English Division

Course Syllabus

Subject Code:	**IKB02**
Subject Title:	**General English 1**
Subject Specification:	For students at CEFR (Common European Framework of Reference for Languages) entry Level A1. The CEFR recommended guided and self-study hours for completion of A1 level is 80 – 100.
Subject Overview:	To provide second semester students of the CEFR level A1 with knowledge and development enabling them to: Understand sentences and frequently used expressions related to areas of most immediate relevance such as basic personal and family information, shopping, local geography, employment, education, training and social roles. Communicate in simple and routine tasks requiring a direct exchange of information, feelings and opinions on familiar and routine matters. Develop their skill of engaging in conversation to establish shared understanding about familiar topics, and read, understand and obtain information from short documents, familiar sources, signs and symbols Write to communicate with some awareness of the intended audience.
Course Objectives:	**LISTENING** **Phonological features** • Listen for phonological detail to distinguish between similar words, to identify attitudes • Recognize feelings and attitudes expressed through stress and intonation. **Range** • Understand key grammatical forms used in very common everyday familiar contexts • Recognize familiar words and very basic phrases concerning self, family and immediate concrete surroundings. **Understanding gist** • Understand the main ideas of short explanations and conversations • Identify speakers, context and topic of short conversations.

Understanding detail

- Extract key words, numbers and spellings from short statements and explanations.

READING

Range

- Understand very familiar names, words and phrases in simple common texts found in everyday life
- Understand isolated words, short simple phrases and understand grammatical structures that link clauses and help identify time reference
- Understand the meanings conveyed by capital letters and full stops in very simple sentences.

Register

- Understand simple social courtesies.

Text structure

- Understand the organizational, lexical and grammatical features of short simple texts
- Recognize different purposes of simple texts through layout conventions, cultural conventions, common signs and symbols.

WRITING

The student will be able to:

- Write to communicate simple information to a sympathetic reader
- fill in a form with personal details
- Identify basic grammar, punctuation and spelling errors
- compose simple sentences to communicate ideas or basic information about a topic connected to personal information or knowledge
- Write a short letter, card, postcard and message using simple phrases and sentences to communicate ideas and basic information about themselves, where they live and what they do
- Write very simple descriptions, accounts and routines, single-step instructions and directions in familiar contexts
- Express likes, dislikes and preferences in relation to familiar topics.
- Use punctuation and capital letters correctly to show beginnings and ends of sentences, proper nouns, personal pronoun 'I'
- Spell correctly personal key words and familiar words
- Check what is written for basic errors
- Construct simple phrases and sentences using only basic grammar structures
- Use a basic range of vocabulary to deal with simple and familiar topics and tasks
- Write simple sentences on familiar topics
- Write a short sequence of simple sentences to form a basic message.

SPEAKING

Pronunciation

- Pronounce with sufficient clarity a limited repertoire of words and phrases so they can be understood by a sympathetic listener.

Accuracy

- Display a limited control of very basic grammatical structures.

Range

- Produce simple phrases and sentences to give basic information about and descriptions of familiar people and places, feelings and opinions.

Register

- Cope appropriately, with support from the other person, in a limited range of familiar social situations.

Fluency

- Manage the conventions of turn taking in very simple interactions
- Use a very limited range of connectors to link utterances.

Course Method:

The course consists of student-driven individual, group or class activities, presentations, assignments and paper submission. It is expected that every student will regularly attend classes and actively participate in class activities and discussions.

A student workbook accompanies the course.

Online supplementary study material which reflects course topics and/or other topic areas for language development are provided. The supplementary material is to increase the number of study hours from 1.5 to 2.5/3.0 hours per week.

Each week will focus on a topic and one or more of the following skills: listening, reading, writing and speaking. Improvement of grammar skills, new grammar skills and vocabulary building will also be integrated.

For some weeks, authentic materials such as videos, audio recordings, newspapers, letters, and articles may be used.

Every week will build upon the syllabus and work towards the Final Exam.

Teacher lesson plans and PowerPoints are prepared for each week's teaching materials to provide a standard teaching method across the subject.

Learning Outcomes:

Students will be able to:

LISTENING

- Understand speech which is clearly and slowly articulated
- Follow short conversations both formal and informal connected with education, work and social life understanding gist, context, feelings, opinions and relationships
- Understand simple questions, statements, narratives, directions, explanations and instructions
- Identify the function of short utterances (see Grammar and Functions sections)

- Extract and reproduce key information from simple spoken messages and announcements

READING
- Understand short simple narratives and descriptions, straightforward instructions, directions and explanations on familiar and work related topics
- Recognise the different purposes of text both formal and informal when purpose and intended audience is clear
- Locate specific predictable information in everyday short texts on familiar matters
- Understand a simple line of argument simply expressed
- Understand the main ideas and gist of simple personal letters and newspaper articles describing events
- Understand routine formal letters on familiar topics
- Understand everyday signs and notices found in public places

WRITING
- Compose simple texts using the appropriate format with some awareness of the intended audience
- Fill in a form with personal details recording information using conventions such as deleting, ticking, and with some awareness of the intended audience
- Copy a text correcting basic grammar, punctuation and spelling errors
- Follow instructions to write a formal letter, message or note
- Write informally about family, living conditions, schooling and job, plans and arrangements, likes and dislikes and past activities
- Write short descriptions or tell a simple story using simple and compound sentences
- Write a short sequence of simple explanations, instructions or directions
- Express simple opinions clearly

SPEAKING
- Speak with reasonable ease in structured situations and short conversations on familiar topics, although from time to time will be asked to repeat or clarify
- Communicate personal information to give simple descriptions of family, other people, living or working conditions, habits and daily routines, education background and/or job
- Communicate in a limited number of social situations using a range of functional language
- Exchange information to perform a task
- Give simple directions, instructions and explanations
- ask and answer questions
- Give a short description or tell a simple story using simple and compound sentences
- Express simple feelings and opinions and establish a shared understanding

Course Content

Lesson 1	:	Course Overview, Lecturer Introduction & Syllabus
Lesson 2	:	Nice to meet you - Present Simple: be
Lesson 3	:	Join Us! – Present Simple: I/you/we/they

Lesson 4	:	High Flyers – Present Simple: He/she/it **Coursework 1 – Quiz Present Simple**
Lesson 5	:	Travel Light - This/that, these/those; possessives
Lesson 6	:	Just Good Friends - Frequency adverbs: sometimes, always, often, hardly ever and never. Modifiers: quite, not very, really and very. **Coursework 2 – Story Writing using Frequency of Adverbs**
Lesson 7	:	Big Happy Families – Have/has got
MID-TEST		
Lesson 8	:	Mid – test review What Time Does it Start – Asking for information
Lesson 9	:	Small Space, Big Style – There is/There are **Coursework 3 - Quiz**
Lesson 10	:	Favorite Things – was/were
Lesson 11	:	Time Twins – Past simple **Coursework 4 – Presentation Using Past Simple**
Lesson 12	:	My Fridge.com – Countable and Uncountable Nouns; a/an, some, many
Lesson 13	:	4 ½ Cows – how much/many; quantifiers
Lesson 14	:	Final Exam Revision

Grading System:

Listening and Reading

- Marks are awarded for the Listening and Reading Sections.
- The Listening and Reading questions are marked against paper-specific marking schemes.

Writing

Marks are awarded for the closed writing tasks against paper-specific marking schemes. The free-writing sections are marked against criteria aligned to the descriptors of the CEFR. These criteria are Task Fulfilment, Grammar, Vocabulary and Structure.

- Task fulfilment: a measure of how far the student has achieved/addressed the task. Has the student done what was asked (e.g. - "Write four sentences" – are there four sentences?)
- Grammar: a measure of the range, appropriateness and accuracy of grammar.
- Vocabulary: a measure of the range, accuracy and appropriateness of vocabulary. This criterion also includes spelling accuracy.
- Structure: a measure of coherence and cohesion. How the text is put together? Is there an attempt to link the ideas and to organise them in a coherent manner? This criterion also includes the accurate use of punctuation

A mark is awarded on a scale from 0 to 3 for each criterion, depending on the student's performance. These marks are then added together to obtain an overall mark for that specific task.

Maximum marks for writing task

complete a form with personal details and follow instructions	Maximum mark: 12
copy and improve a text	Maximum mark: 5
respond informally to a given text	Maximum mark: 12
write a neutral or formal text for an intended audience	Maximum mark: 12

Spelling and capitalisation

- American spelling is accepted if used consistently. Inappropriate use of capital letters is generally not penalised unless spelling is the focus of the task.

- **Over and under length answers**
  The Task Fulfilment criterion with seriously under length answers will probably attract a score of 1 or 0 as there will most likely be no or little expansion of the topic.

  Answers which are seriously over length are awarded one mark less for the Task Fulfilment criterion than would otherwise have been awarded.

Skills and focus	Format
Writing 1: complete a form with personal details and follow instructions	Complete the form
Writing 2: copy and improve a text	Copy the text correcting the errors
Writing 3: respond informally to a given text	Write 20 – 40 words
Writing 4: write a neutral or formal text for an intended audience	Write 20 – 60 words

Writing Part 1 and 2 are marked in accordance with paper-specific mark schemes.

Writing Part 3
Writing to produce an informal response to an informal text: 20-40 words.

Writing to produce five sentences on specified topic: 20-50 words

	Task Fulfilment	Grammar	Vocabulary	Structure
3	Fully satisfies the demands of the task, addressing all three	Grammar appropriate to level and	Few serious errors of vo-	Overall text organisation com-

	points, with good expansion of the topic.	mostly accurate.	cabulary usage (appropriateness and spelling).	pletely appropriate for task. Attempts at textual cohesion and accurate punctuation.
2	Mainly satisfies the demands of the task, addressing two points with adequate expansion of the topic.	Some errors, though meaning still clear.	Some serious errors of vocabulary usage though meaning is still clear.	Text written in complete sentences, organised appropriately for the text form and mostly accurate punctuation.
1	Partially satisfies the demands of the task, addressing only one point with little expansion of topic.	Many errors, sometimes difficult to follow.	Many serious errors of vocabulary usage resulting in text being sometimes difficult to follow.	A series of phrases, not sentences. Poor punctuation.
0	Does not satisfy the demands of the task, with no expansion of the topic	Little language or such poor control as to affect the message.	Little language present or usage so poor as to make the text almost impossible to follow.	No clear system.

Writing Part 4
Writing for a given audience in a formal or neutral manner: 20-40 words.

	Task Fulfilment	**Grammar**	**Vocabulary**	**Structure**
3	Covers all three content points, fully and effectively.	Grammar appropriate to level and mostly accurate.	Few serious errors of vocabulary usage (appropriateness and spelling).	Overall text organisation completely appropriate for task. Attempts at textual cohesion and accurate punctuation.
2	Covers at least two content points adequately.	Some errors, though meaning still clear.	Some serious errors of vocabulary usage though meaning is still clear.	Text written in complete sentences, organised appropriately for the text form and mostly accurate punctuation.

1	Covers only one content point adequately.	Many errors, sometimes difficult to follow.	Many serious errors of vocabulary usage resulting in text being sometimes difficult to follow.	A series of phrases, not sentences. Poor punctuation.
0	Does not respond to any of the content points appropriately.	Little language or such poor control as to affect the message.	Little language present or usage so poor as to make the text almost impossible to follow.	No clear system.

Speaking

Speaking tests are assessed against the following four criteria:

Task Fulfilment and Coherence: the ability to manage the tasks adequately for the level and link the utterances into coherent speech

Accuracy and Range of Grammar: the ability to demonstrate a range and control of grammar

Accuracy and Range of Vocabulary: the ability to demonstrate a range and control of vocabulary

Pronunciation, Intonation and Fluency: the ability to connect utterances, maintain the flow and engage in effective communicative exchanges

Each of the four parts of the speaking test is given equal importance. Students are marked from 0 to 3 for each of the four criteria, so that the maximum marks they can get across the four parts of the test is 12.

Course Evaluation:

As a general rule, students are evaluated based on the following criteria:

Final Examinations	50%
Mid-term Examinations	20%
Assignments & Reports/Presentations	30%
Attendance	0%
TOTAL	100%

Evaluation elements are stated in quantitative forms, ranging from 0 to 100. Course grades on the student's result card (KHS) are stated as alphabetical symbol with the following qualification:

GRADE:

A	90 - 100
A-	85 < 89.90
B+	80 < 84.90

B	75 < 79.90
B-	70 < 74.90
C+	65 < 69.90
C	60 < 64.90
< 60 FAIL	

Scheme of Work

Session	Title/Topic	Discussion Area	Activities
I	Welcome Class	1. Course introduction 2. Lecturer Introduction	1. Questions & introductions 2. Icebreaking activities
II	Present Simple: be	1. Writing positive, negative and question forms of sentence using Present Continuous 2. Describing current event/activities	1. Greetings, Countries, Nationalities. 2. Match the pictures 3. Capital Letters 4. Short Writing
III	Present Simple: I/you/we/they	1. Introduction to present simple 2. Comprehensive use of present simple 3. Positive. Negative, and question form 4. Strong and weak forms of do you	1. Short reading 2. Listening to conversation. 3. Group writing activity
IV	Present Simple: He/she/it	1. Daily Routines, Jobs 2. Present Simple Verb Endings	1. Discussion 2. Listen to people describing their jobs 4. Identify a variety of jobs. 5. Talk and describe routines
V	This/That, These/Those; Possessives	1. Describing objects and where they are. 2. Stressing Syllables	1. Discussion activity 2. Writing practice 3. Describing objects location through speaking
VI	Frequency Adverbs: Sometimes, usually, always, often, hardly ever and never, modifiers, quite, really and very	1. Describing their own or another's frequency of actions. 2.Syllable stressing. 3. Understanding when to use a particular frequency of adverb.	1. Discussion 2. Reading quiz on what type of friend you are. 3. Listening to a discussion describing what kind of friend they are. 4. Group writing describing a friends frequency.
VII	Have/has got	1. Describing families and their members. 2. Understanding contracted forms of has/has got.	1. Reading an article about an unusual family. 2. Writing exercise – talk about your family
Mid-test			
VIII	Mid-Test Review Asking for Information	1. reviewing mid-test material 2. Show competence in asking about the time. 3. Understand polite and informal ways to ask about time and other needs.	1. Learn to ask questions the correct way.
IX	There is/there are	1. Understand when to use there is and there are. 2. Proper use of prepositions 1	1. Listening exercise

			2. Discussion about grammar 3. Group writing – describe your dream home
X	Was & Were	1. How to use the topic to describe dates/ times and places of occupancy. 2. Competence in strong and weak forms of was and were.	1. Grammar presentation 2. Listening to famous people describing their favorite things. 3. Talking about your favorite things and favorite childhood things.
XI	Past Simple	1. Understand and show competence in common verbs 1. 2. Understand past simple regular and irregular verbs.	1. 1. Discuss things SSs have done in the past. 2. Word gap exercises. 3. Write about an event that happened in the past. 4 Grammar presentation
XII	Countable & Uncountable Nouns	1. Understand what is considered countable and what is not using food & drink 2. Show competence in the difference between countable and uncountable	1. Discuss grammar. 2. Listen to people talk about food. 3. Write about your own eating and drinking habits.
XIII	How Much/How many	1. Understand containers. 2. Show competence in singular and plural forms and when they are needed/used.	1. Introduction to grammar. 2. Listening to a person ordering food. 3. Talk about diets and lifestyle. 3. Write a dialogue in a group about asking how much/how many.
XIV	Final Exam Revision	1. Reviewing previous lessons learned	1 Mini tests to remind students and boost memory.
Final Test			

Scheme of Work Supplementary Online Material

Session	Title/Topic	Discussion Area	Activities
I	Welcome Class	Class Overview and teacher Introduction	1. PPT Slides for that day.
II	Present Simple: be	1. Writing positive, negative and question forms of sentence using Present Continuous	1. Online reading https://www.myenglishpages.com/english/grammar-lesson-simple-present-be.php

		2. Describing current event/activities	
III	Present Simple: I/you/we/they	1. Introduction to present simple 2. Comprehensive use of present simple 3. Positive. Negative, and question form 4. Strong and weak forms of do you	1. Online exercise - https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_Simple/Present_Simple_-_We,_I,_You,_They_th165334hb
IV	Present Simple: He/she/it	1. Daily Routines, Jobs 2. Present Simple Verb Endings	1. Reading + Exercises: https://www.english-4u.de/en/grammar/present-simple.htm
V	This/That, These/Those; Possessives	1. Describing objects and where they are. 2. Stressing Syllables	1 Reading + Video Demonstration: https://www.grammar.cl/Notes/This_That_These_Those.htm
VI	Frequency Adverbs: Sometimes, usually, always, often, hardly ever and never, modifiers, quite, really and very	1. Describing their own or another's frequency of actions. 2.Syllable stressing. 3. Understanding when to use a particular frequency of adverb.	1. Reading: https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/adverbs-frequency
VII	Have/has got	1. reviewing mid-test material 2. Show competence in asking about the time. 3. Understand polite and informal ways to ask about time and other needs.	1. Listening + Exercise activity: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Have_got_-_Has_got/Have-has_got_Listening_Activities_jm951828ry
Mid-test			
VIII	Asking for Information	1. Show competence in asking about the time. 2. Understand polite and informal ways to ask about time and other needs.	1. Crossword and games about asking and giving information: https://www.englishexercises.org/makeagame/viewgame.asp?id=7057
IX	Past Simple	1. Understand and show competence in common verbs 1. 2. Understand past simple regular and irregular verbs.	1. Past Simple Reading Exercise: http://www.learnenglish-online.com/grammar/readings/simplepastreading.html
X	Was & Were	1. How to use the topic to describe dates/ times and places of occupancy.	1. Reading Comprehension: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Was_or_were/Reading_Comprehension_was-were_gx6733hn

		2. Competence in strong and weak forms of was and were.	
XI	Past Simple	1. Understand and show competence in common verbs 1. Understand past simple regular and irregular verbs.	1. Past Simple exercise: https://www.ego4u.com/en/cram-up/grammar/simple-past/exercises
XII	Countable & Uncountable Nouns	1. Understand what is considered countable and what is not using food & drink 2. Show competence in the difference between countable and uncountable	1. Reading and Video revision: https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/countable-uncountable-nouns
XIII	How Much/How many	1. Understand containers. 2. Show competence in singular and plural forms and when they are needed/used.	1. Online activity: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/How_much_-_how_many/How_much_How_many_ix1590676rm
XIV	Final Exam Review	1. Reviewing previous lessons learned	Lecturer Presentation
Final Test			

Midterm Paper Guidelines:

Material from both guided sessions and online supplementary self-study material.

Reading, grammar and writing will have a **minimum** of 6 different tasks.

The mid-test will consist of listening, reading, grammar and writing sections which will test students' language competency of week 1 – 7 materials.

A speaking section for the mid-test has been planned for 2020/2021 academic year and will depend on the capabilities of the new LMS system being introduced in September 2020.

Final Paper Guidelines:

All material covered in both guided sessions and online supplementary self-study material.

Reading, grammar and writing will have a minimum of 6 types.

The final test will consist of listening, reading, grammar and writing sections which will test students' language competency of week 1 – 14 materials.

References:

City & Guilds International ESOL and ISESOL handbook, student and teacher book (A1 level), Cambridge ESOL resources (A1 level), Speakout

Pearson Longman (A1-A2 level), British Council Learn English, Lecturer authentic material, various websites.

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