

**UNIVERSITY OF PUERTO RICO
RIO PIEDRAS CAMPUS
COLLEGE OF HUMANITIES
DEPARTMENT OF ENGLISH**

Instructor: Dr. Alicia Pousada

Course Title: Conversational English Level 1 Intensive

Course Number: INGL 3031-3032 Intensive

Number of Credit Hours: 3 + 3 = 6

Prerequisites: INGL 3101-2 or 3003-4, and Level 1 on Placement Test.

Course Description: INGL 3031-3032 Intensive is a special, condensed, semester-long version of the year-long Level 1 Conversational English course. In this class, students work intensively on the basic vocabulary, social formulas, pronunciation, and grammar needed to carry out simple conversations and read common written materials in English. The course revolves around a video series titled ***Connect with English*** which is viewed in the classroom. Classroom activities consist primarily of conversational and written exercises based on the video story as well as two oral presentations. Grammar is presented as needed through homework and lab exercises along with classroom review. Students also attend the language lab twice a week (one hour total) for additional practice in speaking and listening comprehension. As a special bonus, during each class session, students meet informally in groups of 3 or 4 with native speakers who serve as conversational partners.

Course Objectives: By the close of the intensive course, the student will:

- significantly reduce the fear of speaking in English;
- acquire the vocabulary and idiomatic phrases utilized in the video series;
- improve mastery of basic tenses (present continuous, simple present, future with *will* and *going to*, simple past), prepositions, pronouns, and word order;
- become more aware of (and hopefully correct) common pronunciation problems; and
- improve listening skills in English.

In addition, the student will be able to:

- contribute in an effective form to the inclusion of fellow students with special needs in the classroom.
- make the necessary accommodations to include fellow students with special needs in group work.

Course Outline:

Week 1--Introduction to course, students, and instructor--review of basics (e.g. alphabet, numbers, common phrases used in classroom, etc.)

Week 2--**Connect with English**, Episode 1--viewing video, completion of video exercises, conversational activities, and grammar exercises

Week 3-- **Connect with English**, Episode 2--viewing video, completion of video exercises, conversational activities, and grammar exercises--initiation of conversational partners sessions

Week 4-- **Connect with English**, Episode 3--viewing video, completion of video exercises, conversational activities, and grammar exercises-- conversational partners sessions--Oral Presentation #1

Week 5-- **Connect with English**, Episode 4--viewing video, completion of video exercises, conversational activities, and grammar exercises-- conversational partners sessions

Week 6-- Review of Episodes 1-4 and Test #1

Week 7--**Connect with English**, Episode 5--viewing video, completion of video exercises, conversational activities, and grammar exercises-- conversational partners sessions

Week 7-- **Connect with English**, Episode 6--viewing video, completion of video exercises, conversational activities, and grammar exercises-- conversational partners sessions

Week 8-- **Connect with English**, Episode 7--viewing video, completion of video exercises, conversational activities, and grammar exercises-- conversational partners sessions

Week 9-- **Connect with English**, Episode 8--viewing video, completion of video exercises, conversational activities, and grammar exercises-- conversational partners sessions

Week 10--Review of Episodes 5-8, Test #2.

Week 11-- **Connect with English**, Episode 9--viewing video, completion of video exercises, conversational activities, and grammar exercises-- conversational partners sessions

Week 12-- **Connect with English**, Episode 10--viewing video, completion of video exercises, conversational activities, and grammar exercises--conversational partners sessions

Week 13-- **Connect with English**, Episode 11--viewing video, completion of video exercises, conversational activities, and grammar exercises--conversational partners sessions--Oral Presentation #2

Week 14-- **Connect with English**, Episode 12--viewing video, completion of video exercises, conversational activities, and grammar exercises--conversational partners sessions

Week 15--Review of Episodes 9-12, Test #3

Week 16--Close of course

Teaching Strategies: Workshop, discussion, laboratory

A communicative approach is taken in the Intensive class. Activities stress interaction and active participation. They include:

- Listening to and completing the lyrics of songs
- Listening to and completing taped conversations and narratives in the lab
- Working in small groups on problem-solving tasks or learning games
- Performing jazz chants in chorus
- Solving crossword and word search puzzles
- Completing written assignments in the Video Comprehension and Grammar Workbooks, as well as those prepared by the professor to deal with grammatical issues in more detail
- Practicing pronunciation individually and in groups
- Watching and discussing video segments in detail
- Preparing two oral presentations, one on a magazine article and the other on a personal interest or hobby
- Talking informally in English on a wide range of topics with conversational partners

Note: Those students who receive services from Vocational Rehabilitation should communicate with the professor at the beginning of the semester to plan the reasonable accommodation and the necessary equipment according to the recommendations of the Oficina de Asuntos para las Personas con Impedimento (OAPI) of the office of the Dean of Students. In addition, those students with special needs that require some type of assistance or accommodation should communicate with the professor.

Resources and Equipment Required:

Connect with English Video Comprehension, Book 1

Connect with English Conversation, Book 1

Connect with English Grammar, Book 1

1 blank audio cassette to use in lab

bilingual English/Spanish dictionary

Methods of Evaluation:

- Class / lab attendance and participation 20%
- Laboratory exercises 20%
- Oral presentations (2) 20%
- Written grammar homework and compositions 20%
- Three partial exams covering 4 episodes each 20%
- Differentiated evaluation of students with special needs

Grading System: A, B, C, D, F.

Bibliography:

Carter, Ronald and Michael McCarthy. (1998). **Exploring spoken language**. Chambers, Gary N. (1999). **Motivating language learners**. Clevedon, England: Multilingual Matters Ltd.

Folse, Keith. (1996). **Talk a lot**. Ann Arbor: University of Michigan Press.

Johnson, K. (1995). **Language teaching for second language learning**. Oxford, England: Oxford University Press.

Nash, Rose. (1997). **NTC's dictionary of Spanish cognates**. Chicago: NTC Publishing Group.

Underhill, Nic. (1995). **Testing spoken language**. Cambridge: Cambridge University Press.

Ur, Penny. (1995). **Listening comprehension**. New York: Cambridge University Press.

Torres, L. (2002). **Estrategias de intervención para la inclusión**.

Torres, L. (2002). **Asistencia tecnológica derecho de todos**.