

**UB01002 ESSENTIAL COMMUNICATION SKILLS
SYNOPSIS, WEEKLY SCHEME OF WORK & ASSESSMENT DESCRIPTION**

Synopsis

This course aims to enhance the four major language skills of listening, reading, speaking and writing and to develop students' knowledge of vocabulary and language needed for basic communication in English. The general objective of the course is to prepare students to attain Level B1+ of the Common European Framework of References (CEFR). An approach is taken to engage learners by practising the four skills via pair or group work and communicative activities involving various themes and issues from around the world. Online learning mode is used in the course activities and assessments, including online quizzes, an interview and a presentation.

Lesson	Text Topics, Briefings, Assessments	Pages & Exercises
<p align="center">1 Oct 11-15</p>	<p>INTRODUCTION TO COURSE</p> <p>1. TRENDS</p> <p>1.1. Talk about changes and friendships</p> <ul style="list-style-type: none"> • Grammar focus: Present simple, continuous and perfect • Vocabulary: Positive and negative phrases about friendship • Pronunciation: Linking phrases <p>1.2. Talk about spending, states, thoughts & feelings</p> <ul style="list-style-type: none"> • Vocabulary: spending • Grammar focus: State verbs 	<p>Page 6-7: 1,2,3,4a,6a,6b,7a,7b,8a,8b,9</p> <p>Page 8-9: 1,2a,2b,3a,3b,4a,4b,5,6,7a,7b,8a,8b 9a,10a, 11a</p>
<p align="center">2 Oct 18-22 (* Oct 19 hol)</p>	<p>1. TRENDS</p> <p>1.3. Listening</p> <ul style="list-style-type: none"> • Listening for key words • Vocabulary: noun suffixes <p>1.4. Opinions, writing for social media</p> <ul style="list-style-type: none"> • Speaking: talk about opinions • Writing: informal language for social media <p>1.5. Social media marketing video</p> <ul style="list-style-type: none"> • Write an advertisement <p>Review of Trends</p>	<p>P10-11</p> <p>1a,1b,2,3,4a,4b,5,7a 8,9a,9b,10,11,12</p> <p>P12-13 1,5,6</p> <p>9,10a</p> <p>P14 1,2,3,5a,5b Review</p>
<p align="center">3 Oct 25-29</p>	<p>2. WHAT A STORY</p> <p>2.1. Talk about past experiences using narrative forms</p> <ul style="list-style-type: none"> • Vocabulary: Describing past experiences • Grammar focus: narrative forms <p>2.2. Sequence events and talk about communication</p> <ul style="list-style-type: none"> • Grammar focus: Time linkers • Vocabulary: Words related to communication • Task: hoax stories <p>2.3. Using comment adverbs</p> <ul style="list-style-type: none"> • Vocabulary: comment adverbs • Task: tell story with comment adverb 	<p>P16-17 1,3,4a,4b, 5,6a,6b,7a,7b,7c, Vox Pops Vid 2</p> <p>P18-19 1a,1b,2,3,4a,5a,5b,6,7a 8a,8b</p> <p>9(2.2) P21 7a,7b,8,9 10a,10b</p>

<p>4 Nov 1-5 (*Nov 4 hol)</p>	<p>2. WHAT A STORY 2.4. Engage a listener, show interest, write a narrative</p> <ul style="list-style-type: none"> • Speaking: Phrases to engage the listeners and show interest • Pronunciation: Intonation to show interest • Reading & Writing: A narrative <p>2.5. Identify plot types of stories</p> <ul style="list-style-type: none"> • video <p>Review of What A Story</p>	<p>P22-23</p> <p>1a,1b,1c,2,3,4a,4b,</p> <p>5a,5b,6</p> <p>7a,7b,8a,9,10 P24-25 1,2,3,5a,5b Review</p>
<p>5 Nov 8-12</p>	<p>5. ENTERTAINMENT 5.1. Talk about different genres of films</p> <ul style="list-style-type: none"> • Vocabulary: movie words • Grammar focus: -ing and infinitive with <i>to</i> <p>5.2. Describe a video game/film</p> <ul style="list-style-type: none"> • Vocabulary & Reading: adjectives to describe video game • Pronunciation: Word stress in longer words • Reading: Nigerian video games • Grammar focus: time expressions: present perfect and past simple <p>*Brief Assessment 1: Online Assessment *Brief Assessment 2: Film Review: Grouping, Film Selection, Approval of film with suitable themes</p>	<p>P46-47 1,2,3,4a,4b,4c 5a,6,7a,7b,8,Vox Pop Video 5</p> <p>P48-49 1</p> <p>2a,2b</p> <p>3 4,5,6a,6b,(7abc: vid game >movie)</p>
<p>6 Nov 15-19</p>	<p>5. ENTERTAINMENT 5.3. Using extreme adjectives</p> <ul style="list-style-type: none"> • Vocabulary: extreme adjectives (degree adverb + adjective) • Pronunciation: Stress on extreme adjectives • Task: reactions using extreme adjectives <p>5.4. Compare and recommend, and write a film review</p> <ul style="list-style-type: none"> • Reading & Writing: a film review • Writing: Contrast linkers • Speaking: Phrases for comparing and recommending • Task: talk about a film <p>5.5 Video Review on Entertainment *Prepare & practise for Film Review *MyLine opens Nov 15 – Dec 26</p>	<p>P51 7a,7b,7c,8,</p> <p>9a,9a,9b,9c</p> <p>10 (>relate to movie presentation elements: story, character, theme)</p> <p>P52-3 1a,1b,2 3a,3b,4,5a,5b,</p> <p>7,8,9,10a,b,c(>relate to movie presentation film) P54 1a,2 Review</p>
<p>7 Nov 22-26</p>	<p style="text-align: center;">* Assessment 2: Film Review (30%)</p>	

Mid-semester 29 Nov-5 Dec

<p>8 Dec 6-10</p>	<p>4. SPACE</p> <p>4.1. Talk about living on water</p> <ul style="list-style-type: none"> • Vocabulary & Speaking: Words related to living on water • Grammar focus: <i>will/be going to</i> for predictions and decisions <p>4.2. Talk about the natural world</p> <ul style="list-style-type: none"> • Vocabulary & Speaking: Words related to the natural world • Listening: Shinrin yoku • Task: discussion <p>4.3. Understand idiomatic phrases about places</p> <ul style="list-style-type: none"> • Vocabulary & Speaking: idiomatic phrases • Task: using idioms <p>4.4. Make enquiries</p> <ul style="list-style-type: none"> • Listening & Speaking: Make enquiries in different contexts <p>* Remind Students to do MyLine</p>	<p>P36-37 1,2a,2b,3</p> <p>4a,4b,4c,4d,5a,5b,5c</p> <p>P38-39 1a,1b,2,3</p> <p>4,5a,5b,6a,6b 10</p> <p>P41 7,8</p> <p>10a,10b</p> <p>P43 5, 9a,9b</p>
<p>9 Dec 13-17</p>	<p>7. AMBITIONS</p> <p>7.2. Talk about experts and high achievers</p> <ul style="list-style-type: none"> • Vocabulary & Reading: High achievers • Grammar & Speaking: question forms <p>7.3 Paraphrasing & Collocations</p> <ul style="list-style-type: none"> • Reading & Speaking: paraphrasing • Vocabulary & Speaking: collocations <p>7.4. Ask and give clarification</p> <ul style="list-style-type: none"> • Speaking: Phrases to ask for and give clarification • Pronunciation: sounding interested and polite <p>* Teachers instruct students to submit MyLine results so far to show progress. Check MyLine list to trace those who haven't started.</p>	<p>P68-69 1,2,3a,3b,4 5a,5b,6a,6b,7</p> <p>P70-71 1a,1b,2a,2b,3a,4,5,6 7,8,10a,10b,11a,11b</p> <p>P73 5,6a,6b,7b,</p> <p>8b,9b (roleplay: any job, use 6a language & clarification language)</p>

<p>10 Dec 20-24</p>	<p>12. INFLUENCE 12.4. Agree and disagree; Write an advantage and disadvantage essay</p> <ul style="list-style-type: none"> • Listening & Speaking: Phrases to express agreement and disagreement • Writing: Write an advantages and disadvantages essay of about 200-250 words (group work) <p>* MyLine closes Dec 26 (11.59pm) * Brief Assessment 3: Group Essay</p>	<p>P122-123</p> <p>1a,1b,2,3,4a,4b,4c,4d,5</p> <p>7a,7b,8a,8b,8c,9a,9b,10,11a,11b,12a,12b</p>
<p>11 Dec 27-31</p>	<p style="text-align: center;">*Assessment 3: Group Essay (20%)</p> <p style="text-align: center;">*Briefing on Assessment 4: Individual Impromptu Speech (25%)</p>	
<p>12 Jan 3-7</p>	<p>9. APPEARANCES 9.1. Describe appearances and make comparisons</p> <ul style="list-style-type: none"> • Vocabulary: physical appearance • Grammar focus: Comparatives and superlatives <p>9.2. Describe paintings; speculate and make deductions</p> <ul style="list-style-type: none"> • Vocabulary: Words describe paintings • Grammar focus: Modals used to deduce and speculate • Task: describe a painting <p>9.5. Video: The Selfie</p> <p>*Prepare for Impromptu Speech (Review units: Units 1,2,4,5,7,9 & 10)</p>	<p>P86-87</p> <p>1a,1b,1c,2a,2b,4 5a,5b,5c,6,7,9</p> <p>P88-89 1,2,3a,3b,4,5a,5b 6,7,8a,8b</p> <p>10 P94:1,2,3,4,5a,5b</p>
<p>13 Jan 10-14</p>	<p style="text-align: center;">Revision and *Assessment 4: Individual Impromptu Speech 25%</p>	
<p>14 Jan 17-21</p>	<p>10. COMPETE AND COOPERATE 10.1. Talk about business & how things are done</p> <ul style="list-style-type: none"> • Vocabulary: Business phrases • Grammar & Speaking: Passives • Task: Product/Service description exchange <p>10.2. Talk about competition</p> <ul style="list-style-type: none"> • Vocab: competitive sport • Grammar & Speaking: Articles • Grammar Focus: Articles • Task: Quotations discussion • Vox Pops Video 10 <p>FUN FINAL ACTIVITY</p>	<p>P96-97</p> <p>3a 5,6a,7,8a,8b 10</p> <p>P98-99 1,2a,2b,2c,3 5a,5b 6,7a, 8a Vox Pops Video 10</p>

ESSENTIAL COMMUNICATION SKILLS (UB01002) ASSESSMENT DESCRIPTION

Assessment 1 (25%) MyLine Online Assessment

Mode: Individual
Duration: 6 weeks

Students are required to answer 10 quizzes on language structures, vocabulary, writing and reading at <http://myline.utm.my/moodle282/>

Language structures and vocabulary in the quizzes relate to those studied throughout the course in the 'Navigate Intermediate' textbook. Students try the quizzes twice and their average score will be taken into account for grading purposes. The MyLinE Task Force will generate students' scores from the system itself. The scores will be uploaded at ELSP@UMS on the website.

Assessment 2 (30%): Film Review: Individual Presentation (20%), Group Discussion (10%)

Mode: Presentation: individual, discussion: group

Part 1: Individual presentation (20%)

Online, using Google Meet etc. Individual students are to review different films of their choice in groups of 4-5. Films are approved by the instructor and must contain a relevant theme or message. Students will present the movie they chose; why they chose the film; and what they want us to know about the movie.

To introduce the film, each student should present a 1-minute video clip showing important elements of the plot, character or film theme (an edited film trailer may be used).

The slide presentation and talk should cover:

- i. the plot
 - the genre and basic story
- ii. the main character(s) qualities
 - their identity and personality and how they developed in the film
- iii. themes and opinion.
(If important to their film, students can mention recommendation; moral values of the film; music; special effects etc.)

Students are to present in groups but are assessed individually. Each will speak for approximately 3-5 minutes.

Each student may use 3 Power Point slides with a maximum of 12 main point words per slide during the presentation. Students face their audience to speak, know their topic and don't read from the slides. Students explain and give examples and quotations to support their main points in order to speak for 3-5 minutes.

For example: The Film: "Frida Kahlo"

<u>Plot</u> * genre: human drama * Mexican woman artist 1920s * husband Diego * rise of communism	<u>Characters</u> * Frida: creative, cripple * Diego: ambitious, unfaithful *development: Frida's fame " poetry on canvas "	<u>Themes</u> *strong woman * fidelity vs. loyalty * struggle to succeed: love, art, pain e.g. paints in bed
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Part 2: Group discussion (10%)

Online, using Google Meet etc. During the review presentations, students are to take notes on their peers' films and form their own ideas / opinions. Students will then need to provide a perspective or point of view in the group discussion regarding which movie they think the best and why. Giving opinions is more important than reaching a consensus. Students are to discuss in groups but are assessed individually. The group discussion will last between 5- 10 minutes.

Assessment 3 (20%): Group Essay. Online, using SmartV3 or email, etc. In groups of film review, students are to collaboratively write an advantages and disadvantages essay in 250 words using the model on page 123 of Navigate. Students may decide any suitable topic for their essay with the instructor's approval.

- i) On the cover page of essay, write:
 - essay title
 - class section
 - film group number
 - group members names and matric numbers.
- ii) Essay must be typed in soft copy Word document:
 - follow instructions 11a, 11b and 12a
 - all members must participate by helping with ideas
 - use language for writing on page 123.

Group leader submits one soft copy per group to the instructor by SmartV3 or email (email must be carefully labelled). For submission via email, the subject line of the email and attached Word document file name must include "Essay" Section Number and Group Number.

Assessment 4 (25%): Individual Impromptu Speech.

Online, using Google Meet/WhatsApp Video Call etc.

This is the final assessment of the course which assesses students' individual oral communication. The chairperson selects themes from the course syllabus and prepares a selection of subtopics related to the themes. Themes and sub-themes for the speech relate to work, travel, current events, trends, stories, entertainment, living space, the future, the natural world, ambitions, appearances and sports from Units 1,2,4,5,7,9 &10. Individual students are given an appropriate topic and then present a spontaneous 3-minute speech, with relevant details and examples and/or reasons. The instructor may ask the student questions related to the subtopic.