



EKO 713

Bahasa Inggris Lanjutan
Topic Handout 2015/2016



universitas
MALIKUSSALEH

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Lhokseumawe Aceh

EKO 713

Bahasa Inggris Lanjutan Topic Handout 2015/2016

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Deskripsi

Mata kuliah Bahasa Inggris II/Lanjutan menawarkan kesempatan bagi mahasiswa untuk meningkatkan kemampuan dalam penggunaan structure dan grammar bahasa Inggris dalam berbagai aktifitas. Mata kuliah ini merupakan lanjutan dari Bahasa Inggris 1 dengan materi yang lebih lanjut.

Tujuan

Mahasiswa mampu memahami dan merespon penggunaan bahasa Inggris di berbagai situasi baik lisan dan tulisan, serta informal maupun akademis. Selain itu, mahasiswa mampu memahami materi dan bahan ajar yang berkaitan dengan ekonomi, sesuai dengan spesifikasi bidang masing-masing,

Prasyarat

Mahasiswa diharuskan untuk memiliki pengetahuan dasar mengenai structure dan grammar yang sudah diajarkan di Bahasa Inggris 1. Dengan demikian, mahasiswa diharapkan mampu melanjutkan ke materi yang lebih lanjut.

Informasi Mata kuliah

ENG 2 / Bahasa Inggris II/Lanjutan

Bobot MK: 3 SKS (setara dengan 2.5 jam per minggu)

Dosen: Marina, M.Ed (marina.muchtar@gmail.com)

Kelas dan Lokasi:

Materials

Material yang didiskusikan di mata kuliah ini berkisar mengenai peningkatan kemampuan speaking, listening, reading and writing yang dikaitkan dengan topik sehari-hari hingga ke topik Ekonomi.

Milestones

Week 4

Quiz

Week 8

Midterm:

Week 12

Quiz

Week 16

Final

Buku

Setiap mahasiswa sangat diharapkan untuk membaca beberapa buku dan bahan lainnya untuk mengembangkan pemahaman mengenai materi yang diajarkan.

Sumber buku dan bahan lainnya

Ada banyak sumber buku dan bahan lainnya yang berkaitan dengan mata kuliah ini, baik cetak maupun elektronik. Beberapa diantaranya yaitu:

Kamus Hasan Shadily/John M. Echols
Oxford Advanced Learner's Dictionary
Basic English Grammar/Betty S. Azar
<http://www.esl-lounge.com/student>
<http://web2.uvcs.uvic.ca/elc/studyzone>
<http://squirrelspace.blogspot.com/>

<http://www.bahasainggris-online.com/>
<http://learnenglish.britishcouncil.org/en/>
<http://www.englishspeak.com/english-lessons.cfm>

Material yang akan digunakan dalam mata kuliah ini bisa bersumber dari English newspaper, articles, stories dan lain-lain yang akan disesuaikan dengan situasi dan kondisi yang berkembang selama proses belajar mengajar.

Kehadiran

Setiap mahasiswa diharapkan untuk selalu hadir di setiap pertemuan. Mahasiswa yang tidak hadir tiga kali berturut-turut dan tidak menghubungi pihak akademik atau dosen maka nilai akhir tidak akan dikeluarkan. Setiap mahasiswa bertanggungjawab untuk menyiapkan dan mempelajari materi yang dibahas dalam mata kuliah ini. Beberapa materi mungkin saja tidak tercakup dalam buku yang dianjurkan.

Partisipasi kelas

Setiap mahasiswa diharapkan untuk berpartisipasi aktif dalam latihan dan kegiatan kelas termasuk tugas. Akan ada beberapa kegiatan di kelas seperti kerja kelompok atau diskusi kelompok dan kelas.

Tugas

Ada tiga tugas dalam mata kuliah ini.

1. Quiz 1&2 – Group work and presentation
2. Tugas – Portfolio
3. Midterm - Presentation
4. Final – Process Speech – topic on Ecocomy

Detail dan panduan lengkap masing-masing tugas akan didiskusikan di kelas.

Nilai dan Penilaian

Ada lima komponen yang menjadi landasan nilai: quiz, tugas, ujian midterm, ujian final dan partisipasi kelas. Bobot masing-masing komponen yaitu quiz (15%), tugas (20%), ujian midterm (25%) dan ujian final (40%). Sedangkan partisipasi kelas akan menjadi nilai plus di penentuan nilai.

Saat nilai akhir keluar, tidak ada lagi kesempatan bagi mahasiswa untuk memperbaiki nilai baik dengan ikut ujian final ulang ataupun tugas tambahan. Akan tetapi, bagi mahasiswa yang menganggap ada nilai yang tidak akurat atau tidak adil, maka diperbolehkan untuk menghubungi dosen pengasuh mata kuliah dengan menyertakan alasan. Perlu diperhatikan bahwa hak dosen untuk menolak perbaikan nilai jika dianggap nilai sudah memenuhi syarat penilaian yang adil dan akurat.

Deskripsi Nilai

Grade	% Score	In words	Criteria (SOLO Taxonomy Levels, Biggs 1992)	Note
A	85 - 100	High Distinction	Extended Abstract Highest level of academic achievement expected, demonstrates in-depth knowledge, combine subject matter with creative and original thinking, critical or analytical thinking very evident, extensive wider reading evident, well cited reference, high quality work	Quiz (15%) Midterms test (25%) Assignment (20%) Final test (40%) Class participation
B+	80 - 84	Distinction+	↑↓	
B	75 - 79	Distinction	Relational Evidence of critical or analytical thinking, evidence or original and creative thinking, demonstrates advanced knowledge and wider reading, well cited references	
C+	70 - 74	Credit+	↑↓	
C	65 - 69	Credit	Multi-structural Demonstrated a sound knowledge or understanding, some evidence of transformation and integration of information, good use of set readings, evidence of wider reading, well cited references	
D	50 - 64	Pass	Uni-structural Clear, well response to the task, addressed required criteria, relevant information included, no transfer or integration of knowledge evident, appropriately cited references	
E	0 - 49	Fail	Pre-structural Unable to demonstrate satisfactory knowledge or understanding, failed to meet the requirement of the task	

Topic Outline

Week 2015	Topic	Readings	Assignment
1	Introduction - syllabus		
2	Modal (<i>polite request, invitation etc</i>)		Tugas formatif: Cari materi yang berkaitan dan buat ringkasan singkat.
3	Reading Comprehension (<i>movie review</i>)		
4	Quiz Discussion (<i>responding the movie review</i>)		
5	Present Perfect Tense		Tugas formatif: Cari materi yang berkaitan dan buat ringkasan singkat.
6	Writing (<i>CV & AL responding adds</i>)		
7	Speaking (<i>Job Interview</i>)		
8	Midterm Test		
9	Academic Reading (<i>economic paper or news</i>)		
10	Discussion (<i>on the paper or news</i>)		
11	Writing (<i>Process speech</i>)		
12	Passive Voice		Tugas formatif: Cari materi yang berkaitan dan buat ringkasan singkat.
13	Writing (<i>lanjutan</i>)		
14	Speaking (<i>process speech</i>)		
15	Introduction to TOEFL		
16	Final Test		

*Mohon perhatikan bahwa jadwal ini bisa berubah dan disesuaikan dengan situasi dan kebutuhan kelas. Beberapa materi tertentu bisa jadi tidak diajarkan.

Week 2a – Modal

Assignment: Please write a summary of Modal. Be noted that the summary is no more than two pages and it is essential to put your source of information (the author, the title of a book/article, the publisher/the website, and year). If there is no reference included, your summary will not be marked.

Use the blank to write your summary.

Source: _____

Making Suggestions and Giving Advice

The most common structure used to give advice is the modal verb **should**. This can sometimes sound a bit bossy and authoritative. Here are a few other possible structures you can use. The verb 'go' is used as an example to show the grammatical structure.

Offering suggestions

Why don't you (go)

Why not....(go)

Maybe you could (go)

Perhaps you could (go)

How about (going)

You might try (going)

If I were you I'd (go)

Have you thought of (going)

It might be a good idea to (go)

(Going) is often a good idea

What about (going)

You could always.....

Responding

Thanks

I'll try that.

That sounds like a good idea

I'll give it a try.

Perhaps you're right

I'll keep that in mind.

Now try with the following problems (be polite)

Your partner will give a reason why your suggestion is not a good one so you will have to make second and possibly a third suggestion.

1. You have a test tomorrow and haven't studied
2. You seem to be getting fatter and fatter.
3. You have parked your car somewhere and can't remember where.
4. You are being stopped by the police and have just had three glasses of wine.
5. Your friend has just been sick in the taxi.
6. You have had a cold for three weeks and it doesn't seem to be getting any better.
7. No one seems to understand a word you say.
8. You want to go to Sydney but you don't have anyone to go with.
9. You hate Australian food (but you like your homestay)
10. You want to become famous.

Problem Solving and Offering Suggestions

Here's a slight variation of the language of suggestions that we can use when we are trying to solve a problem.

How about(gerund)
What do you think about ...
It must be possible to...
If we...we could...

We could try...(gerund)
Maybe it's possible to...
I think we should/could....
If weit would.....

Now look at the following items. Check you know the vocabulary.

Hammer, rock, tweezers, coat hanger, piece of paper, stick, fork, knife, string, chewing gum,

Which of these items above could you use to solve the problems below? Get together with your group and see if you can decide which to use and how to use it. Remember, you can only use each item once.

Focus on the grammar of your language and correct your group member if you hear them make a mistake.

1. You have a bottle of wine and no corkscrew.
2. The cupboard door keeps swinging open.
3. The sink is blocked. *push the stick to*
4. The neighbour's dog keeps squeezing through a hole in the fence
5. Your ring has dropped into a saucepan of boiling water.
6. You have dropped some money through a crack in the floorboards.
7. You have accidentally thrown your 500 word essay in the fire.
8. You can't get the lid off the jam pot.
9. Your house is locked and you can't get in. *knife*
10. A water pipe is leaking and water is dripping on to the floor. *chewing gum*

Week 3a – Reading Comprehension

Understanding movie review in group of 4-6 people. Instructions: write in paper list of vocabularies that you do not know, find the meaning in a dictionary. Try to write the meaning of the review in Bahasa Indonesia as clear as possible until you yourselves understand what you write. Then, write in your own word the short summary of the review in English. Ask your teacher if you find any difficulties in understanding technical words or terms.

Reading 1

Flipped by Wendelin Van Draanen

By [avalancheLily](#), Federal Way, WA

This is a story about teenage love, beginning the day Bryce Loski moved in at the beginning of second grade and his across-the-street neighbor Juli Baker fell in love with him at first sight. He was cute and shy and silently sarcastic; she was quirky and intelligent and also kind of stalkerish when she decided she liked him. For the next five years or so, Juli obsessed, loudly and publicly, and Bryce did everything he could to shake her off with no effect.

The situation begins changing when Bryce begins noticing Juli as something besides an annoyance and cause for guilt—just as she begins to realize what a jerk he’s been to her all this time. Several disastrous episodes later, Bryce can’t get Juli out of his head, and she hates his guts. Everything is flipped.

The key feature of this book is the alternating point-of-view. Each event is told twice, once by Bryce and once by Juli. The funny thing is how oblivious they are to each other—the ways they recount the same story are totally different. Flipped is kind of sweet, kind of humorous, and rather tragically similar to real life middle school drama, with an extra helping of sycamore trees and chicken eggs. There are more serious thoughts in there too, but you will have to find them for yourself.

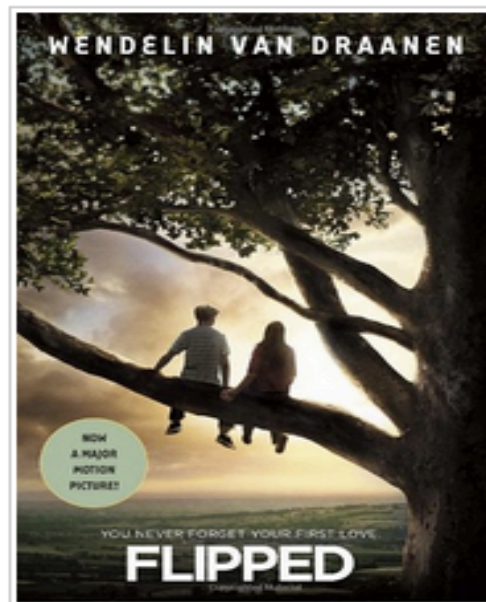


Image Credit: [Amazon.com](#)

Buy online and support Teen Ink:



The author's comments:

“ I think we actually read this in class in sixth grade, just for fun. Weird. ”

Disney's Frozen

By [MegoMyEggo](#), Solomons, MD

I think that by now most people have at least heard of Disney's latest movie-Frozen. In the past few months since its release, Frozen has gained more and more fans. Anyone who's seen the movie can't seem to get the songs out of their head; the song "Let It Go" in particular has become a big hit. I also really enjoyed the movie, I loved the music and characters, and even more, the modern outlook it takes.



Image Credit: Lindsey D.,
Marblehead, MA

The central theme in Frozen is one that seems totally new to Disney. For so long, Disney movies (at least the princess ones) are focused on a girl seeking out her prince. Yes, it is true that Frozen has this as well, but the major difference is that the movie's main point is sisterly love instead. The plot is about the two sisters trying to find their ways through the difficulties life has given them, and learning to get through them with each others' love and support. The "act of true love" that Anna needs to do in order to save herself is not a true love's kiss, but is instead sacrificing herself to save her sister's life. In the end neither of them needed a prince to come and save them; they saved themselves.

The movie also stresses the dangers of falling in love too fast and making yourself vulnerable to someone you barely know. When Anna gets engaged to a man she'd just met a few hours before, Elsa tells her this is wrong (though this is the case of most Disney princesses in movies before). This man actually turns out to be the real villain of the movie. Frozen instead puts importance in the fact that true love develops after you get to know someone, not just after the day you met.

I think that these new messages that Frozen conveys are very good for the kids that will, or have, watched this movie. They are much better life lessons than so many of the ones that some of our most beloved childhood characters have portrayed to us in the past. I hope that Disney will continue this pattern even further with representing all types of people, and that the movies influencing our next generation will keep showcasing the lessons and values of life that are truly important.

My Sister's Keeper by Jodi Picoult

By [Lisha](#), Karachi, Pakistan

How would you feel if your 2 year old daughter was diagnosed with Leukemia, a disease that can take away a persons life, and the only way to save her was to find a matching donor? Sounds simple, but really, it's not. What if you were unable to find a matching donor besides her very own sister? Would you sacrifice one daughter's life to save the other?

Sara Fitzgerald, mother of both daughter's has to decide the answer to this heart-breaking question. What will she decide? How will the children react? As infants, they probably wouldn't say much, but as Anna, the sister who is forced to donate every part of her body to save her sister Kate from the disease, turns thirteen, she makes a decision that rocks everyone's world. Anna decides She doesn't want to help her sister live anymore, what will be the outcome of this? Read the book to find out.

This book is truly mesmerizing and a pleasure to pick up, but hard to put down. Each part of the story is packed with suspense and drama, and is bound to make you feel part of the story.

This book explores the emotions of every character in the book and tells us how it feels to be them.

If you enjoy suspense, drama, and emotions, then this is the book for you. I would definitely recommend this book to people aged 13 and over.

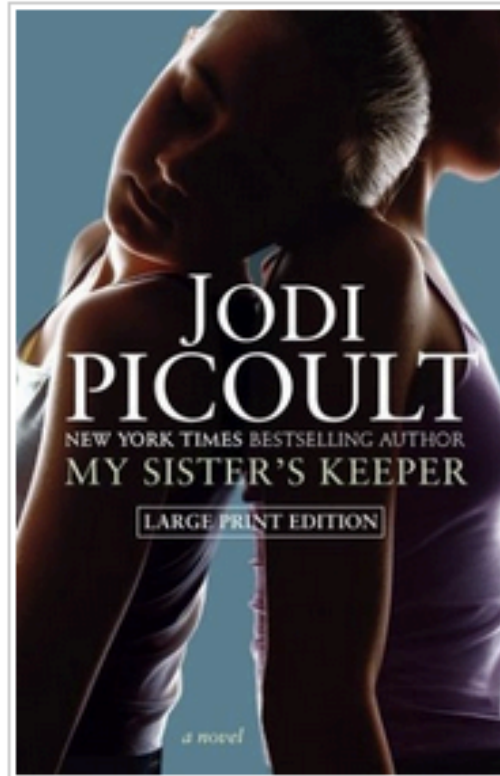


Image Credit: [Amazon.com](#)

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The Help MAG

By Kathleen M., Franklin Lakes, NJ

Sweet, humorous, and emotional, "The Help" is a touching film about the struggles of living in the deep South. Based on the book by Kathryn Stockett, the movie version captures its essence perfectly, revealing the hardships of the African-American domestic staff working in white homes while emphasizing the dilemma of these women who lovingly raise white children only to have them grow up to become cruel employers.



Image Credit: [Amazon.com](https://www.amazon.com)

Director Tate Taylor brings together an amazing cast, including the vibrant Emma Stone, as the persistent writer Skeeter, who works to reveal the point of view of "the help" while fending off her mother's pressure to find a husband. Octavia Spencer plays the sassy Minny, who gets fired and finds work in the home of a white woman who is new to town and does not fit the mold. And lastly, the honest Aibileen (Viola Davis) is a maid who has raised 17 white children and struggles with grief over her own son's death.

The movie speaks volumes about the importance of courage and shows that with the help of friends, great barriers can be overcome. "The Help" is a poignant and humorous movie that leaves the audience clutching a tissue and hugging their families. It is by far the most touching movie of the year.

Buy online and support Teen Ink:



Week 3e – Reading Report (Vocabularies and Meaning)

Week 3f - – Reading Report (Vocabularies and Meaning)

Week 4a – Discussion

Responding a movie review

Answer one of these questions based on your own opinion. Remember it is based on readings on movie review. Check you dictionary for vocabularies and ask your teacher for correction.

1. Please write a short summary on the review!
2. What do you think about the reading?
3. What would you do if you were in one of the actors' shoes? Pick one!

Use the blank to write your answer.

Week 4b – Discussion

Responding a movie review

Use the blank to write your answer.

Week 5a – Present Perfect Tense

Assignment: Please write a summary of Present Perfect Tense. Be noted that the summary is no more than two pages and it is essential to put your source of information (the author, the title of a book/article, the publisher/the website, and year). If there is no reference included, your summary will not be marked.

Use the blank to write your summary.

Source: _____

Week 5b – Present Perfect Tense

Week 6a – Writing (CV&AL)

In this week, you are going to write an application letter and a Curriculum Vitae (CV). Samples will be given and details will be explained. In the end of the class, you are expected to have a sample of your own application letter and CV. Congrats! At least you will have one for your future job application.

Use the blank to write your application letter and CV.

An example of an application letter

Banda Aceh, August 28th 2011

To: United Nations World Food Programme Indonesia

Dear Sir/Madam,

Please consider my application to join in your institution, because I am capable enough and confidence to fill job that you offer. I graduated from _____ in _____, majoring in _____. Then, I pursued my Master in _____ in _____. My ability in *computer* is good and my *English* is good. Before doing my master, I had experiences in *reporting*, *translation jobs* and *teaching activities*. I am sure that my ability and my capacity would not be disappointing you.

I am a hard working person and have a good sense of responsibility. I also have a good capacity of learning more. I am willingness to work hard in a high volume level to advanced development planning and project implementation, and I have an ability to act fast individually as well as within team. I am a candidate worthy of consideration. I take pride in my work and I am seeking a challenging position which utilizes my job experience qualifications.

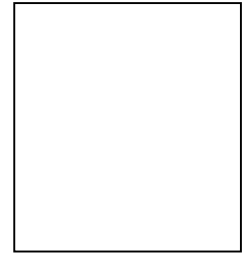
Please contact me at your earliest convenience, and invite me for interview by phone call, SMS or email. I really need this job to improve my career. Thank you for your time and consideration. I am certain that I can be making a positive contribution to your institution.

Best Regards,

Your name

An example of CV

CURRICULUM VITAE



Personal Identity

Name : M Y N A M E
Place/DOB : Lhokseumawe, 1th of January 1995
Mobile : +62811111111
Email : myname@gmail.com
Address : Jl. Pertama No. 1 Lhokseumawe, Aceh, Indonesia 24111

University Background

2005 – 2008 Science/Social
State High School 1 Lhokseumawe
2003 – 2009 Bachelor of Economics (_____)
Faculty of Economics
Malikusaleh University, Lhokseumawe, Indonesia

Course and Training

2013 Committee at Conference on _____ –
Malikussaleh University Lhokseumawe
2013 Participant at _____ Workshop by _____ in

2012 Participant at _____ Conference of _____ at _____
University in _____
2010 English Language Training at _____ in _____
2010 Training on advance ICT for Journalist, Man of Letter, Cultural Observer and Artist
organized by UNESCO and NURUL FIKRI in Cyber Campus Unsyiah Banda
Aceh, Aceh, Indonesia

Employment

Sept 2014 – Current _____ at _____ in Lhokseumawe
Sept 2013 – Aug 2014 English tutor at Private English Fast (PEF), Banda Aceh, Indonesia
July 2012 Translator at Friends International Indonesia/Teman Baik, Banda
Aceh, Indonesia

Skill

Week 6c – Writing (CV&AL)

Language

▪ Indonesian	Excellent	Written/Spoken
▪ English	Good	Written/Spoken
▪ Arabic	Fair	Written/Spoken

Computer and Internet

Microsoft Word, Excel, Power Point, Adobe Photoshop, SPSS, Email, Browsing

Interest and Personal Traits

I like anything related to computer, dealing with people, managing teamwork and attending conference or seminars. Excited to interact with people and traveling to new places and like sports as a need.

I have a strong interpersonal skill, a hard working person, willing to learn, and a fast learner. I am good in teamwork and easy to adopt with new environment.

Week 7a – Speaking (Job Interview)

In this page, several questions that are usually asked by interviewer are provided. It is important for you to understand each question and answer them based on your personal opinion and experiences. Ask your teacher if you have any difficulties.

There are variations of questions you might be asked at an interview. There are some examples.

1. How are you feeling right now?
2. Tell me about your self.
3. What are your long-term goals?
4. What is more important to you, family or friends?
5. Could you give me some information about your educational background?
6. What is your worst fault and what is your best quality?
7. How would you rate yourself as a worker?
8. Are you a good team member?
9. What are your strengths as a team member?
10. What are your weaknesses as a team member?
11. Are you honest?
12. What three things could you do to help other class member improved?
13. What are you most proud of having done recently?

When you have finished, think back to the interview what you had and the answers that you gave. Discuss with your friends.

- How could you have improved your performance?
- What was your biggest problem? Fluency, pronunciation, thinking of something to say or grammar.
- What can you do to improve these things?

Week 7b – Speaking (Job Interview)

Week 9a – Academic Reading

Understanding paper or news in economics. In this week, you are expected to at least understand the abstract of a paper or news. The discussion will be in group of 4-6 people. Instructions: write in paper list of vocabularies that you do not know, find the meaning in a dictionary. Try to write the meaning of the abstract in Bahasa Indonesia as clear as possible until you yourselves understand what you write. Then, write in your own word the short summary of the abstract in English. Ask your teacher if you find any difficulties in understanding technical words or terms.

Reading

Instruction: Find an article or news related to your topic of interest and it must be related to economy world. It could be the latest news, a research, a finding, an analysis, and such.

Use the blank to write the report of your reading.

Week 9b – Academic Reading Report (Vocabularies and Meaning)

Week 9b – Academic Reading Report (Vocabularies and Meaning)

Week 10 – Speaking

In this week, we are going to discuss the content of the reading you already discussed in week 9. Each of you is going to be provided an opportunity to present your understanding of the reading. In your presentation, you are allowed to deliver it in Bahasa Indonesia or English or both. There will be different assessment depending on your understanding and language you use. However, the main point of the assessment is the presentation that has the close grasp to the content of the reading.

Use the blank to write the preparation of your presentation.

Understanding a process speech and preparing the speech

The Process Speech.

What is it?

This is a speech we are going to give to the class which will explain the steps that lead up to a result.

This may be

- something in nature such as the steps that lead to an earthquake or a drought,
- it could be an aspect of society, such as an economic depression, a change in fashions,
- or it could be just an explanation of how to make a cup of tea, or the step that you need to take to buy a piece of clothing.

How do I need to prepare for it?

- Think of a topic, this needs to be something that you know enough about to be confident explaining it to the class.
- Write an outline

How do I write an outline?

1. State the specific purpose of your talk
2. Identify the main idea.
3. Choose two of three main points and explain them clearly
4. Support each main points with clear examples
5. Write your conclusion by restating your main idea and your specific purpose.
6. Write your introduction

What must I remember when giving my talk?

1. Be well organised.
2. Be prepared
 - Don't read from a prepared speech
 - Write clear notes
 - Practice, practice, practice
3. Be confident, (see be prepared)
4. Use good body language
 - Make eye contact with the audience
 - Make sure you are speaking loudly enough
 - Try not to speak too quickly or too slowly
5. Be clear
 - Make sure the organisation of your talk is clear to the audience
 - Move smoothly from one point to the next
 - Use the blackboard to illustrate anything difficult
6. Be enthusiastic, then the audience may become enthusiastic too.

Outline for the Process Speech

After choosing your topic. Prepare the outline for your talk using the following steps.

1. Title Make delicious food from rice paper
 2. Identify the main idea and the purpose of your talk.
3 or more steps to make a delicious food from rice paper
 3. Write the introduction (with some general information about the topic)
Foods are great especially the delicious one. I will give you a recipe of making a food from rice paper.
too general
tell me more about rice paper
 4. Choose two or three main points
 - a) ① Buy rice paper and something such as shrimp to fill in
 - b) ③ Know how to use the rice paper and to fold it
 - c) ② Cook the shrimp or something else
 5. Support each point with detail
 - a) Rice paper
 - i) Buy it in any store that sell it such as Thua Pat in CM
 - ii) Buy the ^{ingredients} groceries such as shrimp and ... ?
 - b) Cook the groceries ^{ingredients} *add?*
 - i) Don't forget to clean the shrimp & provide the flavor?
 - ii) You can fry it or put some spices or whatever you prefer.
 - c) The use of rice paper *just shrimp? anything else?*
 - i) Put the rice paper in hot/warm water, wait until it get soft
 - ii) fill in the shrimp and fold it to certain shape.
add (or put in) *will you explain how?*
 6. Write your conclusion (summary and final words)
foods are lovely and great. Be creative in making or cooking any food including rice paper. you can create any kind of filling or shape from rice paper.
- NB Remember to write notes only. Don't read from written sentences.

rad.
logical
✓

Week 11c – Writing (Process Speech)

Writing an outline. Remember, all of these are your preparation for final test. Consult you teacher regularly for correction and suggestion for the outline and your speech.

Outline for the Process Speech

After choosing your topic. Prepare the outline for your talk using the following steps.

1. Title _____
2. Identify the main idea and the purpose of your talk.
3. Write the introduction (with some general information about the topic)
4. Choose two or three main points
 - a) _____
 - b) _____
 - c) _____
5. Support each point with detail
 - a) _____
 - i) _____
 - ii) _____
 - b) _____
 - i) _____
 - ii) _____
 - c) _____
 - i) _____
 - ii) _____
6. Write your conclusion (summary and final words)

NB Remember to write notes only. Don't read from written sentences.

Week 11d – Writing (Process Speech)

Use the blank to write your speech preparation.

Week 12-13b – Passive Voice

Assignment: Please write a summary of Passive Voice. Be noted that the summary is no more than two pages and it is essential to put your source of information (the author, the title of a book/article, the publisher/the website, and year). If there is no reference included, your summary will not be marked.

Use the blank to write your summary.

Source: _____

Week 14-15a – Introduction to TOEFL/IELTS

In this week, we are going to discuss a little about TOEFL/IELTS. This includes a brief explanation about TOEFL and some examples of questions of listening, structure and reading comprehension. In addition, if it is considered essential at the time, IELTS will also be briefly discussed including some types of its questions. Be noted that to graduate, you will need to have a TOELF score of at least 400.

Samples of Listening question

Samples of Structure question

Samples of Reading Comprehension question

Week 16a – Final Test

Remember, the final test will be conducted orally. Each of you will be prepared for a process speech in week 11 and be given opportunity to consult with your teacher until week 15. Good luck!

Use the blank to write your final preparation.

Week 16b – Final Test (Assessment)

Remember, the final test will be conducted orally. Each of you will be prepared for a process speech in week 11 and be given opportunity to consult with your teacher until week 15. Goof luck!

Process Speech Assessment		
Name:		
Preparation and Planning <ul style="list-style-type: none">• Introduction• Three points• Conclusion		
Content and Use of Vocabulary		
Pronunciation		
Delivery <ul style="list-style-type: none">• Volume/speed• Fluency• Pausing		
Accuracy		
Total	Final Comment	