

COURSE SPECIFICATION

1. Course name and code: English 2 (2111188)

Level of education	: Undergraduate
Type of education	: Formal
Form of education	: Mass
Cohorts	: From 2022 onwards

2. Number of credits

Total: 3 Theory: 3 Practice: 0 Self-study: 6

3. Instructors' names

Họ và tên giảng viên	Email
Hoàng Thị Phong Linh, M.A	hoangthiphonglinh@iuh.edu.vn
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4. Instructional materials

4.1 Required textbooks/materials

[1] John Hughes, Helen Stephenson, Paul Dummett *Life A2-B1 (Student's book)*, 2nd ed, Vietnam edition, National Geographic Learning, 2019. **[KNN.2111188.C.1]**

[2] John Hughes, Helen Stephenson, Paul Dummett *Life A2-B1 (Workbook)*, 2nd ed, Vietnam edition, National Geographic Learning, 2019. **[KNN. 2111188.C.2]**

4.2 Other supplemental materials

[1] Andrew Betsis, Lawrence Mamas (2019). *Simply A2 Key for Schools*, Global ELT **[KNN.2111188.TK.1]**

5. Specific course information

5.1 Course objectives

The course is designed to help students to:

- understand sentences and frequently used expressions related to more abstract-oriented topics in professional contexts.
- interact in simple tasks requiring a simple and direct exchange of information on familiar and professional contexts.

5.2 Brief description of the course

This course enables students to enhance and acquire English language skills in reading, writing, listening and speaking. In addition, it supports each skills-based lesson with speaking activities designed to give students the opportunity to acquire and practice vocabulary and grammar.

5.3 Prior courses (a), prerequisite courses (b) or corequisite courses (c)

English 1 (2111108) (a)

5.4 Other requirements

Students attend at least 80% of the classes.

6. Course learning outcomes and Mapping matrix

6.1 Course learning outcomes (CLOs)

Upon completing the course, the students will be able to:

No	CLOs	Level/Domain
1	Understand the main points of clear standard input on familiar matters regularly encountered in professional contexts (e.g. employment, technology, tourism, history).	Understand (C)
2	Understand short, simple monologues or dialogues with high frequency vocabulary and phrases related to professional contexts (e.g. employment, technology, tourism, history).	Understand (C)
3	Write CVs, formal emails requesting for information, and reviews of films, books, websites, and products.	Apply (C)
4	Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	Apply (C)
5	Demonstrate continuous improvement in studying English during the course	Respond (A)

Note: P (Psychomotor), C (Cognitive), A (Affective)

6.2 Mapping matrix between CLOs, teaching methods and assessment methods

CLOs	Teaching/learning activities					Assessment methods			
	Lecture	Discussion	Repeated practice exercises	Work assignment	Self-study	Multiple-choice questions	Written test	Oral test	Students' active participation
1	✓	✓	✓	✓	✓	✓			
2	✓	✓	✓	✓	✓	✓			
3	✓	✓	✓	✓	✓		✓		
4	✓	✓	✓	✓	✓			✓	
5		✓	✓	✓					✓

7. Topics to be covered

No	Topics	Number of periods	CLOs	Teaching/learning activities	Content and instructions for self-study
1	Chapter 0: COURSE INDUCTION	1	1,2,3,4	Presentation	Prepare new lesson, chapter 7
2	Chapter 7: LIFESTYLES 7.1 Changes in Pennsylvania Vocabulary: Jobs Reading: Changes in working life Grammar: Present perfect and past simple	6	1,2,3,4	Lecture Discussion Practice Homework assignment	- Write a short story about someone's career, using both present perfect and past simple tenses.

	<p>Grammar: Present perfect with for and since</p> <p>7.2 X-ray photographer</p> <p>Vocabulary: Parts of a building</p> <p>Listening: Phone calls in an office</p> <p>Grammar: Prepositions of place and movement</p> <p>Pronunciation: Intrusive /w/</p> <p>Speaking: Giving directions</p> <p>7.3 Twenty-first century cowboys (self-study)</p> <p>Reading: A traditional job</p> <p>Critical thinking: Analyzing comparisons in a text</p> <p>Word focus: <i>make</i> or <i>do</i></p> <p>Speaking: Job satisfaction</p> <p>7.4 A job interview</p> <p>Vocabulary: Job adverts</p> <p>Real life: A job interview</p> <p>7.5 Applying for a job</p> <p>Writing: a CV</p> <p>Writing skill: Missing out words in CVs</p>				<p>- Interview a friend or family member about their job history. Write a summary of their career, using both tenses appropriately.</p> <p>- Develop a role-playing activity simulating a job interview. Create scenarios, questions to practice real job interview situations.</p>
3	<p>Chapter 8:</p> <p>TECHONOLOGY</p> <p>8.1. Mobile technology</p> <p>Vocabulary: Internet verbs</p> <p>Reading: An explorer's blog</p> <p>Grammar: Zero and first conditional</p> <p>Speaking: Planning a trip</p> <p>8.2 Invention for the eyes</p> <p>Speaking: Famous inventions</p> <p>Listening: A science program</p> <p>Grammar: Defining relative clause</p> <p>Speaking: A new invention</p> <p>8.3 Designs from nature (self-study)</p> <p>Reading: Biomimetics</p>	6	1,2,3,4	<p>Lecture</p> <p>Discussion</p> <p>Practice</p> <p>Homework assignment</p>	<p>- Practice matching the vocabulary with their definitions or using them in sentences to reinforce understanding</p> <p>.</p> <p>- Study grammar concepts such as zero and first conditionals, defining relative clauses, and connecting</p>

	<p>Critical thinking: The writer's sources</p> <p>Word building: Dependent prepositions</p> <p>Speaking: Technology</p> <p>8.4 Gadgets</p> <p>Vocabulary: Instructions</p> <p>Pronunciation: Linking</p> <p>Real life: Finding out how something works</p> <p>8.5 An argument for technology</p> <p>Writing: A paragraph</p> <p>Writing skill: Connecting words</p>				<p>words for writing paragraphs.</p> <p>- Write a paragraph supporting the argument for the importance of technology in modern society. Try to use persuasive language and provide examples to strengthen their stance.</p>
4	<p>PROGRESS TEST 1</p> <p>Reading</p>	1	1		
5	<p>Chapter 9: HOLIDAY</p> <p>9.1 Holidays stories</p> <p>Reading: A holiday problem</p> <p>Vocabulary: Holiday collocations</p> <p>Grammar: Past perfect simple</p> <p>Pronunciation: 'd</p> <p>Speaking: A holiday story</p> <p>9.2 A different kind of holiday</p> <p>Listening: Interview with a tour guide</p> <p>Word building: -ed/-ing adjectives</p> <p>Pronunciation: Number of syllables</p> <p>Grammar: Subject questions</p> <p>Speaking: The holiday of a lifetime</p> <p>9.3 Two sides of Paris (self-study)</p> <p>Reading: Two sides of Paris</p> <p>Critical thinking: The author's purpose</p>	6	1,2,3,4	<p>Lecture</p> <p>Discussion</p> <p>Practice</p> <p>Homework assignment</p>	<p>- Write a short story about a holiday where you describe events that happened before and during the holiday, using the past perfect simple tense.</p> <p>- Revise your email requesting information to include appropriate formal expressions.</p> <p>-Practice providing tourist information clearly and concisely.</p>

	<p>Word focus: Place</p> <p>Speaking: A place you know</p> <p>9.4 Tourist information</p> <p>Real life: Requesting and suggesting</p> <p>Pronunciation: /dʒə/</p> <p>Speaking: Tourist information</p> <p>9.5 Requesting information</p> <p>Writing: An email requesting information</p> <p>Writing skill: Formal expressions</p>				-Role-play a conversation where you give tourist information to a friend or family member.
6	<p>Chapter 10: PRODUCTS</p> <p>10.1 A lesson in logos</p> <p>Reading: A lesson in logos</p> <p>Word building: Word forms</p> <p>Grammar: The passive</p> <p>Speaking: Famous products</p> <p>10.2 Product design</p> <p>Vocabulary: Describing design</p> <p>Listening: Product design</p> <p>Grammar: <i>used to</i></p> <p>Pronunciation: /s/ or /z/</p> <p>Speaking: Habits in the past</p> <p>10.3 Is stuff winning (self-study)</p> <p>Reading: Is stuff winning?</p> <p>Critical thinking: Fact or opinion?</p> <p>Speaking: Using less stuff</p> <p>10.4 Website design</p> <p>Vocabulary: Websites</p> <p>Real life: Giving your opinion</p> <p>10.5 A review</p> <p>Writing: A review</p> <p>Writing skill: Giving your opinion</p>	6	1,2,3,4	Lecture Discussion Practice Homework assignment	<p>- Revisit all vocabulary, grammar rules, pronunciation tips, and speaking/writing tasks.</p> <p>- Write a short description of a famous logo's creation using passive sentences.</p> <p>- Write a review of a product or website you have used recently.</p>
7	MIDTERM TEST Writing		3		

8	<p>Chapter 11: HISTORY</p> <p>11.1 The history of video gaming Reading: The history of video gaming Word building: verb + preposition Grammar: Reported speech Speaking: Talking about games</p> <p>11.2 Messages from the past (self-study) Vocabulary: Communication Listening: A message in a bottle Grammar: Reporting verbs (<i>say</i> and <i>tell</i>) Speaking: Reporting a story</p> <p>11.3 Stealing history (self-study) Vocabulary: Ancient history Reading: Stealing history Critical thinking: Emotion words World focus: <i>one</i> Speaking: Saving history</p> <p>11.4 A journey to Machu Pichu Real life: Giving a short presentation Pronunciation: Pausing</p> <p>11.5 The great mountaineer (self-study) Writing: A biography Writing skill: punctuation in direct speech</p>	6	1,2,3,4	Lecture Discussion Practice Homework Assignment	<p>- Think about why saving history is important. Make notes on key points. -Practice talking about the importance of saving history out loud. -Record yourself talking about saving history. Listen to the recording and note any areas for improvement . -Share your thoughts with a friend or family member and ask for feedback.</p>
9	<p>Chapter 12: NATURE</p> <p>12.1 What if ...? Vocabulary: Extreme weather Reading: What if ...?</p>				<p>- Write 10 sentences using the second conditional to</p>

	<p>Grammar: Second conditional Pronunciation: would / wouldn't / 'd Speaking: Hopes and dreams 12.2 Nature in one cubic foot Vocabulary: Nature Listening: A documentary Grammar: <i>anywhere, everyone, nobody, something</i> Speaking: Questions with <i>any</i> 12.3 Living with chimpanzees (self-study) Reading: Living with chimpanzees Critical thinking: close reading Word focus: <i>start</i> Speaking: An interview 12.4 Discussing issues Real life: Finding a solution 12.5 The Eden Project Writing: An article Writing skill: Planning an article</p>				<p>describe hypothetical scenarios related to extreme weather. - Write a short paragraph describing a "What if..." scenario using the second conditional. - Practice conducting an interview with a partner, taking turns being the interviewer and interviewee.</p>
10	REVIEW	6	1,2,3,4	Discussion Homework Assignment	<p>- Pair up with a classmate, friend, or family member. - Take turns asking and answering the questions about personal information (e.g., name, age, hobbies, family, studies/work) ..Provide feedback to each other. - Find a classmate, friend, or family</p>

					member to practice with. Prepare a list of discussion topics or scenarios for role-play (e.g., information exchange, job interview, solution discussion).
11	FINAL TEST Speaking		4		
TOTAL		45			

8. Forms and methods of assessment

8.1 Forms and methods of assessment

Forms of assessment		Assessment methods	CLOs	Types of Assessment	Portion in the final course score (%)
Theory	Progress assessment				20
	Reading test	Multiple-choice	1	Summative	6.67
	Listening test	Multiple-choice	2	Summative	6.67
	Students' participation	Students' active participation	5	Summative	6.66
	Mid-term test	Written test	3	Summative	30
	Final test	Oral test	4	Summative	50

8.2 Measurement of CLOs (Summative assessment)

CLOs	Forms of assessment	Assessment methods	Portion	Targets
1	Progress test 1 (Reading)	Multiple-choice	100%	70%
2	Progress test 2 (Listening)	Multiple-choice	100%	70%
3	Midterm test	Written test	100%	70%
4	Final test	Oral test	100%	70%
5	Students' participation	Students' active participation	100%	70%

8.3 Grading scale: according to the credit system

Date of compilation/update: June 3rd, 2024

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