

UNIVERSITY PROGRAM

Level: Bachelor  
Program: Accounting

Program code: ACT01

**COURSE SYLLABUS**  
**Course name ENGLISH II**

<b>1. Course code</b>	ENG02A
<b>2. Number of credits</b>	03
<b>3. Time distribution</b>	
- Theory	30 hours
- Exercise/Discuss	15 hours
- Practice	15 hours
- Internship	
- Self-study	90 hours
<b>4. Lecturers</b>	
- Course Leader:	MA. Ngô Tùng Anh
- All lecturers:	1. MA. Đinh Thị Bắc Bình 2. MA. Nguyễn Thị Thủy 3. MA. Nguyễn Thị Thu Trang 4. MA. Phạm Thị Ngọc Anh 5. MA. Trần Thị Thu Thủy 6. MA. Ngô Tùng Anh
- Faculty/Division:	Department of General English – Faculty of Foreign Languages
<b>5. Pre-requisites:</b>	
- Courses:	English 1
<b>6. Type</b>	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Optional compulsory
<b>7. Group</b>	<input checked="" type="checkbox"/> General education <input type="checkbox"/> Major education <input type="checkbox"/> Specialization education <input type="checkbox"/> Graduate

## 8. Course Objective:

The English II course, along with the subsequent English III course, helps students achieve Level 3 according to the six-level foreign language proficiency framework established under Circular No. 01/2014/TT-BGDDT dated January 24, 2014, issued by the Ministry of Education and Training. Accordingly, students have the opportunity to comprehensively develop all four language skills, in addition to learning grammar and vocabulary through lessons that cover a variety of topics: Daily life, Arts, Science and Technology and exercise types. To achieve all these, students study English not only in class but also after class time as they have to complete a quantity of extra exercises, which are developed to solid their English language knowledge and skills and to establish their self - study skills and habit.

At the same time, the course is designed with group exercises so that students become familiar with teamwork activities, develop their cooperation skills, and enhance their competence of information technology, their ability in information searching, their critical thinking and communication skills. Furthermore, this type of exercise stimulates students' creativity and ability to learn from others. As a result, students find motivation to study and build a sense of responsibility.

## 9. Course Learning Outcomes:

### a. After completing this course, students will be able to:

Number	Chuẩn đầu ra học phần (Course Learning Outcome)	Kiến thức (Cognitive)	Kỹ năng (Psychomotor)	Thái độ (Affective)
CLO1	<b>Group work:</b> form and sustain groups for exchanging ideas, discussing, and resolving everyday life situations using the target language.	Apply	Precision	Valueing
CLO2	<b>Listening comprehension:</b> understand the main content and detailed information in monologues and dialogues on topics related to everyday life.	Apply	Precision	Valueing
CLO3	<b>Oral communication:</b> apply a diverse range of vocabulary, accurate grammatical structures, and suitable communication strategies to talk about oneself and discuss everyday communication situations.	Apply	Precision	Valueing
CLO4	<b>Reading comprehension:</b> accurately grasp the main ideas and detailed information in texts or reading passages—whether short or relatively long—on familiar topics in everyday life.	Apply	Precision	Valueing
CLO5	<b>Written communication:</b> apply vocabulary and flexible, accurate grammatical structures with appropriate communication strategies to write letters, messages, notes, or postcards on familiar topics.	Apply	Precision	Valueing

### b. Matrix of relationship between Course Learning Outcomes and Program Learning Outcomes:

CLO/ PLO	PLO3
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CLO1	3.1.E2 3.2.E2 3.3.E2
CLO2	
CLO3	3.4.E2 3.6.E2
CLO4	
CLO5	3.4.E2 3.5.E2

## 10. Assessment:

This assessment measures the CLOs achievement of students.

Component	Activities	Method	Proportion (%)	Time	CLOs
Process (40%)	A11 - Attendance	- Attend class - Contribute to class discussions - Complete homework assignments	10%	Sessions 1- 16	
	A12 - Test 1	Situation-based Project	15%	Session 10	CLO1
	A13 -Test 2	Role-play speaking test	15%	Sessions 14 & 15	CLO3
Final (60%)	A21 Final exam	Multiple Choice & Essay	60%	As scheduled by the Banking Academy.	CLO245

## 11. Studying process

<b>Lecture 1</b>	<b>Contribution to CLOs: CLO1</b>
<b>Contents</b>	Course introduction
<b>Materials</b>	- Syllabus, Project guideline - Slides, Audio - Course book: Focus (2 <sup>nd</sup> Edition). Kay, S., Jones, W and Brayshaw, D. (2020). Focus 2. Pearson Press
<b>Teaching and</b>	<b>Teaching activities:</b>

<b>learning activities</b>	<ul style="list-style-type: none"> <li>- Activities to get acquainted with the class</li> <li>- Introduction to the detailed course syllabus</li> <li>- Introduction to the midterm project: the teacher provides guidance on implementation, assessment, selection, and condensation of the topic</li> <li>- Introduction to the final exam covering reading skills (Parts 1, 2, 3), listening skills (Parts 1, 2), speaking skills (Parts 1, 2), and writing skills (Parts 1, 2) at B1 level, CEFR (2015)</li> <li>- Address questions of students about the group assignment.</li> </ul> <p><b>Learning activities:</b></p> <ul style="list-style-type: none"> <li>- Explore the course following the teacher's instructions</li> <li>- Ask questions related to the textbook, group assignments, and classroom organization</li> </ul> <p><b>Homework:</b></p> <p>Preview Vocabulary and Grammar for Unit 1: <b>Lives People Live</b></p>
<b>Assessment</b>	
<b>Lecture 2</b>	<b>Contribution to CLOs:</b> CLO2, CLO3, CLO4
<b>Contents</b>	<p><b>Unit 1: Lives people live</b></p> <ul style="list-style-type: none"> <li>- Vocabulary: Personality; un-, in-, im-, ir-, dis-; questions with like</li> <li>Reading: Charity</li> <li>- Listening: Voluntary work</li> <li>Vocabulary: -ive, -ative, -able, -ing</li> <li>Exam Focus: Note completion</li> <li>Pronunciation Focus: Word stress – personality adjectives</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Course book : Focus (2<sup>nd</sup> Edition). Kay, S., Jones, W and Brayshaw, D. (2020). Focus 2. Pearson Press</li> <li>- Doff, A., Thaine, C., Puchta, H., Stranks, J., Lewis-Jones, P. (2021). Cambridge English Empower Intermediate Student's Book: Intermediate. Vietnam Education Publisher</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching Activities:</b></p> <ul style="list-style-type: none"> <li>- Provide vocabulary instruction related to describing personality and emotions.</li> <li>- Guide the note completion listening skill.</li> <li>- Instruct Writing Part 1: Sentence rewriting (B1 level, CEFR 2015).</li> <li>- Formulate questions in the present tense.</li> <li>- Address questions of students about the group assignment.</li> </ul> <p><b>Learning activities:</b></p> <ul style="list-style-type: none"> <li>- Engage in independent work and group discussions based on the lesson content.</li> <li>- Ask questions about the group assignment.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Complete the assigned homework in the workbook. (Unit 1)</li> <li>- Preview Reading and Grammar (Part 2) for Unit 1: <b>Lives people live</b>.</li> </ul>

<b>Assessment</b>	Randomly select students to assess their vocabulary and speaking ability in describing personality and human emotions.
<b>Lecture 3</b>	<b>Contribution to CLOs:</b> CLO1, CLO3, CLO4
<b>Contents</b>	<p><b>Unit 1: Lives people live (cont.)</b></p> <ul style="list-style-type: none"> <li>- Reading: A brief guide to the generations</li> <li>Vocabulary: Verb + preposition</li> <li>Exam Focus: Matching</li> <li>-Grammar: Verb + -ing or verb + to infinitive</li> <li>Vocabulary: Clothes</li> <li>- Use of English: so and such</li> <li>Multiple-choice cloze</li> <li>-Speaking: Showing interest</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Course book : Focus (2<sup>nd</sup> Edition). Kay, S., Jones, W and Brayshaw, D. (2020). Focus 2. Pearson Press</li> <li>- Handouts for speaking, B1 level, CEFR (2015)</li> <li>- Anderson, P. (2021). Empower B1 Pre-Intermediate Student's Book with Online Access B1. Vietnam Education Publisher</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching Activities:</b></p> <ul style="list-style-type: none"> <li>- Receive project advice from the teacher by asking questions.</li> <li>- Provide guidance on reading skills and strategies for completing reading tasks.</li> <li>- Differentiate the usage of "so," "such," gerunds and infinitives, and prepositions.</li> <li>- Supply vocabulary related to the topic of clothes.</li> <li>- Practice speaking about daily activities using vocabulary that expresses human emotions.</li> <li>- Provide handouts and instructions on speaking skills for the B1 level exam, based on the European CEFR (2015) framework.</li> <li>- Address questions of students about the group assignment</li> </ul> <p><b>Learning activities:</b></p> <ul style="list-style-type: none"> <li>- Engage in independent work and group discussions based on the lesson content.</li> <li>- Ask questions about the group assignment.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Complete the assigned homework in the workbook. (Unit 1)</li> <li>- Review Unit 1 wordlist.</li> <li>- Complete handouts for speaking, B1 level, CEFR (2015)</li> </ul>
<b>Assessment</b>	Apply a combination of Teacher Assessment and Peer Assessment.
<b>Lecture 4</b>	<b>Contribution to CLOs:</b> CLO1, CLO2, CLO3
<b>Contents</b>	<p><b>Further Practice 1</b></p> <ul style="list-style-type: none"> <li>- Introduction of exam format for Listening and Speaking skills</li> </ul>

	<ul style="list-style-type: none"> <li>- Instructions on techniques to complete the exam, B1 format of the European CEFR (2015).</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Sample test</li> <li>- Anderson, P. (2021). Empower B1 Pre-Intermediate Student's Book with Online Access B1. Vietnam Education Publisher</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching Activities:</b></p> <ul style="list-style-type: none"> <li>- Introduce exam techniques for listening, speaking, reading, and writing skills based on the B1 format of the European CEFR (2015).</li> <li>- Address questions of students about the group assignment.</li> </ul> <p><b>Learning activities:</b></p> <ul style="list-style-type: none"> <li>- Participate in skill development activities: Q&amp;A sessions, discussions; pair, group, and independent work for practicing listening, speaking, reading, and writing skills.</li> <li>- Discuss project implementation through Q&amp;A among groups and with the teacher.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Complete the assigned homework in the workbook</li> <li>- Complete the Focus Review section of Unit 1.</li> <li>- Preview Vocabulary and Grammar for Unit 2: <b>Science and Technology</b>.</li> </ul>
<b>Assessment</b>	Randomly call on students to answer and provide comments.
<b>Lecture 5</b>	<b>Contribution to CLOs:</b> CLO2, CLO3, CLO4
<b>Contents</b>	<p><b>Unit 1:Lives people live. (cont.)</b>  Focus Review</p> <p><b>Unit 2: Science and Technology</b></p> <ul style="list-style-type: none"> <li>- Vocabulary: Phones and computers; word building; collocations</li> <li>- Listening: Famous scientists</li> <li>- Grammar: Past Continuous and Past Simple</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Course book : Focus (2<sup>nd</sup> Edition). Kay, S., Jones, W and Brayshaw, D. (2020). Focus 2. Pearson Press</li> <li>- Handouts for Writing Part 1, B1-level exam, CEFR (2015).</li> <li>- Adrian, D., Craig, T., Herbert, P., Jeff, S., &amp; Peter, L. (2018). Empower B1. Cambridge.</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching Activities:</b></p> <ul style="list-style-type: none"> <li>- Correct exercises in Focus Review 1.</li> <li>- Conduct Q&amp;A sessions to assess learner comprehension and address student questions.</li> <li>- Provide vocabulary and guidance on its usage for the theme "Science and Technology."</li> <li>- Instruct students on expanding vocabulary through word formation.</li> <li>- give some practice listening skills.</li> </ul>

	<ul style="list-style-type: none"> <li>- Reinforce and differentiate the use of past simple and past continuous.</li> <li>- Guide students on completing Writing Part 1, B1 formatted (CEFR, 2015).</li> <li>- Address questions of students about the group assignment.</li> </ul> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>- Participate in individual, paired, or group activities as directed by the teacher.</li> <li>- Listen to lectures, take notes, ask questions, and answer questions.</li> <li>- Practice listening skills.</li> <li>- Ask questions to the teacher about the group assignment (if any).</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Complete the assigned homework focusing on vocabulary and grammar in the workbook. (Unit 2).</li> <li>- Complete handouts for Writing Part 1, B1 formatted (CEFR, 2015).</li> <li>- Preview Listening, Reading, and Use of English for Unit 2: <b>Science and Technology</b></li> </ul>
<b>Assessment</b>	Randomly call on students to answer and provide comments.
<b>Lecture 6</b>	<b>Contribution to CLOs:</b> CLO1, CLO4
<b>Contents</b>	<p><b>Unit 2: Science and Technology (cont.)</b></p> <ul style="list-style-type: none"> <li>-Listening: Becoming a scientist</li> <li>-Vocabulary: Science and scientists; collocations</li> <li>Exam Focus: Matching</li> <li>Pronunciation Focus: Word stress – scientists</li> <li>- Reading: Science at the South Pole</li> <li>Vocabulary: Nouns and verbs; the temperature</li> <li>Exam Focus: Multiple choice</li> <li>- Use of English: Linkers and time expressions</li> <li>Multiple-choice cloze</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Course book: Focus (2<sup>nd</sup> Edition). Kay, S., Jones, W and Brayshaw, D. (2020). Focus 2. Pearson Press</li> <li>- Adrian, D., Craig, T., Herbert, P., Jeff, S., &amp; Peter, L. (2018). Empower B1. Cambridge.</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching Activities</b></p> <ul style="list-style-type: none"> <li>- Provide vocabulary related to the topic of science and guide listening skills and exam strategies for matching tasks.</li> <li>-Introduce noun forms derived from verbs and guide reading skills and strategies for multiple-choice reading questions.</li> <li>-Review the use of linkers, time expressions, and "used to," and guide students on multiple-choice cloze reading tasks.</li> <li>-Q&amp;A: Assess learners' comprehension and respond to students' questions.</li> <li>-Implement pair work, group work, and independent activities for listening, speaking, reading, and writing tasks.</li> <li>- Address questions of students about the group assignment.</li> </ul>

	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>-Participate in individual, pair, and group activities as instructed by the teacher.</li> <li>-Listen to lectures, take notes, ask and answer questions.</li> <li>-Ask questions about group assignment.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>- Complete assigned homework assigned in the workbook. (Unit 2).</li> <li>- Preview: Grammar + Focus review for Unit 2: <b>Science and Technology</b></li> </ul>
<b>Assessment</b>	Randomly call on students to answer and provide feedback.
<b>Lecture 7</b>	<b>Contribution to CLOs:</b> CLO1, CLO3, CLO5
<b>Contents</b>	<p><b>Unit 2: Science and Technology (cont.)</b></p> <ul style="list-style-type: none"> <li>-Grammar: used to</li> <li>-Speaking</li> <li>-Focus Review</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Course book: Focus (2<sup>nd</sup> Edition). Kay, S., Jones, W and Brayshaw, D. (2020). Focus 2. Pearson Press</li> <li>- Handouts for speaking part 2, B1 level, CEFR (2015)</li> <li>- Handouts for writing part 2, B1 level, CEFR (2015)</li> <li>- Anderson, P. (2021). Empower B1 Pre-Intermediate Student's Book with Online Access B1. Vietnam Education Publisher</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching Activities:</b></p> <ul style="list-style-type: none"> <li>- Reinforce and review the grammar structure "used to."</li> <li>-Guide a speaking activity on the topic of Science and Technology.</li> <li>-Provide handouts and instructions on speaking skills for the B1-level exam, CEFR (2015).</li> <li>-Review Focus Review 2 and guide the skills for Writing Part 2 in line with the B1-level exam format under the European CEFR.</li> <li>-Conduct Q&amp;A sessions to assess learners' comprehension and address student questions.</li> <li>- Address questions of students about the group assignment.</li> </ul> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Participate in individual, paired, or group activities as directed by the teacher.</li> <li>-Listen to lectures, take notes, ask questions, and provide responses.</li> <li>- Engage in Q&amp;A sessions related to the project.</li> <li>- Ask questions about the group assignment.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Complete homework assigned in workbook. (Unit 2)</li> <li>- Complete handouts for speaking part 2, B1 level, CEFR (2015)</li> <li>- Complete handouts for writing part 2, B1 level, CEFR (2015)</li> </ul>
<b>Assessment</b>	Randomly call on students to answer and provide feedback.

<b>Lecture 8</b>	<b>Contribution to CLOs:</b> CLO1, CLO4, CLO5
<b>Contents</b>	<p><b>Further Practice 2</b></p> <p>Introduction to the Exam Format and Instructions for answering for Reading and Writing Skills</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides</li> <li>- Sample test</li> <li>- Anderson, P. (2021). Empower B1 Pre-Intermediate Student's Book with Online Access B1. Vietnam Education Publisher</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching Activities:</b></p> <ul style="list-style-type: none"> <li>-Introduce exam techniques for listening, speaking, reading, and writing skills based on the B1 CEFR (2015).</li> <li>- Address questions of students about the group assignment.</li> </ul> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Participate in skill development activities: Q&amp;A, discussions (pair/group/independent work) to practice listening, speaking, reading, and writing skills.</li> <li>-Discuss project implementation through Q&amp;A sessions between groups and with the teacher.</li> <li>-Ask the teacher questions about the group assignment.</li> </ul> <p><b>Homework:</b></p> <p>Preview vocabulary and grammar for <b>Unit 3: The Arts</b>.</p>
<b>Assessment</b>	Randomly call on students to answer and provide feedback.
<b>Lecture 9</b>	<b>Contribution to CLOs:</b> CLO1, CLO3, CLO4
<b>Contents</b>	<p><b>Unit 3: The Arts</b></p> <ul style="list-style-type: none"> <li>-Vocabulary: TV programmes; adjectives; elements of a film/TV drama</li> <li>Reading: One episode is never enough</li> <li>-Grammar: Comparative and superlative adjectives</li> <li>-Listening: A street artist</li> <li>Vocabulary: Art and artists</li> <li>Exam Focus: Multiple choice</li> <li>Pronunciation Focus: Word stress – countries and nationalities</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Course book : Focus (2<sup>nd</sup> Edition). Kay, S., Jones, W and Brayshaw, D. (2020). Focus 2. Pearson Press</li> <li>- Doff, A., Thaine, C., Puchta, H., Stranks, J., Lewis-Jones, P. (2021). Cambridge English Empower Intermediate Student's Book: Intermediate. Vietnam Education Publisher</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching Activities:</b></p> <ul style="list-style-type: none"> <li>-Provide vocabulary related to the topic of art.</li> <li>-Review the use of comparative and superlative adjectives.</li> </ul>

	<ul style="list-style-type: none"> <li>-Guide students in listening skills and multiple-choice listening strategies.</li> <li>-Conduct a Q&amp;A session to assess students' comprehension and address their questions.</li> <li>-Introduce pair, group, and independent work methods for listening, speaking, reading, and writing activities.</li> <li>- Address questions of students about the group assignment.</li> </ul> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Participate in skill development activities: Q&amp;A, discussions (pair/group/independent work) to practice listening, speaking, reading, and writing.</li> <li>-Ask the teacher questions about the group assignment.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>-Complete homework assigned in the workbook. (Unit 3)</li> <li>-Preview Reading + Grammar + Use of English for Unit 3: <b>The Arts</b></li> </ul>
<b>Assessment</b>	Randomly call on students to answer and provide feedback.
<b>Lecture 10</b>	<b>Contribution to CLOs:</b> CLO1, CLO4
<b>Contents</b>	<p>Collect the project (Midterm Test No. 1)</p> <p><b>Unit 3: The Arts (cont.</b></p> <ul style="list-style-type: none"> <li>-Reading: Superheroes</li> <li>Vocabulary: Books; cinema; phrasal verbs</li> <li>Exam Focus: Matching</li> <li>-Grammar: Present Perfect with just, already, (not) yet and Past Simple</li> <li>-The use of English: too and not enough</li> <li>Key word transformation</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Course book : Focus (2<sup>nd</sup> Edition). Kay, S., Jones, W and Brayshaw, D. (2020). Focus 2. Pearson Press</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching Activities:</b></p> <ul style="list-style-type: none"> <li>-Introduce and guide students through vocabulary related to books and cinema, including phrasal verbs.</li> <li>-Teach matching questions strategies for reading comprehension.</li> <li>-Review and reinforce the use of just, already, (not) yet, and the distinction between present perfect and past simple.</li> <li>-Strengthen the use of too and enough in sentence structures.</li> <li>-Conduct a Q&amp;A session to assess students' comprehension and respond to their questions.</li> <li>-Implement pair, group, and independent work methods for listening, speaking, reading, and writing activities.</li> </ul> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Participate in activities as instructed by the teacher.</li> <li>-Listen to lectures, take notes, ask questions, and answer questions.</li> </ul>

	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>-Complete homework assigned in the workbook. (Unit 3)</li> <li>-Preview Speaking task and Focus Review for Unit 3: <b>The Arts</b></li> </ul>
<b>Assessment</b>	Randomly call on students to answer and provide feedback.
<b>Lecture 11</b>	<b>Contribution to CLOs:</b> CLO2, CLO3
<b>Contents</b>	<p><b>Unit 3: The Arts (cont.)</b></p> <ul style="list-style-type: none"> <li>- Speaking: Describing a photo</li> <li>- Focus Review</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Course book : Focus (2<sup>nd</sup> Edition). Kay, S., Jones, W and Brayshaw, D. (2020). Focus 2. Pearson Press</li> <li>- Handouts for speaking, part 2, B1, CEFR (2015)</li> <li>- Doff, A., Thaine, C., Puchta, H., Stranks, J., Lewis-Jones, P. (2021). Cambridge English Empower Intermediate Student's Book: Intermediate. Vietnam Education Publisher</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching Activities:</b></p> <ul style="list-style-type: none"> <li>-Guide students in speaking skills: Describing a photo.</li> <li>-Provide handouts and instruct students on B1 CEFR (2015) speaking exam techniques.</li> <li>-Review and explain the Focus Review.</li> <li>-Conduct a Q&amp;A session to assess students' comprehension and address their questions.</li> <li>-Implement pair, group, and independent work methods for listening, speaking, reading, and writing activities.</li> </ul> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Participate in activities as instructed by the teacher.</li> <li>-Listen to lectures, take notes, ask questions, and answer questions.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Complete homework assigned in the workbook. (Unit 3)</li> <li>- Complete handouts for speaking, part 2, B1, CEFR (2015)</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>-Randomly call on students to answer and provide feedback</li> <li>-Grade and return assignments with comprehensive feedback.</li> </ul>
<b>Lecture 12</b>	<b>Contribution to CLOs:</b> CLO1, CLO3, CLO4
<b>Contents</b>	<p><b>Further Practice 3</b></p> <p>Exam Format and Guidelines for Speaking and Reading Skills (B1, CEFR - 2015)</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Online sample test</li> <li>- Adrian, D., Craig, T., Herbert, P., Jeff, S., &amp; Peter, L. (2018). Empower B1. Cambridge.</li> </ul>

<b>Teaching and learning activities</b>	<p><b>Teaching Activities:</b></p> <ul style="list-style-type: none"> <li>-Introduce exam techniques for speaking and reading skills based on the B1 CEFR (2015).</li> <li>- Address questions of students about the teacher's comment on the group assignment</li> </ul> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Participate in skill development activities: Q&amp;A, discussions (pair/group/independent work) to practice speaking and reading skills.</li> <li>-Ask the teacher questions about the comment on the group assignment.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>-Complete homework assigned: sample test (online).</li> </ul>
<b>Assessment</b>	Use the assessment rubric (Appendix CLO1) and provide feedback on each assignment.
<b>Lecture 13</b>	<b>Contribution to CLOs:</b> CLO1, CLO2, CLO5
<b>Contents</b>	<p><b>Further Practice 4</b></p> <p>Exam Format and Guidelines for Listening and Writing Skills (B1, CEFR - 2015)</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Slides, Audio</li> <li>- Online sample test</li> <li>- Adrian, D., Craig, T., Herbert, P., Jeff, S., &amp; Peter, L. (2018). Empower B1. Cambridge.</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teaching Activities:</b></p> <p>Introduce exam techniques for listening and writing skills based on the B1 CEFR (2015) format.</p> <p><b>Learning Activities:</b></p> <p>Participate in skill development activities to practice listening and writing skills.</p> <p><b>Homework:</b></p> <p>Complete homework assigned: online sample test.</p>
<b>Assessment</b>	Randomly call on students to answer and provide detailed feedback on their listening and writing skills.
<b>Lecture 14</b>	<b>Contribution to CLOs:</b> CLO1, CLO3
<b>Contents</b>	Midterm Test 1 (B1 – formatted speaking test)
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Question sheets including accompanying images.</li> <li>- Recorders for the speaking test.</li> <li>- Anderson, P. (2021). Empower B1 Pre-Intermediate Student's Book with Online Access B1. Vietnam Education Publisher</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teacher's Assessment Activities:</b></p> <ul style="list-style-type: none"> <li>-Grade the <b>speaking test</b> based on the standardized format and assessment criteria that have been agreed upon and published.</li> </ul>

	<p>-Record students' speaking tests.</p> <p><b>Student Activities:</b></p> <p>Participate in the speaking test in pairs, following the announced format:</p> <p><b>Part 1: Individual Interview</b></p> <p>Answer questions about family, hobbies, studies, future plans, travel, etc.</p> <p><b>Part 2: Interactive Discussion</b></p> <p>Engage in a conversation to exchange opinions, discuss, and make decisions on 6-7 options related to a common real-life situation.</p>
<b>Assessment</b>	Use the assessment rubric (Appendix – CLO3) to evaluate students' performance.
<b>Lecture 15</b>	<b>Contribution to CLOs:</b> CLO1, CLO3
<b>Contents</b>	Midterm Test 2 (B1 – formatted speaking test) (cont.)
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Question sheets including accompanying images.</li> <li>- Recorders for the speaking test.</li> <li>- Anderson, P. (2021). Empower B1 Pre-Intermediate Student's Book with Online Access B1. Vietnam Education Publisher</li> </ul>
<b>Teaching and learning activities</b>	<p><b>Teacher's Assessment Activities:</b></p> <p>-Grade the speaking test according to the standardized format and the agreed-upon and published assessment criteria.</p> <p>-Record students' speaking tests.</p> <p><b>Student Activities:</b></p> <p>Participate in the speaking test in pairs, following the announced format:</p> <p><b>Part 1: Individual Interview</b></p> <p>Answer questions about family, hobbies, studies, future plans, travel, etc.</p> <p><b>Part 2: Interactive Discussion</b></p> <p>Engage in a conversation to exchange opinions, discuss, and make decisions related to a common real-life situation.</p>
<b>Assessment</b>	Use the assessment rubric (Appendix – CLO3) to evaluate students' performance.
<b>Lecture 16</b>	<b>Contribution to CLOs:</b> CLO2, CLO4, CLO5
<b>Contents</b>	<p><b>END-OF-COURSE REVIEW</b></p> <ul style="list-style-type: none"> <li>- Review Session: Grammar and Test-Taking Strategies for Listening, Reading, and Writing Skills</li> <li>- Instructions for final test on itest</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Handouts</li> <li>- Online source: (Test Samples) <a href="https://www.englishrevealed.co.uk/pet.php">https://www.englishrevealed.co.uk/pet.php</a></li> <li>- Doff, A., Thaine, C., Puchta, H., Stranks, J., Lewis-Jones, P. (2021). Cambridge English Empower Intermediate Student's Book: Intermediate. Vietnam Education Publisher</li> </ul>

<b>Teaching and learning activities</b>	<p><b>Teaching Activities:</b></p> <ul style="list-style-type: none"> <li>-Review grammar knowledge and test-taking strategies for the Listening, Reading, and Writing sections.</li> <li>-Q&amp;A session: Assess students' comprehension and respond to their questions.</li> <li>-Implement pair, group, and independent work methods for listening, speaking, reading, and writing activities.</li> </ul> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Participate in activities as instructed by the teacher.</li> <li>-Listen to lectures, take notes, ask questions, and answer questions.</li> <li>-Practice with Practice Tests.</li> </ul> <p><b>Homework</b></p> <p>Complete homework assigned: online sample test</p>
<b>Assessment</b>	Randomly call on students to answer and provide detailed feedback on their skills..

## 12. Materials

### a. Textbook

Focus (2<sup>nd</sup> Edition). Kay, S., Jones, W and Brayshaw, D. (2020). Focus 2. Pearson Press

### b. Other references

- [1] Adrian, D., Craig, T., Herbert, P., Jeff, S., & Peter, L. (2018). Empower B1. Cambridge.
- [2] Anderson, P. (2021). Empower B1 Pre-Intermediate Student's Book with Online Access B1. Vietnam Education Publisher
- [3] Doff, A., Thaine, C., Puchta, H., Stranks, J., Lewis-Jones, P. (2021). Cambridge English Empower Intermediate Student's Book: Intermediate. Vietnam Education Publisher

## 13. Requirements:

Students must fulfill the following tasks:

- Attend at least 80% of the total class sessions.
- Participate in group activities as required by the course.
- Conduct independent research on assigned topics outside of class hours.
- Complete all course assessments.

*Note: The instructor may add additional requirements specific to their course.*

## 14. Approval Date:

## 15. Approval:

Dean of Faculty (responsible for the program)	Vice Dean of Faculty/ Head of division	Module Leader
Ph.D. Phan Thị Anh Đào	MA. Ngô Tùng Anh	MA. Trần Thị Thu Thủy

## Appendix 1 - Analytical Rubrics for Course Learning Outcomes (CLOs)

**CLO1 Group work:** Form and sustain groups for exchanging ideas, discussing, and resolving everyday life situations using the target language.

Performance level	Don't meet expectations	Below expectations	Marginally adequate	Meets expectations	Exceeds expectations
Assessment score	< 40%	40%-54%	55%-69%	70%-84%	85% - 100%
Criteria					
Team Goal Setting	Failed to perform assigned tasks or define specific goals.	Defined some goals but did not achieve any.	Goals were set, but some lacked clarity; a few were completed.	Goals were relatively clear and agreed upon within the team.	Goals were clearly defined, agreed upon, and successfully achieved.
Planning and Decision-Making	Failed to perform assigned tasks or develop a team plan.	Team decisions lacked discussion and consensus among all members. Decisions were made individually.	Team decisions were discussed but not fully agreed upon within the team.	Tasks were discussed, debated, and decided among team members, achieving team consensus.	Tasks were discussed transparently and clearly within the team, resulting in strong consensus on decisions.
Member Roles & Contributions	Failed to perform assigned tasks, or team members were not assigned roles and tasks.	Team members were assigned roles and tasks, but these were unclear. Team members did not complete tasks on time.	Team members were assigned roles and tasks, but the distribution was not appropriate. Some team members may not have completed tasks on time.	Team members were assigned relatively specific and equal roles. All members contributed and completed tasks on time.	All team members were assigned clear and equal roles and tasks. All members contributed and completed tasks with high efficiency.
Using English in a Communicative Situation (evaluated via video)	Failed to meet the requirements of the communicative situation.	Conveyed limited information. Made numerous errors in vocabulary,	Conveyed information. Used relatively accurate basic vocabulary and grammar.	Conveyed information clearly. Used accurate basic vocabulary and grammar. Clear	Conveyed information effectively. Used accurate basic vocabulary and grammar, and some

		grammar, and pronunciation. Minimal interaction.	Some pronunciation errors. Interaction occurred but was ineffective and unbalanced among members.	pronunciation. Interaction was relatively even and effective among members.	advanced vocabulary and grammar. Accurate stress and intonation. Active, even, and effective interaction among all members.
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**CLO2: Listening comprehension:** Understand the main content and detailed information in monologues and dialogues on topics related to everyday life.

Performance Level	Don't meet expectations	Below expectations	Marginally adequate	Meets expectations	Exceeds expectations
<b>Assessment score</b>	< 40%	40%-54%	55%-69%	70%-84%	85% - 100%
<b>Criteria</b>					
Identify the main ideas of short monologues or conversations about daily life (through listening exercises).	Unable to identify the main ideas of the listening passage.	Can only identify very few main ideas of the listening passage.	Can identify some main ideas of the listening passage.	Can identify the main ideas of the listening passage correctly and relatively completely.	Can identify the main ideas of all listening passages correctly and completely.
Identify detailed information from short monologues or conversations about daily life (through listening exercises).	Unable to identify detailed information from the listening passage.	Can identify detailed information from the listening passage, but most of it is incorrect.	Can only identify some detailed information from the listening passage.	Can identify detailed information from the listening passage correctly and relatively completely.	Can identify all detailed information from the listening passage correctly.

**CLO3: Oral communication:** Oral communication: apply a diverse range of vocabulary, accurate grammatical structures, and suitable communication strategies to talk about oneself and discuss everyday communication situations.

Performance Level	Don't meet expectations	Below expectations	Marginally adequate	Meets expectations	Exceeds expectations
<b>Evaluation Score</b>	< 40%	40%-54%	55%-69%	70%-84%	85% - 100%
<b>Criteria</b>					
Grammar and Vocabulary Structure	Can only use a few simple grammatical structures, but most are	Uses some simple vocabulary and grammatical	Can use some simple grammatical structures and	Can use a variety of basic vocabulary and simple	Can use a variety of simple vocabulary and grammatical structures; can

	incorrect; uses short, fragmented words and phrases.	structures but still makes some mistakes.	vocabulary correctly.	grammatical structures.	use some advanced vocabulary and complex grammatical structures.
Expressing Ideas and Related Information Through Communication Strategies	Can only use single words in a fragmented way, even off-topic, and cannot identify communication strategies.	Ideas are expressed in short, fragmented sentences that are difficult for listeners to understand, and appropriate communication strategies are lacking.	Can express some information, but the connections are fragmented, making it difficult for listeners to understand; communication strategies are relatively appropriate.	Can express most information relatively coherently with appropriate communication strategies; there may be some repetition of ideas.	Can express all information coherently with appropriate communication strategies; ideas are highly connected through the use of some conjunctions.
Pronunciation, Word & Sentence Stress, and Intonation	Mispronounces most words, making it difficult for listeners to understand.	Pronunciation, word & sentence stress have many errors, making it difficult for listeners to understand. No intonation.	Pronunciation, word & sentence stress have some errors, but they do not cause difficulty for listeners to understand. No intonation.	Clear pronunciation; correct word & sentence stress. Make an effort to show intonation in speech.	Clear pronunciation; intonation, sentence stress, and word stress are expressed naturally while conveying different ideas or for emphasis.
Interaction	No interaction.	Very little interaction or passive in two-way interaction.	Interaction exists but is not effective and balanced in both question and answer directions.	Proactive interaction; fairly balanced and effective in both question and answer directions.	Active, balanced, and effective interaction in both question and answer directions.

**CLO4: Reading comprehension:** Accurately grasp the main ideas and detailed information in texts or reading passages—whether short or relatively long—on familiar topics in everyday life.

Performance Level	Don't meet expectations	Below expectations	Marginally adequate	Meets expectations	Exceeds expectations
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Evaluation Score	< 40%	40%-54%	55%-69%	70%-84%	85% - 100%
Criteria					
Accurately identify the main idea in short texts/readings such as announcements, messages, signs, emails, labels, etc.	Unable to complete the assigned task or identify the main content of the short text/reading.	Confusion between main content and details, leading to misunderstanding of the short text/reading.	Identify some main content of the short text/reading.	Identify the main content of most short texts/readings.	Accurately identify the main content of most or all short texts/readings.
Accurately identify detailed information in short texts/readings.	Unable to identify the detailed content of the short text/reading.	Identify the details of the short text/reading, but most are incorrect.	Only identify some details of the short text/reading correctly.	Identify the details of the short text/reading correctly and relatively completely.	Identify all the details of the short text/reading correctly and completely.

**CLO5: Written communication:** Apply vocabulary and flexible, accurate grammatical structures with appropriate communication strategies to write letters, messages, notes, or postcards on familiar topics.

Performance Level	Don't meet expectations	Below expectations	Marginally adequate	Meets expectations	Exceeds expectations
Evaluation Score	< 40%	40%-54%	55%-69%	70%-84%	85% - 100%
Criteria					
Content	Completely unable to answer any content of the topic.	The content of the answer is incomplete or irrelevant.	The content of some parts of the answer does not have a clear argument; or contains repeated ideas.	The content of the answer fully meets the requirements; has a clear argument; supporting ideas are relatively consistent with the main argument.	The content of the answer fully meets the requirements; has a clear argument; supporting ideas are consistent with the main argument, with illustrative examples.
Conveying information through communication strategies.	Unable to convey any information.	The conveyance of information is unclear; no communication strategy.	Some information is conveyed through relatively reasonable	Most of the information is conveyed understandably through reasonable	All information is conveyed understandably through reasonable communication strategies.

			communication strategies.	communication strategies.	
Structure	Incorrect text structure, lacking conjunctions.	The essay structure lacks cohesion; conjunctions are used incorrectly or ineffectively.	The essay structure lacks cohesion due to infrequent use of conjunctions.	The essay demonstrates relatively good cohesion through the use of basic and simple conjunctions.	The essay structure is well-organized and cohesive, utilizing a variety of conjunctions.
Language	Only a few simple grammatical structures are used, but most are incorrect; short, fragmented words and phrases are used.	Simple vocabulary and grammatical structures are used, but some errors remain.	Simple vocabulary and grammatical structures are used.	Basic vocabulary and simple grammatical structures are used.	Diverse simple vocabulary and grammatical structures are used, with attempts to incorporate some advanced vocabulary and complex grammatical structures.

## Appendix 2. SPEAKING PORTFOLIO PROJECT GUIDELINE

### PROJECT DESCRIPTION

- 1st Mid-term test: A project-based test
- Timing: 10 sessions
- Evaluation: Rubric provided (accounting for 15% of the total scoring)

Students are assigned to work in groups of 4-5. To start, each group chooses a topic of interest or suggested by the teacher. In groups, students narrow down the topic and come up with a situation relating to that topic and discuss as many possible options as possible to deal with that situation, then select 6-7 possible options. The engaging discussion is eventually filmed in a video (3-4 minutes).

The project package must be submitted by the 10th session, including:

- **A group work schedule** (task division, timeline)
- **Meeting minutes**
- **A group work report** (reasons for your grouping, outcome, efficiency, achievement, contribution of each member)
- **A video**
- **The script of the conversation**

In a video (3-4 minutes), all members take their roles to discuss a chosen situation. They have to raise ideas, ask for opinions, give agreement or disagreement and then come to the final decision about which option is the best for the situation. All members are required to take part in the discussion and equally interact with each other. During the conversation, they can use slides or visual aids to illustrate their ideas. Their opinions need to be supported by their reasoning, examples, facts, or statistical data

Note: The group work report will include information about the group's assessment of the participation of its members and will be confirmed with the signatures of the members' approval.