



Department: Foreign Language Department
Subject: English for Science and Technology I
Teaching period: 4 / week **Credits:** 2
Grade Level: 12
Term: 1 **Academic Year** 2009
Instructors: Jane Kanjanaphoomin, John Ley, Niall MacLachlan, Dr. Don Persons

Description: This is an advanced English course focusing on building skills for students who wish to take iBT TOEFL or IELTS for study at post-secondary institutions overseas.

Objectives: By the end of the course students should be able to:

Score 5 on an iBT TOEFL independent writing task

Score 5 on an iBT TOEFL integrated writing task

Score 7 on an IELTS written description task 1

Respond correctly to reading questions on standardized tests including iBT TOEFL and IELTS

Respond accurately to listening questions based on standardized tests including iBT TOEFL and IELTS

Score 4 on iBT TOEFL independent and integrated speaking tasks

Demonstrate competence in interviews for scholarships and for university admission.

Materials: *Cambridge Preparation for the TOEFL® Test, Fourth Edition*
Laptop computer with recording software
A4 lined paper

Grading:	Assignments	40%
	Behavior	10%
	Midterm exam	20%
	Final exam	30%
	<hr/> TOTAL	<hr/> 100%

W	Dates	Content	Learning Outcomes	Materials
1	May 12-15	Course objectives; iBT TOEFL	Students will be able to describe the course objectives and assessments; students will be able to describe the tasks on iBT TOEFL; students will be able to follow a systematic process to eliminate errors with subject/verb agreement and countable nouns from their written work	Course syllabus
1		TOEFL reading	Students will use the Diagnostic Test and scoring guide to estimate their scores on the reading section of the iBT TOEFL	<i>Cambridge Preparation for the TOEFL® Test 1-18</i>
2	May 18-22	TOEFL listening	Students will use the Diagnostic Test and scoring guide to estimate their scores on the listening section of the iBT TOEFL	<i>Cambridge Preparation for the TOEFL® Test 19-27</i>
2		TOEFL speaking	Students will be able to describe the criteria for scoring 4 on the iBT TOEFL independent and integrated speaking tasks. Students will record responses to the Diagnostic Test speaking tasks.	<i>Cambridge Preparation for the TOEFL® Test XXV-XXVII, 28-34 (selected)</i>
3	May 25-29	TOEFL writing	Students will be able to describe the criteria for scoring 5 on the iBT TOEFL independent and integrated writing tasks. Students will respond to the independent and integrated writing tasks in the Diagnostic Test.	<i>Cambridge Preparation for the TOEFL® Test 35-38</i>
3		TOEFL scoring	Students will be able to apply the speaking and writing rubrics to score peer responses to the Diagnostic Test. Students will combine their scores on the Diagnostic Test to estimate their overall score on the iBT TOEFL. Students will set personal learning goals for the semester.	<i>Cambridge Preparation for the TOEFL® Test XXII-XXXIII</i>

4	June 1-5	Entrance interviews	Students will be able to describe, orally and in writing, their goals for post-secondary study, an institution where they would like to study, and the qualities a student needs to succeed in achieving these goals. Students will be able to respond to questions on these topics in a mock entrance interview.	
4		TOEFL speaking	Students will demonstrate comprehension of the International Phonetic Alphabet. Students will identify any English sounds that they have difficulty with and describe strategies for overcoming the difficulty. Students will be able to articulate and apply the strategies for cohesion outlined in the book.	<i>Cambridge Preparation for the TOEFL® Test 69, 311-323</i>
5	June 8-12	TOEFL independent speaking: personal preference	Students will be able to identify weaknesses in their recorded responses on independent speaking tasks and will be able to correct these weaknesses in order to improve their response.	<i>Cambridge Preparation for the TOEFL® Test 324-330</i>
5		TOEFL independent speaking: personal choice	Students will be able to identify weaknesses in their recorded responses on independent speaking tasks and will be able to correct these weaknesses in order to improve their response.	<i>Cambridge Preparation for the TOEFL® Test 331-336</i>
6	June 15-19	TOEFL integrated speaking	Students will integrate material from a reading and a lecture to respond to an iBT TOEFL integrated academic speaking task	<i>Cambridge Preparation for the TOEFL® Test 338-342</i>
6		TOEFL integrated speaking	Students will integrate concepts from a reading and a conversation to respond to an iBT TOEFL integrated campus situation speaking task.	<i>Cambridge Preparation for the TOEFL® Test 342-344</i>
7	June 22-26	TOEFL integrated speaking	Students will listen to a conversation and apply what they hear to a spoken response.	<i>Cambridge Preparation for the TOEFL® Test 355-361</i>
7		TOEFL integrated speaking	Students will listen to an academic lecture and apply what they hear to a spoken response.	<i>Cambridge Preparation for the TOEFL® Test 361-368</i>

8	June 29- July 3	Sentence structures	Students will be able to construct simple, compound, and complex sentences, including sentences with type I and type II relative clauses.	
8		Essay writing (TOEFL independent writing)	Students will apply the scoring rubric for the independent writing task to evaluate each other's essays.	<i>Cambridge Preparation for the TOEFL® Test XXV</i>
9	July 6-10	TOEFL integrated writing	Students will apply the scoring rubric for the integrated writing task to evaluate each other's responses and identify strengths and weaknesses.	<i>Cambridge Preparation for the TOEFL® Test XXVI</i>
9		IELTS listening	Students will be able to take notes on a discussion and answer IELTS style multiple choice questions; students will be able to describe qualities of a good listener	<i>Focus on IELTS 97</i>
10	July 13-17	Describing a process	Students will analyze examples of communication to identify the elements in the communication process. Students will be able to describe the communication process.	<i>Essentials of Organizational Behavior 137-138</i>
11	July 20-24	IELTS reading	Students will be able to identify the main ideas of parts of a reading to match them to the correct headings in IELTS reading questions.	<i>Focus on IELTS 104-109</i>
11		IELTS writing: line graphs	Given line graphs, students will be able to summarize the information given by selecting and reporting the main features, making comparisons where relevant.	Line graph worksheets; IELTS writing task one (line graphs)
12	July 27-31	IELTS writing: tables	Given information presented in tables, students will be able to summarize the information given by selecting and reporting the main features, making comparisons where relevant.	<i>Focus on IELTS 67-68; Religious Affiliation in Canada</i>
12		IELTS writing: bar charts	Given information presented in bar charts, students will be able to summarize the information given by selecting and reporting the main features, making comparisons where relevant.	<i>Focus on IELTS 102, 150</i>

13	August 3-7	IELTS writing: pie charts	Given information presented in pie charts, students will be able to summarize the information given by selecting and reporting the main features, making comparisons where relevant.	Pie chart worksheets, <i>IELTS Pie Charts</i>
13		IELTS listening	Students will be able to complete notes and label diagrams using information by listening to conversations and lectures.	<i>Focus on IELTS 81-82</i>
14	August 10-14	IELTS writing: diagram of a process	Given a diagram of a process, students will be able to summarize the information given by selecting and reporting the main features.	<i>Focus on IELTS 83-85</i>
14		IELTS listening	Students will be able to complete notes and tables and label a diagram using information from an IELTS style listening.	<i>Focus on IELTS 130, 132-133</i>
15	August 17-21	IELTS writing: describing objects	Given diagrams or pictures of objects (or real objects), students will be able to summarize the information given by selecting and reporting the main features, making comparisons where relevant.	<i>Focus on IELTS 166</i>
15		Dealing with unfamiliar vocabulary	Students will be able to use contextual and morphological clues to determine the meaning of unfamiliar vocabulary in TOEFL readings.	<i>Cambridge Preparation for the TOEFL® Test 143-160</i>
16	August 24-28	TOEFL reading: reference	Students will be able to identify the referents of pronouns and other references in TOEFL and academic readings.	<i>Cambridge Preparation for the TOEFL® Test 164-169</i>
16		TOEFL reading: organization (sentence insertion)	Students will demonstrate understanding of paragraph organization by inserting missing sentences into a text.	<i>Cambridge Preparation for the TOEFL® Test 172-173</i>
17	August 31-Sept. 4	TOEFL reading: details	Students will be able to locate factual details in a passage to answer iBT TOEFL questions and will be able to understand exceptions to general principles.	<i>Cambridge Preparation for the TOEFL® Test 178-184</i>
17		TOEFL reading: restatements	Students will be able to correctly select from a given list the sentence that best restates information given in a TOEFL reading.	<i>Cambridge Preparation for the TOEFL® Test 185-193</i>

18	Sept. 7-11	TOEFL reading: inference and conclusion	Students will be able to identify inferences in and draw conclusions from a TOEFL reading.	<i>Cambridge Preparation for the TOEFL® Test 199-213</i>
18		TOEFL reading: summaries	Students will be able to summarize information in TOEFL readings and academic readings and will be able to correctly select from a given list statements that summarize a TOEFL passage.	<i>Cambridge Preparation for the TOEFL® Test 216-218</i>
19	Sept. 14-18	TOEFL reading: charts	Students will be able to select statements, words or phrases from a given list that complete charts on TOEFL readings.	<i>Cambridge Preparation for the TOEFL® Test 222-227</i>
19		IELTS reading	Students will be able to complete tables, matching, and multiple choice questions on an IELTS reading.	<i>Focus on IELTS 73-78</i>
20	Sept.21-25	TOEFL listening	Students will be able to take notes on a discussion about a campus situation and use these notes to role play the dialogue and answer questions on it. Students will be able to take notes on an academic lecture and use these notes to answer iBT TOEFL listening questions.	<i>Focus on IELTS 49; Cambridge Preparation for the TOEFL® Test</i>
20		Scholarship interviews	Students will be able to describe, orally and in writing, sources of scholarships for post-secondary study, qualifications for eligibility, and the qualities they possess as good candidates. Students will be able to respond to questions on these topics in mock scholarship interviews.	