. Comparatives/Superlatives 2. Articles and usage 3. Making guesses 4. Pronunciation of silent letter (must, might, could)	1. Life in the city vs the country-side 2. Listen to radio program about environmental issues 3. Read about experiences in the wild
X	Society	1. Uses of "like" 2. Passive voice 3. Complaining	1. Deciding on punishments that fit the crime 2. Listen to conversations about different cities 3. Read about crime and punish-ment
XI	Technology	1. Present perfect + just, yet, already 2. 1st conditional + when 3. Giving opinions 4. Polite intonation	1. Listen to a discussion about the internet 2. Technology you could not live without 3. Read an article about com-puter games
XII	Fame	1. Reported Speech 2. 2nd Conditional 3. Requests and Offers 4. Suffixes 5. Collocations	1. Your favorite film 2. Listen to people talk about be-ing famous 3. Read a text about personal concierges 4. Use paragraphs to **write** a profile of a famous person

Midterm Paper Guidelines: Material from both guided sessions and online supplementary self-study material.

The mid-test will consist of listening, reading, grammar and writing sections which will test students' language competency of week 1 – 7 materials.

A speaking section for the mid-test has been planned for 2020/2021 academic year and will depend on the capabilities of the new LMS system being introduced (TBA).

Final Paper Guidelines: All material covered in both guided sessions and online supplementary self-study material.

The final test will consist of listening, reading, grammar and writing sections which will test students' language competency of week 1 – 14 materials.

A speaking section for the final test has been planned for 2020/2021 academic year and will depend on the capabilities of the new LMS system being introduced (TBA).

References: City & Guilds International ESOL and ISESOL handbook, student and teacher book (A2 level), Cambridge ESOL resources (A2 level), Cutting Edge Pearson Longman (B1 Level), Speakout Pearson Longman (B1 level), British Council Learn English, Lecturer authentic material.

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