Description: English - Level F (10 Weeks)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
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<tr>
<td>ENS</td>
<td>7305</td>
<td>21346</td>
<td>1, 2003</td>
<td>ONC</td>
<td>4.00</td>
<td>TWMBA</td>
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Academic Group: OPACS
Academic Org: OPACSP
HECS Band: 1
ASCED Code: 091501

STAFFING
Examiner: Gay Galligan
Moderator: Jennifer Pender

RATIONALE
The Upper-Intermediate course aims to develop students' language skills and strategies in reading, writing, listening and speaking to a level where they are prepared for the study of English of a more academic nature.

SYNOPSIS
In this course, reading, writing and listening have been organized around skills that students need to develop at this level to cope with the academic language skills encountered in a university preparation course. Students perform a variety of tasks which require them to apply appropriate skills. Reading focuses on the process of reading, from previewing through to demonstrating a good understanding of the text. Writing also works through a process from brainstorming, organizing ideas to writing first and final drafts. Speaking is designed to prepare students for more formal speaking such as presentations and to equip them with higher level functional language such as checking understanding, expressing an opinion, making suggestions and complaints. Listening provides opportunities for the students to know when and how skills such as listening for specific information, listening for gist and listening for main ideas and supporting details can be applied. Self-access at the Upper-intermediate level aims at further developing students' ability to work independently of the teacher on individual language problems/needs.

OBJECTIVES
On completion of this course, the student should be able to:

- carry out all the basic social activities and be able to use oral English for more academic purposes also
- use complex sentence form and modifiers in both speaking and writing
- use a range of connectives and cohesive features
- read a range of texts though not necessarily with a complete understanding
- read newspaper and magazine articles with a high degree of comprehension
- present arguments in writing with a certain amount of clarity and coherence

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening and speaking</td>
<td>40.00</td>
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</table>

1.1. Using the functions of questioning, checking understanding, expressing an opinion, agreeing and disagreeing, giving advice, making suggestions and complaints.

1.2. Preparing and giving a formal presentation on a researched topic.

1.3. Tentatively providing logical and coherent arguments on topic in a debate.

1.4. Carrying on an extended conversation on topics of interest such as leisure, family issues, the environment.

1.5. Listening to a variety of passages or short news broadcasts for specific details.

1.6. Understanding the main points of short talks.

1.7. Taking notes from an extended talk.
2. Reading

2.1. Scanning for specific information.


2.3. Skimming and previewing texts.

2.4. Taking notes from a complex text.

2.5. Reading tables and graphs with confidence.

2.6. Understanding the structure of a variety of texts.

2.7. Reading extensively on a topic of interest.

3. Writing

3.1. Understanding purpose, tone, degree of formality through writing various types of letters and a CV.

3.2. Writing a longer description by grouping and sequencing information.

3.3. Writing essays: cause/effect, argument, compare/contrast.

3.4. Describing data in tabular and graphic form.

3.5. Using notes from research to write an essay.
4. Self-access

4.1. Continuing to develop students' ability to work independently of the teacher.

4.2. Continuing to develop students' interest in and enjoyment of reading by providing a range of short novels.

4.3. Continuing to show students the importance of reviewing.

4.4. Continuing to give students an opportunity to work with other students on a task such as producing a class magazine.

4.5. Encouraging students to seek individual help with their writing.

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

Mangubhai, F. et. al *English on Cue - Level 3,*

STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Directed Study</td>
<td>250</td>
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<tr>
<td>Private Study</td>
<td>150</td>
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ASSESSMENT DETAILS

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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tr>
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<td>21 Mar 2003</td>
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<tr>
<td>(see note)</td>
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<td>TEST MACROSKILLS - READING</td>
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<tr>
<td>TEST MACROSKILLS - WRITING</td>
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<tr>
<td>TEST MACROSKILLS - LISTENING</td>
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<td>TEST MACROSKILLS - SPEAKING</td>
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<td>15.00</td>
<td>Y</td>
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NOTES:

1. Test is for Speaking, Listening, Reading and Writing.
OTHER REQUIREMENTS

1. Students must receive a mark of 60+ in the final Test in All Macroskills to be eligible to proceed to UNIPREP.

2. A selection of the topics will be covered depending on students needs.

3. All the objectives for this course will be covered in the selected topics.