

Module Title: ENGLISH 9 – ADVANCED ACADEMIC SPEAKING SKILLS (C1)					
Module code	Workload	Credits/CP	Semester	Frequency of module	Duration
	90 hrs	3		Each semester	1 semester
1	<b>Module</b> English 9 – Advanced Academic Speaking Skills	<b>Teaching Language</b> English	<b>Contact hours</b> 22.5 hrs	<b>Self-study</b> 67.5 hrs	<b>Class size</b> 23
2	<p><b>Learning outcomes</b>                      The reference of this module is C1.2 according to the Common European Framework of Reference for Languages (CEFR)</p> <p><b>Knowledge (1)</b>                      After successful completion of the module students are able to:</p> <ul style="list-style-type: none"> <li>• Identify the continuous aspect and future in the past</li> <li>• Show cause and result relationships</li> <li>• Know how to intensify adverbs</li> <li>• Identify passive reporting verbs</li> <li>• Use qualifiers and subordinate clauses</li> <li>• Relate vocabulary, phrases, and idioms from in-context subject areas such as teams and teamwork, risk and probability, optimism and pessimism</li> </ul> <p><b>Comprehension (2)</b>                      After successful completion of the module students are able to:</p> <ul style="list-style-type: none"> <li>• Infer meaning from context</li> <li>• Review a project</li> <li>• Recognize contrastive stress</li> <li>• Identify and deal with difficult situations</li> <li>• Assess risk situations</li> <li>• Recognize different stress patterns in accents</li> <li>• Identify grammatical chunks</li> <li>• Interpret and discuss varied text types and infographics</li> </ul> <p><b>Application (3)</b>                      After successful completion of the module students are able to:</p> <ul style="list-style-type: none"> <li>• Show authenticity in delivery</li> <li>• Express themselves accurately and persuasively</li> <li>• Present and communicate confidently and coherently</li> <li>• Demonstrate confidence through body language and eye contact</li> <li>• Use polite and assertive intonation, emphasis, and sentence stress in speaking</li> <li>• Use voice variation</li> <li>• Present information visually</li> <li>• Discuss subject areas such as work issues, benefits and drawbacks, alternatives, visualization, and financial decisions</li> </ul>				

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	<ul style="list-style-type: none"> <li>• Take part in a meeting and make arrangements</li> </ul>
3	<b>Individual component content</b> <ul style="list-style-type: none"> <li>• Authentic skills: <i>Inferring meaning from context, Reading between the lines, Being authentic</i>, the continuous aspect, expressions with <i>mind</i>, contraction with <i>have</i>, reading, listening: <i>Speculating about a mystery</i>, speaking: <i>Talking about visualization, Speculating</i></li> <li>• Authentic skills: <i>Understanding contrastive stress, Supporting the main idea, Using visuals</i>, cause and result, teams and teamwork, voicing in final consonants, emphasizing, reading, listening: <i>Reviewing a project</i>, speaking: <i>Work issues, Cause-and-result, Meetings</i></li> <li>• Authentic skills: <i>Understanding mid-sentence changes in direction and speaker's technique, Thinking about your audience</i>, intensifying adverbs, idioms, stress with intensifying adverbs, polite and assertive intonation, reading, listening: <i>Dealing with awkward situations</i>, speaking: <i>Having difficult conversations, Talking about stress</i></li> <li>• Authentic skills: <i>Avoiding frustration, Analogies, Pace and emphasis</i>, passive reporting verbs, qualifiers, risk and probability, saying lists, reading, listening: <i>Assessing risk</i>, speaking: <i>Facing risks, Discussing alternatives</i></li> <li>• Authentic skills: <i>Dealing with accents, Relevance, Tone variation</i>, subordinate clauses, expressions with <i>look</i> and <i>see</i>, intonation, sure and unsure tones, reading, listening: <i>Life coaching</i>, speaking: <i>Looking after what matters, Vision of the future</i></li> <li>• Authentic skills: <i>Listening for grammatical chunks, Thinking about the speaker's motivation, Being concise</i>, future in the past, optimism and pessimism, sentence stress, reading, listening: <i>Arranging to meet</i>, speaking: <i>Talking about financial decisions, Making arrangements</i></li> </ul>
4	<b>Teaching methods</b> <ul style="list-style-type: none"> <li>• Taught classes based on communicative group activities integrating all 4 skills (reading writing, speaking &amp; listening)</li> <li>• Monolingual, task-based, natural approach focusing on communication</li> <li>• Blended Learning guided online modules to be completed as self-study</li> </ul>
5	<b>Prerequisites</b> <p>a) Successful completion of a Level 8 course</p>
6	<b>Methods of assessment</b> <p>Written examination (50%) &amp; practical work (50%)</p>
7	<b>Person responsible for module/ lecturer</b> <p>Andrew McDouall</p>
8	<b>Reading list (Core texts and recommended texts)</b> <p>Course book (Units 7-12): Dummett, P., Stephenson, H., Lansford, L. (2015). <i>Keynote Advanced</i>. National Geographic Learning Cengage Learning.</p>

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