



## ULE - Developing Listening and Speaking Skills Syllabus (Advanced)

- Course Hours:** 76.5 hours for Morning Intensive  
72 hours for Afternoon/Evening Intensive and Semi-Intensive Programs  
36 hours for Saturday Program
- CEFR C1/C2:** The Keynote series content is mapped to the Common European Framework of Reference
- C1** - Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
- Course Goal:** Students will develop advanced conversational English for watching/listening to and discussing a variety of TED TALKS, using relevant vocabulary and grammar. Students will practice and master advanced pronunciation and reading skills, as well as critical thinking and presentation skills.
- Textbook:** National Geographic Keynote, Advanced Student Book, (c2016). Lewis Lansford, Paul Dummett, Helen Stephenson
- Other materials:** Objectives are reviewed in the Scope & Sequence with students  
Curriculum Pacing Document is used to guide instructional delivery.  
Teacher Manual Resources from: [ngl.cengage.com/keynote](http://ngl.cengage.com/keynote))  
Understanding and Using English Grammar, 4<sup>th</sup> Edition, Betty Azar and Stacy Hagan.
- Assessment:** Grades are recorded as percentage grades that correlate to letter grades in Axxess. Successful completion: Criteria that determine successful completion of a course are:
- Satisfactory attendance – students may not miss more than three days per session
  - Up to 10% satisfactory class participation documented in the Class Participation Rubric
  - Up to 10% satisfactory completion of homework assignments documented in the Homework Rubric
  - Up to 40% score on mid-term assessments calculated in AXESS;



- Up to 40% score on final assessments calculated in AXESS, and
- At least an overall grade of 70% to pass.

<b>Grade Components</b>	
Homework	10%
Class Participation	10%
Mid-session Assessment	40%
End-of-session assessment	40%
<b>Total</b>	<b>100%</b>

## Objectives

- Grammar:** Students will demonstrate 70% mastery in: The perfect aspect in discussion of luxury or necessity, expressions of purpose to discuss a time waster flow chart, the continuous aspect to discuss the power of daydreaming, cause and result phrases to discuss the reasons we miss work, intensifying adverbs to discuss to discuss the most stressful life events, subordinate clauses to discuss geo-tourism.
- Reading:** Students will demonstrate comprehension of reading texts on: Sleep, problem solving, the power of visualization, team building, and stress
- Listening:** Students will practice and master: Listening comprehension and identifying main ideas and details, as well as various types of inferences:
- Speaking:** Students will be able to: Talk about luxury and necessities, hedge, Discuss why things are useful, describe a solution, discuss the benefits and drawback of daydreaming, talk about visualization, discuss cause and result relationships and work issues, handle difficult conversations,
- Pronunciation:** Students will learn and practice: Expressions with “to” and “of” which are reduced and changed, stress in content and function words, “ing” sound in continuous verbs, voicing in final consonants, emphasizing the main focus of the sentence, stress with intensifying adverbs, polite and assertive intonation.
- Critical Thinking:** Students will recognize and discuss: The purpose of the talk, using supporting evidence, understanding the speaker’s techniques, the relevance of key aspects of the talks



**Presentation:** Students will recognize and use: Props in presentations, demonstrations to help the audience visualize, authenticity to engage with the audience, visuals as a tool to present information clearly and simply, the perspective of the audience to better communicate ideas, a variety of voice tones to keep audience engaged.

**Curriculum Pacing:** **WEEK ONE**

**Day 1**

Students will introduce themselves, ask questions about US culture and discuss what interests them, discuss making an impact on society and listen to and discuss a Ted Talk by Mark Bezos using vocabulary previewed and completing comprehension exercises, review and use simple present and simple past.

**Day 2**

Students will watch Videos on reintroducing wolves into Yellowstone Park and discuss the impact on the environment, using new vocabulary, watch and discuss a Ted Talk by Graham Hill on downsizing and the impact on our lives and the environment, using vocabulary, grammar, pronunciation, etc., discuss a graph and the changes in the use of certain items that might be considered a necessity and what this means.

**Day 3**

Students will complete exercises and discuss studies and information on sleep deprivation and tricks people use to stay awake, plan a camping trip and use hedging language, plan a two week vacation on a tropical island and use hedging language and relevant vocabulary, discuss whether a doctor or engineer would be better to have if stranded on an island for 1 yr., watch a Ted Talk and identify the main ideas and details.

**Day 4**

Students will give an opinion, watch Part III of the talk and complete missing facts, use vocab. words to answer personal questions, match pieces of evidence with points they support, discuss demonstration skills used in the Ted Talk, read and discuss a chart on types of procrastinators and answer relevant questions, identify and use various grammar forms, convince a classmate why something is useful, complete a puzzle, read a story with a dilemma and find a solution.

**Day 5**



Students will discuss the weekend's activities and current events, give a 2-3 min. demonstration on how to use something, complete listening exercises, identify and use stress in speaking, come up with solutions to problems, discuss background info on imagination for the Ted Talk, identify meaning of new vocab. words, infer vocab. meaning through context, listen to a Ted Talk by Janet Echelman and identify the main ideas, use new vocab. to answer questions.

## **WEEK TWO**

### **Day 6**

Students will discuss the challenges of their demonstration presentations, , identify details of the Ted Talk by Janet Echelman, use vocabulary used in the Ted Talk, answer questions about "reading between the lines", read about and identify presentation skills re: being authentic, identify grammar structures and use those structures to discuss an article about Einstein.

### **Day 7**

Students will complete grammar exercises using the continuous tenses , read an article about the power of visualization and identify summaries of different sections, complete comprehension ex., use expressions with "mind", play "Hangman" with vocabulary from unit, discuss the idea of visualization, listen to a conversation and complete comprehension ex. about a mysterious photo using grammar and vocabulary to show speculation, identify contractions with "have" or "had".

### **Day 8**

Students will discuss a mysterious manuscript using speculative language, discuss communication and how visuals can help people understand, identify new vocabulary, identify contrasting stress in sentences, watch a Ted Talk by Tom Wujec and identify main ideas and details, watch clips from the talk to define vocabulary, read and discuss "viewers comments", read and discuss information on presentation skills that use visuals.

### **Day 9**

Students will discuss presentations due next week, match Ted Talk clips with types of slides, use grammar for cause and result situations, read an article about bad team building and using new vocabulary identify



activities for good team building, discuss the benefits of good teamwork, pronounce voicing in final consonants.

### **Day 10**

Students will give oral presentations on topics provided using vocabulary, organizational skills, visuals, etc., complete listening ex. to recognize vocab. and phrases used in a meeting, complete a questionnaire and role play a meeting using "meeting phrases". Discuss things that cause anxiety and ways that people cope with anxiety, define key words that will be used in this units Ted Talk.

## **WEEK THREE**

### **Day 11**

Students will define new vocabulary to be used in Ted Talk, Watch a Ted Talk by Andy Puddicombe about making meditation more accessible and identify main ideas and details, use vocab. in conversation, match sentences from Ted Talk to technique used to engage the audience, discuss presentation skills for knowing your audience and match tips used to clips from talk. Read and analyze a graph re: stressful life events, read an article and identify various intensifying adverbs and how they are used, complete Ex. with intensifying adverbs

### **Day 12**

Students will discuss background of the movie, The Legend of Bagger Vance and identify main plot, characters, theme, and how it relates to the topics of stress and the philosophy behind meditation as discussed from Ted Talks. Watch key clips from movie and discuss themes, symbolism and the language used, how different characters reacted and their roles as it related to the main theme of overcoming adversity, write a description of overcoming adversity in the students life and what advice they would give themselves as an older, wiser person. Writing will be kept by students for confidentiality.

### **Day 13**

Students will watch a Ted Talk by Diebedo Frances Kere (Creating Community Through the Power of Architecture), identify details, watch clips and define vocabulary, use vocab. in context, identify relevant information, identify and use various intonations, describe a time of excitement, use subordinate clauses with the correct intonation.



### **Day 14**

Students will discuss Geotourism and the reality of so called "green" practices, read an article about and discuss visionaries and identify the main ideas and details of this article, Go on a Field Trip to the American Gallery of Art/ National Portrait Gallery and identify an artist who in some way inspired the student or captured his/her imagination and discuss this with the class.

### **Day 15**

Students will discuss a list of famous Americans and identify what they are known for, read a list of events and inventions during Mark Twain's lifetime and discuss the ramifications of certain inventions, etc., read two poems by Robert Frost and discuss the meaning/symbolism, etc., discuss different types of music and the favorite artists of each student, go to the lab to research a famous American.

## **WEEK FOUR**

### **Day 16**

Students will listen to a life coach talking about her client and the client discussing his vision for his future and complete comprehension exercises, use sure and unsure tones in speaking, role play a life coach and a client discussing goals for the future, identify and use persuasive language, complete review questions and finish working on final presentations.

### **Day 17**

Students will finish any work or exercises from the book, ask any final questions, give final oral presentations, play a word game as a final activity for the last day of class.

### **Assessment:**

Students will participate in class discussion, do assigned homework, and give two individual oral presentations.