

2017-2학기 프라임사업 영어특강 프로그램안

1. 교육기간: 2017년 9월 11일(월)~12월 11일(금) 10주
2. 수강신청: 2017년 8월 28일(월)~9월 5일(화)
3. 프로그램명: 토익스피킹과 함께하는 수준별 영어회화
4. 교육내용
 - 가. 원어민 영어회화 과정(10주, 40시간)
 - 나. 원어민 2대1 소그룹 회화과정(10주, 5시간)
5. 교육일정

강좌명	요일	시간	레벨
토스와 함께하는 수준별 영어회화과정(1)	월~목	08:00-08:50	<ul style="list-style-type: none"> ▪ 초급1 Introductory ▪ 중급1 Intermediate ▪ 고급1 Advanced
토스와 함께하는 수준별 영어회화과정(2)	월~목	09:00-09:50	<ul style="list-style-type: none"> ▪ 초급2 Beginner ▪ 중급2 Upper Intermediate ▪ 고급2 (시사영어토론) Advanced(Current Issues)
토스와 함께하는 수준별 영어회화과정(3)	월~목	10:30-11:20	<ul style="list-style-type: none"> ▪ 초급1 Introductory ▪ 중급1 Intermediate ▪ 고급1 Advanced
토스와 함께하는 수준별 영어회화과정(4)	월~목	13:30-14:20	<ul style="list-style-type: none"> ▪ 초급2 Beginner ▪ 중급2 Upper Intermediate ▪ 고급2 (시사영어토론) Advanced(Current Issues)
토스와 함께하는 수준별 영어회화과정(5)	월~목	17:30-18:20	<ul style="list-style-type: none"> ▪ 초급1 Introductory ▪ 중급1 Intermediate ▪ 고급1 Advanced
토스와 함께하는 수준별 영어회화과정(5)	월~목	19:00-19:50	<ul style="list-style-type: none"> ▪ 초급2 Beginner ▪ 중급2 Upper Intermediate ▪ 고급2 (시사영어토론) Advanced(Current Issues)

5. 세부내용

가. 수강신청

- PRIME컴퓨터사업단으로 신청서 제출 후 확정 명단 공지 후 아래 방법으로 신청 통보 예정
 - 수강신청방법: 외국어교육원 홈페이지(fli.yu.ac.kr)>외국어특강 수강신청>2017-2 학과별 프라임사업 영어특강
 - 수강료: 학생 부담금 없음 (단, 수업효율 제고를 위하여 수강신청 시 강좌 당 출석 예치금(50,000원)입금 → 출석률 90% 출석 시 전액환불)
 - 수강신청 시 레벨테스트도 함께 신청

나. 레벨테스트

- 목적: 최상의 교육 효과를 위하여 레벨테스트 실시. 반배정 및 성취도 평가
- 일시: 8월 28일~9월6일 중 2일(지정) 시간10:00~13:50

- 방법: 수강신청시 레벨테스트 일정 신청 → 원어민교원과 10분간 구술인터뷰

다. 반배정

- 레벨테스트 후 SMS메시지로 결과통보 → 레벨에 맞는 강좌가 열리는 시간대에 신청
- 시간대별 각 강좌 당 선착순 수강신청이며, 수강인원 부족 시 폐강될 수 있음
- 4일간의 수업 중 정규 수업 등 일정 중복으로 일부 수업시간이 안 맞을 시 동일 레벨 다른 시간대에서 교차수강 가능

라. 교육과정 특징 및 참가자 특전

1) 그룹수업(5~15인)

- 주제별, 레벨별 영어회화
- 레벨별 교육내용 세분화로 일상생활 영어회화에서부터 시사영어토론까지 개인별 맞춤형 교육
- 토익스피킹 및 오픽 등 말하기시험 대응 연습: 주별 학습내용 혹은 대화주제를 공인어학능력 파트별 시험양식에 맞추어 복습 및 대응하는 훈련 배양→ 공인어학 스피킹시험 점수 향상에 기여
- 엄격한 레벨테스트와 반배정 후 교육실시
- 일정 중복에 따른 수강불편을 해소하기 위한 교차수강 가능

2) 소그룹수업(최대2인)

- 중급레벨이상 학생 대 교수 간 2대1 맞춤형 회화 진행
- 원어민교원과의 소그룹 수업으로 학습상담, 해외유학, 진로상담 등 다양한 기회 부여 (※ 자세한 신청 일정은 추후 공지 예정)

3) 기타

- 교육기간 중 개최되는 외국어교육원 각종 행사에 초청 및 참가 자격 부여
- 천마 영어말하기 대회(11월 초 예정), 할로윈파티(10월 말 예정) 등
- 수강신청 시 출석담보 예치금 5만원을 제외한 수강료 부담 없음(학기 종료 후 출석률90%이상에 따른 출석예치금 전액 환급)
- 성취도 비교: 레벨테스트 시 최초 개별 영어능력과 종강 시 성취도 구술평가실시로 성취도 측정 및 비교
- 종강 직후 학생 개인별 원어민교원의 서술형 평가를 통하여 학생의 강점과 개선점을 서술하여 제공할 예정

2017-2학기
프라임사업 영어특강 강의계획서

English Conversation Course: Introductory

영어회화과정 초급1

1. 강좌개요(Summary of the course)

본 강좌는 일상생활에서 일정 시간밖에 영어를 사용하지 않는 비영어권사용자(EFL) 환경에 맞추어 특정 문형을 순차적으로 반복, 집중 연습하여 영어말하기 실력의 토대를 쌓기 위하여 마련된 초·중급 레벨 중심의 '패턴영어(pattern based English usage training)' 과정이다. 패턴영어 전체과정 중에서 초급(1)에 해당하는 초반부 강좌로서 현재단순, 현재진행, 불규칙과거 및 단순과거) 문형을 충분히 익히고, 연습하며 또한 실생활 회화에 활용할 수 있는 능력을 기른다.

2. 교수목표(Course objectives)

이 수업을 한 학기동안 이수한 학생은

1. 단순현재형(Present Simple)
2. 현재진행형(Present Continuous)
3. 단순과거형(불규칙변화Irregular Verbs)
4. 단순과거형(규칙변화Regular Verbs)

이상의 문형을 충분히 이해하고 평서문을 구사할 수 있으며, 이를 바탕으로 의문문과 이에 기초한 짧은 대화체, 그리고 그 대화체를 토익스피킹과 같은 공인어학시험의 파트별 질문에 대응할 수 있는 능력을 갖출 수 있다. 이러한 문형과 아울러 주요 동사들을 활용한 실용표현, 숙어(idioms)등 어휘능력도 함께 배양하는 것을 목표로 한다.

- 이러한 목표를 위하여 영어 동사를 중심으로 한 가장 기본적인 문형, 문장에서 시작하여 가장 길고 복잡한 문형까지 복습과 누적을 반복한다.
- 뿐만 아니라 영어말하기의 궁극적인 목표는 서로간의 대화와 의사소통을 위한 것이므로 이렇게 훈련하여 익힌 문장을 대화체로 연결, 확장 연습하며 이를 최종적으로 토익스피킹 파트3. 질문과 대답 유형에 응용하는 단계까지 가도록 훈련한다.
- 마지막으로 정확하고 유창한 문형 말하기 완성은 하나의 훌륭하고 튼튼한 그릇의 완성을 의미하므로 여기에 담을 내용의 일부로 영어의 주요 동사(be, do, have, make ...)를 활용한 숙어 및 연어(collocation)와 같은 동사구를 배우고 익힌다.

매일 수업의 주요 흐름은 다음과 같다.

1. Small Talk — 수업의 첫 단계인 warming up으로 5~10분간 파트너와 인사, 일상에 대한 간단한 대화를 영어로 나눈다. 이후 표현에 있어서 잘 몰랐거나, 궁금한 영어표현을 추가로 질문하고 적절한 표현을 10분간 정리한다. (10분)
2. Review(1) — 이전 수업 내용 중에서 주요 내용 및 표현들을 다시 되새기고 연습함으로써 반복에 의한 충분한 기억효과와 최대의 학습효과를 만들어낸다. (15분)
3. 진도 — 매일 주어진 진도를 교재 및 미리 준비된 PPT 화면을 따라 개별, 파트너, 전체 등 다양한 형태로 익히고 연습한다. (60분)

4. Quiz — 자칫 정해진 틀을 따라 반복하는 수업의 특성상 지루해지고, 집중력이 떨어질 것을 감안하여 중간 지점에 재미있고 흥미로운 영어퀴즈 혹은 수수께끼를 내어 중간 break를 가지고 재충전한다.(5분)
5. Review(2) -- 그날 하루 내용을 정리하면서 간단히 다시 복습하여 학습효과를 더욱 높이고 다음 학습할 내용을 미리 알려준다.(10분)

3. 주별 수업계획 (Weekly plan)

주	수업계획
1/2주 (Week 1/2)	<ul style="list-style-type: none"> • 목표 : Section 1. 단순현재형(Present Simple) • 강의 내용 : <ol style="list-style-type: none"> ① 현재단순형의 용법 이해 및 연습 ② 평서문, 의문문, 짧은 대화체 및 개별 활용연습 ③ be 동사 숙어표현 연습
3/4주 (Week 2)	<ul style="list-style-type: none"> • 목표 : Section 2. 현재진행형(Present Continuous) • 강의 내용 : <ol style="list-style-type: none"> ① 현재진행형 용법 이해 및 연습 ② 개인의 미래 일정 등 익숙하지 못한 용법 집중연습 ③ 평서문, 의문문, 대화체 및 활용 ④ do동사 숙어표현 연습
5/6주 (Week 5/6)	<ul style="list-style-type: none"> • 목표 : Section 3. 단순과거형(불규칙변화(Irregular Verbs)) • 강의 내용 : <ol style="list-style-type: none"> ① 불규칙과거 용법 이해 및 연습 ② 과거동사의 규칙변화형과 불규칙형의 차이 이해 ③ 평서문, 의문문, 대화체 및 활용 ④ have 동사 숙어표현 연습 ⑤ 중간평가
7/8주 (Week 7/8)	<ul style="list-style-type: none"> • 목표 : Section 4. 단순과거형(규칙변화Regular Verbs) • 강의 내용 : <ol style="list-style-type: none"> ① 과거동사의 규칙변화 집중연습 ② 최근 활동, 과거 중요한 사건 등 과거 주제 회화 연습 ③ make 동사 숙어표현 연습
9/10주 (Week 9/10)	<ul style="list-style-type: none"> • 목표: 전체 복습 • 강의 내용 : <ol style="list-style-type: none"> ① 현재단순, 진행, 과거형 등 지난 학기동안의 내용 전체 정리 및 복습 ② take 동사 숙어표현 연습 ③ 성취도평가/종강

English Conversation Course: Beginner

영어회화과정 초급2

1. 강좌 개요(Summary of the course)

본 강좌는 일상생활에서 일정 시간밖에 영어를 사용하지 않는 비영어권사용자(EFL) 환경에 맞추어 특정 문형을 순차적으로 반복, 집중 연습하여 영어말하기 실력의 토대를 쌓기 위하여 마련된 초·중급 레벨 중심의 '패턴영어(pattern based English usage training)' 과정이다.

패턴영어 전체과정 중에서 초급(1)에 해당하는 초반부(현재단순, 현재진행, 불규칙과거 및 단순과거)를 한 학기 이수한 학생이나, 레벨테스트를 통하여 이에 준하는 수준을 갖춘 학생들을 대상으로 한다.

2. 교수목표(Course objectives)

이 수업을 한 학기동안 이수한 학생은

- ❖ 현재완료과거형(Present Perfect)
- ❖ to-부정사(to-infinitives)
- ❖ 동명사(Gerunds)
- ❖ 수동태(Passive Voice)

이상의 문형을 충분히 이해하고 평서문을 구사할 수 있으며, 이를 바탕으로 의문문과 이에 기초한 짧은 대화체, 그리고 그 대화체를 토익스피킹과 같은 공인어학시험의 파트별 질문에 대응할 수 있는 능력을 갖추 수 있다. 이러한 훈련과 아울러 주요 동사들을 활용한 실용표현, 숙어(idioms)등 어휘능력도 함께 배양하는 것을 목표로 한다.

- 이러한 목표를 위하여 영어 동사를 중심으로 한 가장 기본적인 문형, 문장에서 시작하여 가장 길고 복잡한 문형까지 복습과 누적을 반복한다.
- 뿐만 아니라 영어말하기의 궁극적인 목표는 서로간의 대화와 의사소통을 위한 것이므로 이렇게 훈련하여 익힌 문장을 대화체로 연결, 확장 연습하며 이를 최종적으로 토익스피킹 파트3. 질문과 대답 유형에 응용하는 단계까지 가도록 훈련한다.
- 마지막으로 정확하고 유창한 문형 말하기 완성은 하나의 훌륭하고 튼튼한 그릇의 완성을 의미하므로 여기에 담을 내용의 일부로 영어의 주요 동사(be, do, have, make ...)를 활용한 숙어 및 언어(collocation)와 같은 동사구를 배우고 익힌다.

매일 수업의 주요 흐름은 다음과 같다.

1. Small Talk — 수업의 첫 단계인 warming up으로 5~10분간 파트너와 인사, 일상에 대한 간단한 대화를 영어로 나눈다. 이후 표현에 있어서 잘 몰랐거나, 궁금한 영어표현을 질문하고 적절한 표현을 10분간 정리한다.
2. Topical Conversation—Foods, hobbies 등 간단한 일상 주제를 하루에 한 개씩 정하고 10개 정도의 질문 목록에서 몇 개를 골라 10여분간 파트너와 대화를 나누고 담당 강사와 질문과 대답 등 피드백을 주고 받는다.
3. Review(1) — 이전 수업 내용 중에서 주요 내용 및 표현들을 다시 되새기고 연습함으로써 반복에 의한 충분한 기억효과와 최대의 학습효과를 만들어낸다. (10~15분)
4. 진도 — 매일 주어진 진도를 교재 및 미리 준비된 PPT 화면을 따라 개별, 파트너, 전체 등 다양한 형태로 익히고 연습한다. (50~60분)
5. Quiz — 자칫 정해진 틀을 따라 반복하는 수업의 특성상 지루해지고, 집중력이 떨어질 것을 감안하여

중간 지점에 재미있고 흥미로운 영어퀴즈 혹은 수수께끼를 내어 중간 break를 가지고 재충전한다.

6. Review(2) -- 그날 하루 내용을 정리하면서 간단히 다시 복습하여 학습효과를 더욱 높이고 다음 학습할 내용을 미리 알려준다.

3. 주별 수업계획 (Weekly plan)

주	수업계획
1/2주 (Week 1/2)	<ul style="list-style-type: none"> • 주간 목표 : Section 5 현재완료과거형(Present Perfect) • 강의 내용 : <ul style="list-style-type: none"> ① 현재완료과거와 단순과거의 차이 이해 및 현재완료 문형(평서문, 의문문, 대화체) 연습 ② be 동사 숙어표현 연습
3/4주 (Week 3/4)	<ul style="list-style-type: none"> • 주간 목표 : Section 6 to-부정사(to-infinitives) • 강의 내용 : <ul style="list-style-type: none"> ① 부정사의 다양한 용법 이해 및 연습 ② 부정사 평서문, 의문문, 대화체 및 활용 ③ do동사 숙어표현 연습
5/6주 (Week 5/6)	<ul style="list-style-type: none"> • 주간 목표 : Section 7 동명사(Gerunds) • 강의 내용 : <ul style="list-style-type: none"> ① 동명사의 용법 이해 및 연습 ② 동명사와 부정사의 차이 이해 ③ 평서문, 의문문, 대화체 및 활용 ④ have 동사 숙어표현 연습 ⑤ 중간평가
7/8주 (Week 7/8)	<ul style="list-style-type: none"> • 주간 목표 : Section 8 수동태(1) • 강의 내용 : <ul style="list-style-type: none"> ① 분사의 용법 이해 및 연습 (현재분사/과거분사) ② 부정사, 동명사 및 분사의 종합적인 정리 ③ make 동사 숙어표현 연습
9/10주 (Week 9/10)	<ul style="list-style-type: none"> • 주간 목표 : Section 8 수동태(2) • 강의 내용 : <ul style="list-style-type: none"> ① 과거분사를 활용한 수동태 이해 및 집중연습 ② 평서문, 의문문, 대화체 및 활용 ③ take 동사 숙어표현 연습 ④ 전체 복습 및 성취도평가/종강

English Conversation Course: Intermediate

영어회화과정 중급1

1. General Aims/Course Overview

This course is designed for the students who can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc., deal with most situations likely to arise whilst traveling in an area where the language is spoken, produce simple connected text on topics, which are familiar, or of personal interest and describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

At the end of the course, the learners

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (CEFR Section 1.1)

2. Specific Aims/Course Objectives

Throughout this course, the learners will practice English conversation to reach specific aims ranging these five sections; range, accuracy, fluency, interaction and coherence.(CEFR Section 2.4) The learners will

Vocabulary range: The learners will

- Have a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.

Grammatical Accuracy: The learners will

- Good grammatical control. Occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.
- Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.

Spoken Fluency: The learners

- Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.
- Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.

Interaction

- Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.
- Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
- Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party.
- Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. (CEFR 2.1)

Coherence

- Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
- Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some “jumpiness” in a long contribution.

3. Content: Weekly Plan

Week 1

- Theme: **Talking about yourself and others: Describing character/Free-time activities**
- Grammar: The simple present vs the present continuous; the simple past vs the present perfect
- Vocabulary: Adjectives for personality and character; hobbies and sports
- Fun Speaking Activity: “Can You Tell Me About...?”
- Reviewing the week on the basis of Speaking Test format

Week 2

- Theme: **Comparing places: Geography/Weather**
- Grammar: Comparative forms of adjectives; superlative forms of adjectives
- Vocabulary: Adjectives for describing places; weather words
- Fun Speaking Activity: Geography and Weather Discussion
- Reviewing the week on the basis of Speaking Test format

Week 3

- Theme: **Everyday activities/Life experiences**
- Grammar: The past continuous; the simple past vs the past continuous
- Vocabulary: Everyday activities; important life events
- Video and Fun Speaking Activity: Life Experiences Video and Discussion
- Reviewing the week on the basis of Speaking Test format

Week 4

- Theme: **School subjects/At school/Jobs/At work**
- Grammar: Adjectives ending in *-ing* and *-ed*; the present perfect with *already*, *never*, *still*, and *yet*; The present perfect with *how long*; *since* and *for*; verb + infinitive, verb + gerund, and phrase + gerund
- Vocabulary: School subjects; adjectives for describing feelings; Jobs and occupations; different tasks and work activities
- Video and Fun Speaking Activity: Job Video and Discussion
- Reviewing the week on the basis of Speaking Test format

Week 5

- Theme: **Phone messages/Favor and requests/Wishes/Opinions**
- Grammar: Requests with *can*, *will*, *could* and *would*; *Would you mind...?*; Verb forms after *wish*; *too* and *enough*
- Vocabulary: Types of phone messages; requests, and offers; favors and requests; Wishes for life changes; topics to express opinions about
- Fun Speaking Activity: Make “Bucket List” wishes
- Reviewing the week on the basis of Speaking Test format

Week 6

- Theme: **Customs Events and celebrations**
- Grammar: *It* + infinitive; gerunds as subjects; time clauses with *before*, *when* and *after*
- Vocabulary: Cultural customs; special occasions
- Fun Speaking Activity: Cultural Difference Discussion
- Reviewing the week on the basis of Speaking Test format

Week 7

- Theme: **Recent activities/Leisure activities**
- Grammar: The present perfect continuous; the present perfect continuous vs the present perfect
- Vocabulary: Daily activities and routines; leisure activities
- Fun Speaking Activity: Hobbies Board Game
- Reviewing the week on the basis of Speaking Test format

Week 8

- Theme: **Describing people/Everyday habits**
- Grammar: *Used to*; the simple past with *how long*
- Vocabulary: Describing appearance and character habits
- Fun Speaking Activity: Habits and Appearances Discussion
- Reviewing the week on the basis of Speaking Test format

Week 9

- Theme: **Stories/In the news**
- Grammar: Reported speech; *while* and *then* in clauses
- Vocabulary: Different types of stories; news events
- Video and Fun Speaking Activity: Watch a news event video and discussion
- Reviewing the week on the basis of Speaking Test format

Week 10

- Theme: **Before you travel/Travel experiences**
- Grammar: *Have to*, *have got to*, and *must*; the present perfect for time continuing up to the present
- Vocabulary: Preparing to travel; travel experiences
- Video and Fun Speaking Activity: Travel Video and Discussion
- Reviewing the week on the basis of Speaking Test format

4. Grouping

- Maximum of 10 students who got the level (intermediate) on the CEFR global scale at a level test provided by a native English teacher will make a class.
- These students can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- They can deal with most situations likely to arise whilst traveling in an area where the language is spoken.
- They can also produce simple connected text on topics, which are familiar, or of personal interest.
- And finally they can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

5. Time

- This course runs with four hours a week and lasts for ten weeks, totaling 40 class hours.
- The students will be required to do extra half an hour of small group(2-on-1) work once a week, which is supervised by the teacher so the students can get some help or advice from the teacher.
- This group work is introduced to make up any time for practice that is necessary for the students to move on to the higher level.

6. Textbook/Aids and resources

The teacher of this course can utilize any number of following teaching aids depending on the particular sections being taught:

- Textbook; **Talk Time; everyday English conversation**, Student Book #3 (by Susan Stempleski, 2007, Oxford University Press)
- Handouts for activities
- Photocopies from the textbook
- Supplementary thematic activities
- Video clips
- Power point presentation slides
- Review and quiz

English Conversation Course: Upper Intermediate

영어회화과정 중급2

1. General Aims/Course Overview

This course is designed for the students who can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization, can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party, and can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

At the end of the course, the learners

- Can understand a wide range of demanding, longer texts, and recognize implicit meaning.
- Can express him/herself fluently and spontaneously without much obvious searching for expressions.
- Can use language flexibly and effectively for social, academic and professional purposes.
- Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. (CEFR Section 1.1)

2. Specific Aims/Course Objectives

Throughout this course, the learners will practice English conversation to reach specific aims ranging these five sections; range, accuracy, fluency, interaction and coherence.(CEFR Section 2.4) The learners will

Vocabulary range: The learners will

- Have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies.
- Have a good command of idiomatic expressions and colloquialisms.

Grammatical Accuracy: The learners will

- Consistently maintain a high degree of grammatical accuracy; errors should be rare and difficult to spot.

Spoken Fluency: The learners

- Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.

Interaction

- Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar.
- Can follow films employing a considerable degree of slang and idiomatic usage.
- Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.

Coherence

- Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.

3. Content: Weekly Plan

Week 1- Topic: Art

Day 1: Video Clips, Vocabulary and Open Discussion about topic.

Day 2: Articles related to the topic.

Day 3: Students will form opinions related to the topic and present/debate

Day 4: Reviewing the week on the basis of Speaking Test format

Week 2- Topic: Fashion

Day 1: Video Clips, Vocabulary and Open Discussion about topic.

Day 2: Articles related to the topic.

Day 3: Students will form opinions related to the topic and present/debate

Day 4: Reviewing the week on the basis of Speaking Test format

Week 3- Topic: Cheating

Day 1: Video Clips, Vocabulary and Open Discussion about topic.

Day 2: Articles related to the topic.

Day 3: Students will form opinions related to the topic and present/debate

Day 4: Reviewing the week on the basis of Speaking Test format

Week 4- Topic: Culture

Day 1: Video Clips, Vocabulary and Open Discussion about topic.

Day 2: Articles related to the topic.

Day 3: Students will form opinions related to the topic and present/debate

Day 4: Reviewing the week on the basis of Speaking Test format

Week 5- Topic: Marriage

Day 1: Video Clips, Vocabulary and Open Discussion about topic.

Day 2: Articles related to the topic.

Day 3: Students will form opinions related to the topic and present/debate

Day 4: Reviewing the week on the basis of Speaking Test format

Week 6- Topic: Interviewing

Day 1: Video Clips, Vocabulary and Open Discussion about topic.

Day 2: Articles related to the topic.

Day 3: Students will form opinions related to the topic and present/debate

Day 4: Reviewing the week on the basis of Speaking Test format

Week 7- Topic: Volunteer Work

Day 1: Video Clips, Vocabulary and Open Discussion about topic.

Day 2: Articles related to the topic.

Day 3: Students will form opinions related to the topic and

present/debate

Day 4: Reviewing the week on the basis of Speaking Test format

Week 8- Topic: World Religions

Day 1: Video Clips, Vocabulary and Open Discussion about topic.

Day 2: Articles related to the topic.

Day 3: Students will form opinions related to the topic and present/debate

Day 4: Reviewing the week on the basis of Speaking Test format

Week 9- Topic: Privacy

Day 1: Video Clips, Vocabulary and Open Discussion about topic.

Day 2: Articles related to the topic.

Day 3: Students will form opinions related to the topic and present/debate

Day 4: Reviewing the week on the basis of Speaking Test format

Week 10- Topic: Crime

Day 1: Video Clips, Vocabulary and Open Discussion about topic.

Day 2: Articles related to the topic.

Day 3: Students will form opinions related to the topic and present/debate

Day 4: Reviewing the week on the basis of Speaking Test format

4. Grouping

- Maximum of 10 students who got the level Upper-intermediate on the CEFR global scale at a level test provided by a native English teacher will make a class.
- The students can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.
- The students can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.
- The students can follow extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. (CEFR 2.1)

5. Time

- This course runs with four hours a week and lasts for ten weeks, totaling 40 class hours.
- The students will be required to do extra half an hour of small group(2-on-1) work once a week, which is supervised by the teacher so the students can get some help or advice from the teacher.
- This group work is introduced to make up any time for practice that is necessary for the students to move on to the higher level.

6. Textbook/Aids and resources- **There is NO Textbook for this course*

The teacher of this course can utilize any number of following teaching aids depending on the particular sections being taught:

- Handouts for activities
- Photocopies from the textbook
- Supplementary thematic activities
- Video clips
- Power point presentation slides
- Review and quiz

English Conversation Course: Advanced

영어회화과정 고급1

1. General Aims/Course Overview

This course is designed for students who can understand a wide range of demanding, longer texts, and recognize implicit meaning. Students who take this course can express him/herself fluently and spontaneously without much obvious searching for expressions. Students can use language flexibly effectively for social, academic and professional purposes. Students can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

At the end of the course, the learners

- Can understand with ease virtually everything heard or read.
- Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
- Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

2. Specific Aims/Course Objectives

Throughout this course, the learners will practice English conversation to reach specific aims ranging these five sections; range, accuracy, fluency, interaction and coherence. (CEFR Section 2.4) The learners will

Vocabulary range: The learners will

- Have a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.

Grammatical Accuracy: The learners will

- Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).

Spoken Fluency: The learners will

- Have a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning
- Appreciate fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly
- Mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences.

Interaction: The learners will

- Have a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it. (CEFR 2.1)

Coherence: The learners will

- Create coherent and cohesive text making full and appropriate use of a variety of organizational patterns and a wide range of cohesive devices.

3. Content: Weekly Plan

Week 1- Topic: History

- Day 1: Video Clips, Vocabulary and Open Discussion about topic.
 Day 2: Articles related to the topic.
 Day 3: Students will form opinions related to the topic and present/debate
 Day 4: Reviewing the week on the basis of Speaking Test format
- Week 2- Topic: Pop Culture
 Day 1: Video Clips, Vocabulary and Open Discussion about topic.
 Day 2: Articles related to the topic.
 Day 3: Students will form opinions related to the topic and present/debate
 Day 4: Reviewing the week on the basis of Speaking Test format
- Week 3- Topic: World Travel
 Day 1: Video Clips, Vocabulary and Open Discussion about topic.
 Day 2: Articles related to the topic.
 Day 3: Students will form opinions related to the topic and present/debate
- Week 4- Topic: World Religions
 Day 1: Video Clips, Vocabulary and Open Discussion about topic.
 Day 2: Articles related to the topic.
 Day 3: Students will form opinions related to the topic and present/debate
 Day 4: Reviewing the week on the basis of Speaking Test format
- Week 5- Topic: Marriage
 Day 1: Video Clips, Vocabulary and Open Discussion about topic.
 Day 2: Articles related to the topic.
 Day 3: Students will form opinions related to the topic and present/debate
 Day 4: Reviewing the week on the basis of Speaking Test format
- Week 6- Topic: Interviewing
 Day 1: Video Clips, Vocabulary and Open Discussion about topic.
 Day 2: Articles related to the topic.
 Day 3: Students will form opinions related to the topic and present/debate
 Day 4: Reviewing the week on the basis of Speaking Test format
- Week 7- Topic: Music
 Day 1: Video Clips, Vocabulary and Open Discussion about topic.
 Day 2: Articles related to the topic.
 Day 3: Students will form opinions related to the topic and present/debate
 Day 4: Reviewing the week on the basis of Speaking Test format
- Week 8- Topic: Technology
 Day 1: Video Clips, Vocabulary and Open Discussion about topic.
 Day 2: Articles related to the topic.
 Day 3: Students will form opinions related to the topic and

present/debate

Day 4: Reviewing the week on the basis of Speaking Test format

Week 9- Topic: Getting a Job

Day 1: Video Clips, Vocabulary and Open Discussion about topic.

Day 2: Articles related to the topic.

Day 3: Students will form opinions related to the topic and present/debate

Day 4: Reviewing the week on the basis of Speaking Test format

Week 10- Topic: Crime

Day 1: Video Clips, Vocabulary and Open Discussion about topic.

Day 2: Articles related to the topic.

Day 3: Students will form opinions related to the topic and present/debate

Day 4: Reviewing the week on the basis of Speaking Test format

4. Grouping

- Maximum of 10 students who got the level, Advanced on the CEFR global scale at a level test provided by a native English teacher will make a class.
- These students can understand any native speaker interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a non-standard accent or dialect.
- Students can also converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life. (CEFR 2.1)

5. Time

- This course runs with four hours a week and lasts for ten weeks, totaling 40 class hours.
- The students will be required to do extra half an hour of small group(2-on-1) work once a week, which is supervised by the teacher so the students can get some help or advice from the teacher.
-
- This group work is introduced to make up any time for practice that is necessary for the students to move on to the higher level.

6. Textbook/Aids and resources **There is NO Textbook for this course*

The teacher of this course can utilize any number of following teaching aids depending on the particular sections being taught:

- Handouts for activities
- Photocopies from the textbook
- Supplementary thematic activities
- Video clips
- Power point presentation slides
- Review and quiz

English Conversation Course: Current Issues

영어회화과정 고급2

1. General Aims/Course Overview

This course is designed for students who

- Can understand with ease virtually everything heard or read.
- Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
- Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

At the end of the course, the learner

- Will have a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning.
- Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices.
- Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.

2. Specific Aims/Course Objectives

Throughout this course, the learners will practice English conversation to reach specific aims ranging these five sections; range, accuracy, fluency, interaction and coherence. (CEFR Section 2.4) The learners will

Vocabulary range: Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms

Grammatical Accuracy: The learners will maintain consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).

Spoken Fluency: The learners can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.

Interaction: The learners

- Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly.
- Can inter-weave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.

3. Content: Weekly Plan

Week 1: Dating

Week 2: Marriage and Children

Week 3: Job Interviews - Part I

Week 4: Job Interviews - Part II

Week 5: Contemporary Issues in Psychology

Week 6: Contemporary Issues in Education

Week 7: The Impact of Modern Medical Advances

Week 8: The Impact of the Global Economic Crisis

Week 9: Debate on Capital Punishment

Week 10: Courtroom Scene

Week 11: The Advantages and Disadvantages of Adoption

4. Grouping

- Maximum of 10 students who got the level, Advanced on the CEFR global scale at a level test provided by a native English teacher will make a class.
- These students can understand any native speaker interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a non-standard accent or dialect.
- Students can also converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life. (CEFR 2.1)

5. Time

- This course runs with four hours a week and lasts for ten weeks, totaling 40 class hours.
- The students will be required to do extra half an hour of small group(2-on-1) work once a week, which is supervised by the teacher so the students can get some help or advice from the teacher.
-
- This group work is introduced to make up any time for practice that is necessary for the students to move on to the higher level.

6. Textbook/Aids and resources **There is NO Textbook for this course*

The teacher of this course can utilize any number of following teaching aids depending on the particular sections being taught:

- Handouts for activities
- Photocopies from the textbook
- Supplementary thematic activities
- Video clips
- Power point presentation slides
- Review and quiz