MINISTRY OF EDUCATION AND TRAINING

**LAC HONG UNIVERSITY**

**COURSE OUTLINE**

**<102092 – ENGLISH 2>**

## 1. GENERAL INFORMATION

| Course name (Vietnamese): | Anh van 2 |
| --- | --- |
| Course name (English): | English 2 |
| Course ID: | 102092 |
| Types: | Basic |
| Faculty/Department: | English Language |
| Main Lecturer: | Master Ngo Thi Thu Ha  Email: thuha@lhu.edu.vn  Master Tran Vo Thanh Tung  Email: tungtran@lhu.edu.vn |
| Lecturer participating in: | 1. Tran Ho Anh Phong  2. Nguyen Minh Phu  3. Pham Hong Thai  4. Le Thanh Binh  5. Vo Thi Thanh Lan  6. Nguyen Ao Quang Vinh  7. Hoang Vinh Loc |
| Number of credits:  Theory:  Exercise: | 2 (45 periods)  1  1 |
| Specialty: | *Obligatory to all non-lingual university students (formal training).* |
| Prerequisite course: | No |
| Previous course: | English 1 |

1. **COURSE DESCRIPTION**

This course provides students with vocabulary and necessary grammar structure to use in daily communicating situations at the Basic level.

* **Knowledge:**
* Knowledge of vocabulary and sample communication sentences about the topics such as objects; past stories and present lives; walking; skills and experiences; specialties; future.
* **Skills:**

**-** Practicing exercises about vocabulary, grammar, comprehensive reading, listening about mentioned topics.

**-** Practicing English communication at the basic level in accordance with specific situations related to the mentioned topics.

* **Attitude:**

**-** Being conscious of organizational disciplines and self-responsibility throughout the course. Being prepared to take an active part in the class learning activities and complete homework.

## 3. COURSE LEARNING OUTCOMES

**Table 1: Course Learning Outcomes (CLOs)**

| **Course Learning Outcomes (CLOs)** | **Course Learning Outcomes Content** | **Bloom domain/Bloom level** | **Program Learning Outcome**  **PLOs/SOs/PI** |
| --- | --- | --- | --- |
| CLO1 | **Improving** knowledge of vocabulary and the conversation samples about the familiar topics in the past, present and future. | Knowledge (3) | **PLO1**  **(PI1.2)** |
| CLO2 | **Conducting** activities to express their opinions on familiar topics at the elementary level. | Skills (3) | **PLO5**  **(PI5.1)** |
| CLO3 | **Forming** a lifelong self-study habit | Attitude (4) | **PLO8**  **(PI8.2)** |

**COURSE CONTENT, LESSON PLAN**

**Table 2: Course content, Lesson plan**

| **Week** | **Lesson/**  **Chapter** | **Name/**  **Chapter** | **Lesson Learning Outcomes (LLO)** | **Lecture and Study activities** | **Teaching methods** | **Assessment methods** | **References (\*)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1**  **(4 periods)** | **Introductory section + Unit 7** | **Things** | **LLO1.1: Improving** knowledge of vocabulary and the conversation samples about familiar topics. | **Introductory section**   * Lecturer introduces and answers students’ questions about the information related to this course, including: * Detailed outline * Textbooks and references * Assessment methods * Regulations   **Lesson 7A: I’m lost without it**   * Students read the article about “How we use our phones” and complete exercise 2 (p.84). * Lecturer introduces reading skills about scanning to get the information related to numbers. Students do the exercise 3 (p.84) * Lecturer teaches the information connection skills to conclude from an article. Students do the exercise 4 (p.84) * Lecturer teaches the pronunciation when there are consonants standing together. Students do the exercise 6 (p.84). * Students work in pairs : Read the informative graphics (p.85) and discuss questions in the exercise 7 (p.84). | -Lecture  - Discussion  - Drill and Practice | - Short form test  - Presentations | [1], [2], [3] |
| **LLO1.2: Practicing** the understanding of reading exercises using reading skills to retrieve detailed information, connecting information to draw conclusions. |
| Practicing the speaking skill about how people use their phone. |
| **2**  **(4 periods)** | **Unit 7** | **Things** | **LLO1.4: Improving** knowledge of vocabulary and the conversation samples about familiar topics. | **Lesson 7B: It was my grand mother’s**   * Students answer questions in the exercise 1 (p.86). * Students read “A special possession” and do the exercise 2 (p.86). * Lecturer introduces how to use the Adjective and Possessive Pronouns through exercise 3 (p.86). Students do the exercise 4 (p. 87). * Lecturer teaches how to pronounce /s/ and /z/. Students do the exercises 6🡪9 (p.87).   **Lesson 7C: What’s in your bag?**   * Students do the exercises 2🡪3 (p.88) to learn the vocabulary related to some common objects people bringing in their bag. * Students do the listening exercises 6🡪8 (p.89) about the objects 4 people bringing each day. * Lecturer teaches countable and uncountable nouns. Students do the exercise 9 (p. 89).   **Lesson 7E: It’s in excellent condition**   * Students Students read the article and do the exercises 1🡪3 (pp. 92-93) about products description. * Lecturer teaches the language describing products and students do the exercises 4, 5 (p.93) * Lecturer gives students homework (Unit 7 p.93): Write a description of a product on the online sales website | -Lecture  -Discussion  -Drill and Practice | - Short form test  - Presentations | [1], [2], [3] |
| **LLO1.5: Practicing** the reading comprehension exercises about the special fortune and the exercises of Adjective, Possessive Pronouns. |
| **LL01.6: Practicing** the vocabulary, grammar and listening exercises related to some common objects’ usage |
| **LLO1.7: Practicing** communication role-playing without using words. |
| **3**  **(4 periods)** | **Unit 8** | **Stories** | **LLO2.1: Improving** knowledge of vocabulary and the conversation samples about familiar topics. | **Lesson 8A: Stories connect us**   * Students answer questions in the exercise 1 (p.96). * Lecturer introduces students' reading techniques by skimming to find the main topic of each paragraph. Students read the article “Why we need stories” (p.97) and do the exercise 2 (p.96). * Students continue reading “Why we need stories” (p.97) and do the exercise 3 (p.96) to have a deep understanding of the content of this article. * Lecturer teaches some vocabulary in “Why we need stories” (p. 97). Students do the exercises 4🡪5 (p.96). * Lecturer after finishing the exercise 6 (p.96) introduces the comprehension of maps demonstrated with ideas in the story. Students practice by discussing in groups about questions in the exercise 7 (p.96).   **Lesson 8B: The photo I took**   * Students work in pair to ask and answer questions in the exercises 1🡪2 (p.98). * Students read a story related to a photo of Alec (p.98) and do the exercises 3🡪4 (pp.98-99). * Lecturer after finishing the exercise 5 (p.99) introduces how to conjugate the regular and irregular verbs in the simple past tense. Student do the exercises 6🡪7 (p.99). * Lecturer teaches 3 ways to pronounce the -ed of the regular verb in the past tense. Students do the exercise 9 (p. 99). * Students work in pairs to ask and answer questions in the exercise 10 (p.99) to tell the story about the photo they have. | -Lecture  -Discussion  -Drill and Practice | - Short form test  - Presentations | [1], [2], [3] |
| **LLO2.2: Practicing** by using skimming to find the main topic and details to complete the reading comprehension related to the role of stories. |
| **LLO2.3: Practicing** by doing reading comprehension exercises and talking about the topic related to a photo. |
| **4**  **(4 periods)** | **Unit 8** | **Stories** | **LLO2.4: Practicing** listening comprehension skill to do exercises about the interview to the author of a painting. | **Lesson 8C: When did you start drawing?**   * Students discuss in pairs and discuss the topic of Abby McBride’s paintings and stories behind them. * Lecturer introduces listening comprehension to the main idea skill. Students listen to the conversation of Abby and do the exercise 3 (p.100). * Students repeat the listening exercise and do the exercise 4 (p.100) to understand the details of a big interview. * Lecturer teaches the negative and inquiry forms of the simple past tense Students do the exercises 6🡪7 (p.101). * Lecturer teaches how to speak the linking sounds about “did you”. * Lecturer after finishing the exercise 9 (p.101) introduces noun phrases of Time in the simple past tense. * Students work in pairs : Choose 1 out of 4 topics in the exercise 12 (p.101) to talk about an important event in their lives.   **Lesson 8E: I liked the characters**   * Students read the movie commentary (p.105) and novel commentary and do the exercises 2, 3 (p.104). * Lecturer introduces the commentary vocabulary of movies, books… and students do the exercises 6, 7 (p.104). * Lecturer gives students homework: Write a commentary of a movie or a book | -Lecture  -Discussion  -Drill and Practice | - Short form test  - Presentations | [1], [2], [3] |
| **LLO2.5: Practicing** grammar exercises about the negative and inquiry of the simple past tense |
| **LLO2.6:** **Practicing** the speaking skill about telling a story of the main event in real life. |
| **5**  **(4 periods)** | **Unit 9** | **Getting around** | **LLO3.1: Improving** knowledge of vocabulary and the conversation samples about familiar topics. | **Lesson 9A: Seeing the world**   * Students discuss in groups about questions in the exercise 1 (p.108). * Students read “Shared sightseeing” and do the exercise 2 (p.108). * Lecturer instructs students to identify the meaning of words followed by contexts. Students do the exercise 3 (p. 108). * Students work in groups to discuss questions in the exercise 4 (p.108)   **Lesson 9B: A shorter trip**   * Students work in pair to ask and answer to the questions and follow requirements of the exercises 1🡪2 (p.110). * Students read the text and do the exercise 3 (p.110) about the journey of Lia Kajiki to her office. * Lecturer teaches how to use the Adjective in comparative clauses. Students do the exercise 4 (p.111). * Lecturer teaches the pronunciation of /p/ and /b/. Students do the exercises 7🡪8 (p.111). * Students work in groups to compare each type of way to get around students’ town/ city in accordance with requirements of the exercise. 9 (p.111). | -Lecture  -Discussion  -Drill and Practice | - Short form test  - Presentations | [1], [2], [3] |
| **LLO3.2: Practicing** the usage of definition identifying skill followed by contexts, analyzing issues and solutions to do the reading comprehension related to tourism texts. |
| **LLO3.3: Practicing** grammar exercises about the comparative clause. |
| **LLO3.4: Practicing** the speaking skill to talk about the comparison of ways to get around in our living place. |
| **6**  **(4 periods)** | **Unit 9** | **Getting around** | **LLO3.5: Practicing** the vocabulary exercises to the topic of a trip. | **Lesson 9C: Can I have a return ticket, please?**   * Students answer questions in the exercise 1 (p.112). * Students read the announcements and do exercises 2🡪3 (p.112) to remember the vocabulary related to a trip. * Students do the listening exercise 4 (p.112). * Lecturer teaches listening skills to get the essential information. Students listen to an announcement about the IC5 train set and do the exercises 5🡪6 (p.113). * Lecturer teaches how to use “can” for the purpose of helping someone or giving demand. Students do the exercise 8 (p.113). * Lecturer teaches the pronunciation of /k/ and /g/. Students practice. * Students practice speaking skill in pair to role-play and follow requirements of the exercise 10 (p.113).   **Lesson 9E: Take the train towards Tuas Link**   * Students do the exercise 1 (p. 116) related to how to know the path to the new place * Students read an email and do the exercise 2 (p.116) related to the theme of guiding directions. * Lecturer introduces guiding path language and students do the exercise 6 (p.117). * Lecturer gives students homework: Write an email for a friend to guide him/her to the meeting place. | -Lecture  -Discussion  -Drill and Practice | - Short form test  - Presentations | [1], [2], [3] |
| **LLO3.6: Practicing** the usage of listening comprehension skills to get the information related to a train trip. |
| **LLO3.7: Practicing** the speaking skill by using “can” in sentences to ask and answer questions about the ticket information for a trip. |
| **7**  **(4 periods)** | **Midterm test +**  **Unit 10** | **Skills and experiences** | **LLO4.1: Improving** knowledge of vocabulary and the conversation samples about familiar topics. | **Midterm test**   * Students do the midterm test about listening, reading comprehension and writing skills in 60 minutes.   **Lesson 10A: A door opened**   * Students read the text “Turning points” about the important experiences and turning points in lives and jobs. (p.121) and do the exercises 1🡪5 (p.120). * Lecturer instructs students to master the reading skill in “Understand cause and effect” to identify cause and effect in the sentences. Students do the exercises 6🡪7 (p.120). * Students practice their speaking skills in pairs to do the exercise 8 (p.120): ask and answer their perspectives in experiencing and choosing in life. | -Lecture  -Discussion  -Drill and Practice | - Short form test  - Presentations | [1], [2], [3] |
| **LLO4.2: Practicing** the text reading comprehension about the important experiences and turning points in lives and jobs. |
| **LLO4.3:**  **Practicing** the speaking skill to talk about perspectives in experiencing and choosing in life. |
| **8**  **(4 periods)** | **Unit 10** | **Skills and experiences** | **LLO4.4: Improving** knowledge of vocabulary and the conversation samples about familiar topics. | **Lesson 10B: Have you ever…?**   * Students do the listening exercises 1🡪3 (p.122). * Lecturer introduces how to use the present perfect tense. Students do the exercises 5🡪8 (p.123). * Lecturer instructs students to pronounce when the word “have” doesn’t contain the main information and emphasize in the sentences. Students do the exercise 10 (p.123) * Students practice to talk in pairs about their living experiences by using the structure “Have you ever…?”.   **Lesson 10C: Skills for life**   * Lecturer introduces the vocabulary related to the most necessary skills in real life. Students do the exercises 2🡪4) * Students practice to talk in pairs in the exercise 5 (p. 125) about the life skill they have. * Lecturer lets students listen to the listening exercises of 3 skills and teaches time identification in order skill. Students do the exercises 6🡪7 (p.125). * Lecturer introduces the differences between the present perfect and simple past tenses. Students do the exercises 8-9 (p.125).     **Lesson 10E: I have three years’ experience**   * Lecturer lets students do the exercises 1, 2 (p.128) to introduce each part of a job application email * Lecturer introduces how to write the opening for an   email respectfully (Unit 8 p. 129)   * Lecturer gives homework to students (exercise 9 p.129) to write a job application email followed by samples. | -Lecture  -Discussion  -Drill and Practice | - Short form test  - Presentations | [1], [2], [3] |
| **LLO4.5: Practicing** grammar exercises related to the present perfect tense, the structure “Have you ever…?”vocabulary about life skills. |
| **LLO4.6: Forming** a study habit in listening and speaking about experiences in life, necessary skills in life, topics used in the first conversation with strangers. |
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| **9**  **(4 periods)** | **Unit 11** | **Extremes** | **LLO5.1: Improving** knowledge of vocabulary and the conversation samples about familiar topics. | **Lesson 11A: World records**   * Students use their personal knowledge to answer questions in the exercise 1 (p.132) about world records. * Students read the text about “World records” including some world records and do the exercises 2🡪3 (p.132). * Lecturer teaches finding the meaning skill of words by using a dictionary. Students do the exercise 4 (p.132). * Students practice their speaking skill in groups to complete the exercise 7 (p. 132): Ask and answer things considered the best at their school, country and around the world.   **Lesson 11B: The best part of my job**   * Students read the text “Extreme jobs” and do the exercises 2🡪3 (pp.134-135). * Lecturer introduces how to use the superlative adjectives. Students do the exercises 4🡪5 (p.135). * Lecturer introduces how to pronounce /st/. Students do the exercise 7 (p.135). | -Lecture  -Discussion  -Drill and Practice | - Short form test  - Presentations | [1], [2], [3] |
| **LLO5.2: Practicing** the reading comprehension in text about world records, hardest jobs ever seen. |
| **LLO5.3: Practicing** the exercises related to the superlative. |
| **LLO5.4: Practicing** the speaking skill to talk about things considered to be the best at school, country and around the world |
| **10**  **(4 periods)** | **Unit 11** | **Your Life** | **LLO5.5: Practicing** question-and-answer structures and vocabulary of weather; grammatical exercises on how to use “Have to” and “Don’t have to”. | **Lesson 11C: Extreme weather**   * Lecturer asks students questions in exercise 1 (p.136) to start the lesson. * Lecturer after finishing the exercise 2 (p.136) teaches the question-and-answer structures and vocabulary of weather. Students practice speaking skill in pairs to ask and answer questions in the exercise 3 (p.136) about weather. * Lecturer teaches preparation skills before doing the listening exercises. * Students listen to the weather forecasts and do the exercises 5🡪7(p.136-137). * Lecturer introduces how to use “Have to” and “Don’t have to”. Students do the exercises 9🡪10 (p.137) * Students discuss in groups about questions in the exercise 11 (p.137) about the weather in their living.   **Lesson 11E: The most delicious food**   * Students do the exercises 1,2,3 (p.140) to introduce parts of a restaurant review * Lecturer introduces the information required to a restaurant review and essential sentences sample to write (part 4,5 p.140). * Lecturer gives homework to students (exercises 6,7 p. 140) to practice writing a review for a restaurant or a café. | -Lecture  -Discussion  -Drill and Practice | - Short form test  - Presentations | [1], [2], [3] |
| **LLO5.6: Practicing** the listening skill and discussing the weather. |
| **LLO5.7:** **Practicing** the reading skill about difficulties in communicating in English. |
| **11**  **(5 periods)** | **Unit 12** | **The future** | **LLO6.1: Improving** knowledge of vocabulary and the conversation samples about familiar topics. | **Lesson 12B: I’m going to run a marathon**   * Students answer start-up questions related to the subject of the plan and future goals. * Students read about the five-year plan of the three of you and then did the related assignment. (p. 146) * Lecturer introduces students to how to use "going to" to talk about future plans. Students do the exercise 56 (p.146). * Lecturer teaches students how to pronounce "gonna" and "wanna". Students do the exercise 8 (p.146). * A group of questions in exercise 10 (p.147) about future goals and how to achieve them.   **Lesson 12C: When I’m 60…**   * Lecturer introduces the vocabulary that describes time. Students do the exercises 2🡪3 (p.148) * Lecturer instructs students to approach the skill of using mind maps to summarize when they are listening. Students do the exercises 5🡪7 (pp.148-149). * Lecturer introduces how to use “will” to predict. Students do the exercise 9 (p.149). * Lecturer instructs how to read the abbreviation of “will”. * Students work in groups to discuss some topics in the exercise 12 (p.149) related to the future of the world in 2070.   **Lesson 12E: I’m going to keep learning English**   * Students do the exercises 1,2,3 p.153 to introduce parts of a writing about the English learning process. * Students do the exercises 4,5 (p.153) to introduce how to write the opening and ending sentences. * Lecture gives homework to students (exercises 6,7,8 p. 153) to practice writing about their personal English learning process. | -Lecture  -Discussion  -Drill and Practice | - Short form test  - Presentations | [1], [2], [3] |
| **LLO6.2: Practicing** reading, asking questions about plans and future goals using the "going to" structure. |
| **LLO6.3: Forming** a routine of learning habit through vocabulary and grammar exercises to predict the future. |

**5. MAPPING OF LESSON AND COURSE LEARNING OUTCOMES**

**Table 3: Mapping of Lesson and Course Learning Outcomes**

| **Unit** | Lesson Learning Outcomes | Course Learning Outcomes | | | **Evaluation Component** |
| --- | --- | --- | --- | --- | --- |
| **CLO1** | **CLO2** | **CLO3** |
| 7 | LLO1.1 | X |  |  | A1, A2, A3 |
| LLO1.2 |  | X |  | A1, A2, A3 |
| LLO1.3 |  | X |  | A1, A2, A3 |
| LLO1.4 |  | X |  | A1, A2, A3 |
| LLO1.5 |  | X |  | A1, A2, A3 |
| LLO1.6 |  | X |  | A1, A2, A3 |
| LLO1.7 |  | X |  | A1, A2, A3 |
| 8 | LLO2.1 | X |  |  | A1, A2, A3 |
| LLO2.2 |  | X |  | A1, A2, A3 |
| LLO2.3 |  | X |  | A1, A2, A3 |
| LLO2.4 |  | X |  | A1, A2, A3 |
| LLO2.5 |  | X |  | A1, A2, A3 |
| LLO2.6 |  | X |  | A1, A2, A3 |
| 9 | LLO3.1 | X |  |  | A1, A2, A3 |
| LLO3.2 |  | X |  | A1, A2, A3 |
| LLO3.3 |  | X |  | A1, A2, A3 |
| LLO3.4 |  | X |  | A1, A2, A3 |
| LLO3.5 |  | X |  | A1, A2, A3 |
| LLO3.6 |  | X |  | A1, A2, A3 |
| LLO3.7 |  | X |  | A1, A2, A3 |
| 10 | LLO4.1 | X |  |  | A1, A2, A3 |
| LLO4.2 |  | X |  | A1, A2, A3 |
| LLO4.3 |  | X |  | A1, A2, A3 |
| LLO4.4 | X |  |  | A1, A2, A3 |
| LLO4.5 |  | X |  | A1, A2, A3 |
| LLO4.6 |  |  | X | A1 |
| 11 | LLO5.1 | X |  |  | A1, A2, A3 |
| LLO5.2 |  | X |  | A1, A2, A3 |
| LLO5.3 |  | X |  | A1, A2, A3 |
| LLO5.4 |  | X |  | A1, A2, A3 |
| LLO5.5 |  | X |  | A1, A2, A3 |
| LLO5.6 |  | X |  | A1, A2, A3 |
| LLO5.7 |  | X |  | A1, A2, A3 |
| 12 | LLO6.1 | X |  |  | A1, A2, A3 |
| LLO6.2 | X |  |  | A1 |
| LLO6.3 |  |  | X | A1 |

**6. COURSE ASSESSMENT**

**Table 4: Course assessment**

| **Evaluation Component** | **Assessment** | **CLOs** | **Percentage (%)** |
| --- | --- | --- | --- |
| **A1. Process** | - Short form test  - Presentations | CLO1, CLO2, CLO3 | 30% |
| **A2. Midterm** | Short form test | CLO1, CLO2 | 30% |
| **A3. Final** | Performance test | CLO1, CLO2 | 40% |

**7. COURSE REQUIREMENTS AND EXPECTATIONS**

* Students have to attend at least 80% of all lessons in the class, according to the regulations.
* Students have to read the given study documentation by the lecturer before every lesson.
* Students who do homework, answer questions and exercises in class and on the website [learn.lhu.edu.vn](mailto:learn@lhu.edu.vn) will be given bonus marks for the students' process (30%).

**8. STUDY REFERENCES**

**8.1. Textbook**

[1] Chong, C.S. & Lansford, L. (2022). *Voices Elementary Student’s Book (1st edition).* Cengage Learning, Inc.

**8.2. References**

[1] Cunningham, S., Moor, P., Crace, A. (2013). *Cutting Edge: Elementary (3rd edition)*. England: Pearson Education Limited.

[2] Rea, D. & Clementson, T. (2014). *English Unlimited: Elementary*. Cambridge: Cambridge University Press.

[3] Richards, J. C., Bohlke, D. (2012). *Speak Now 1*. New York: Oxford University Press.

## 9. SOFTWARE OR SUPPORTING EQUIPMENTS FOR PRACTICE

## [learn.lhu.edu.vn](mailto:learn.@lhu.edu.vn), English Centre, Zoom, Kahoot, …

* Board, chalks or markers, microphone, …
* PC, projector, cassette player, TV, …

*Dong Nai, February 20th 2024*

| **Head of Subject** | **Compiler 1** | **Compiler 2** |
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Le Thanh Binh Ngo Thi Thu Ha Tran Vo Thanh Tung