**Course Outline**

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| --- | --- |
| Course Code | EN-111 |
| Course Title | English 1: Functional English  |
| Resource Person(s) |  |
| Semester | Fall 2023 |
| Program | BS — |
| Credit Hours | 3 |
| Counseling Hours |  |

**Course Description**

The course is designed to equip students with essential language skills for effective communication in diverse real- world scenarios. It focuses on developing proficiency in English language usage: word, choices, grammar, and sentence structure. In addition, the course will enable students to grasp nuanced messages and tailor their communication effectively through application of comprehension and analytical skills in listening and reading. Moreover, the course encompasses a range of practical communication aspects including professional writing, public speaking, and everyday conversation, ensuring that students are equipped for both academic and professional spheres. An integral part of the course is fostering a deeper understanding of the impact of the language on diverse audiences.

**Course Learning Outcomes (CLOs)**

By the end of this course, students will be able to:

**C1**. Build English vocabulary with multiple possible choices that could be used in different contexts.

**C2.** Apply various grammar structures and rules in any type of communication.

**C3.** Comprehend the oral and written text from different genres.

**C4**. Synthesize any experience or information in form of uniquely structured sentences, paragraph and essay.

**C5.** Recognize inter-cultural variations in the use of listening and speaking English language effectively adapt their communication style.

**Teaching Methodology:**

The course will primarily be designed on a Student-centered and Activity-based learning approach; there are ample opportunities for discussions and interactive sessions throughout the course.

**Grade Evaluation Criteria**

|  |  |
| --- | --- |
| **Components** | **Marks in Percentage** |
| Assignments | 10% |
| Quizzes | 10% |
| Project  | 10% |
| Presentation | 10% |
| Mid Term Exam | 20% |
| Final Exam | 40% |
| Total | 100% |

**Suggested Readings:**

* John Eastwood, *Oxford Practice: Grammar* (Cambridge: Cambridge University Press, 2020).
* Betty Azar and Stacy Hazen, *International Edition: Basic English Grammar, Third Edition* (Pearson Longman, 2006).
* A. Amin, R. Ervally, and F. J. Ibrahim, *Grammar Builder 5* (Cambridge: Cambridge University Press, 2004).

**Course Calendar**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topics** | **Activities** |  **Mapped**  **CLO (s)** |
| **Week 1** | * Introduction to the Course Outline
* Introduction to attendance policy
* Assessment and evaluation criteria
* Talk about yourself and your peers
 | **Resources** <https://learnenglishteens.britishcouncil.org/exams/speaking-exams/talk-about-yourself>**Activities on talking about one’s self**<https://learnenglishteens.britishcouncil.org/sites/teens/files/talk_about_yourself_-_exercises_0.pdf>**Practice cards on talking about self.** <https://learnenglishteens.britishcouncil.org/sites/teens/files/talk_about_yourself_-_practice_cards.pdf> | **CLO-3** |
| **Week 2** | **Grammar*** Tenses overview
* Word Classes
* Articles
* Modifiers

**Listening** * Listening Activity (Advice for exams)
 | **Tenses exercises**<https://www.myenglishpages.com/english/grammar-exercise-tenses.php><https://www.english-4u.de/tenses_exercises.html><https://byjus.com/english/tenses-exercises/>**6 minutes grammar (tenses overview)**<https://www.youtube.com/watch?v=FGQPFqqduec>**Resource for word class**Oxford practice Grammar By John Eastwood (Exercises)**Articles**<https://www.bbc.com/learningenglish/burmese/course/upper-intermediate/unit-11/tab/grammar>Activity on articles <https://www.bbc.com/learningenglish/burmese/course/upper-intermediate/unit-11/session-1>**Listening Resource**<https://learnenglishteens.britishcouncil.org/skills/listening/b1-listening/advice-exams>**Exercises on listening activity**<https://learnenglishteens.britishcouncil.org/sites/teens/files/advice_for_exams_-_exercises_0.pdf><https://learnenglishteens.britishcouncil.org/skills/listening> | **CLO-2****CLO-2****CLO-5** |
| **Week 3** | **Grammar*** Sentence structure (Simple compound, complex
* Fragments and Run-on sentence
 | **Resource**<https://www.ieltsbuddy.com/sentence-structure.html> **Resource**<https://academicguides.waldenu.edu/writingcenter/grammar/runonsentences>  | **CLO-2****CLO-2** |
| **Week 4** | **Vocabulary Building*** Binomials
* Word formation
* Synonyms and antonyms

**Grammar*** Subject-verb agreement
* Fragments & run-on sentences

**Speaking*** Speaking tips
 | **Resource for word formation**V:[Binomials](http://www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-5/session-1/activity-3) 6 Minute VocabularyL [Suffixes](http://www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-1/session-1/activity-3) 6 Minute VocabularyL [Prefixes](http://www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-3/session-1/activity-4) 6 Minute VocabularyL: [Chunks of language](http://www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-4/session-1/activity-5) 6 Minute Vocabulary**Resource** <https://englishforeveryone.org/Topics/Synonyms-and-Antonyms.html> <https://englishforeveryone.org/PDFs/Antonym_Techniques.pdf> **Synonyms & antonyms**<https://www.merriam-webster.com/thesaurus/common> <https://languageadvisor.net/english-esl-synonyms-worksheets-for-level-b2/><https://academicguides.waldenu.edu/writingcenter/grammar/subjectverbagreement><https://www.niu.edu/writingtutorial/grammar/subject-verb-agrement.shtml> <https://www.niu.edu/writingtutorial/punctuation/run-on-sentences.shtml> <https://www.niu.edu/writingtutorial/punctuation/sentence-fragments.shtml>**Effective speaking tips**<https://learnenglishteens.britishcouncil.org/exams/speaking-exams/speaking-tips> | **CLO-1****CLO-2****CLO-5** |
| **Week 5** | **Reading Comprehension*** SQ3Rs

(Survey, Question, Read, Revise, Review)* Skimming & scanning
* Shakespeare (Reading comprehension)

**Active Listening** * Theme parks
 | **Resource**<https://assets.ctfassets.net/4ml977zzzy8h/1wE3Yi79Pl3S12ONln7hPj/19a4693ec0c973898fde1140b4fb8a7a/03-Skimming_and_Scanning_in_IELTS_Reading_Activity_Sheet_0.pdf> <https://ted-ielts.com/skimming-and-scanning-practice-ufos/> <https://learnenglishteens.britishcouncil.org/exams/reading-exams/how-read-text>**Short clip for homework followed by some activity on LMS.**<https://www.youtube.com/watch?v=mvYwYEtbFkI>**Reading comprehension**<https://learnenglishteens.britishcouncil.org/study-break/magazine-zone/shakespeare>**Reading comprehension exercises**<https://learnenglishteens.britishcouncil.org/sites/teens/files/shakespeare_-_exercises_6.pdf>**Listening activity** <https://learnenglishteens.britishcouncil.org/skills/listening/b1-listening/theme-parks>**Exercises on listening activity**<https://learnenglishteens.britishcouncil.org/sites/teens/files/theme_parks_-_exercises_2.pdf><https://learnenglishteens.britishcouncil.org/skills/listening/b1-listening> | **CLO-3****CLO-5** |
| **Week 6** | **Reading Comprehension*** Understanding the purpose, audience, and context
* Contextual interpretation (tone, biases, stereotypes, assumption, inferences,)
* Paragraph writing
* Transition words and their uses
* Email writing
 | **Resource****Reading comprehension resource** <https://learnenglishteens.britishcouncil.org/skills/reading>**Reading for Inference** <https://www.ereadingworksheets.com/reading-worksheets/inferences-worksheet-1.pdf> **Identifying Tone**<https://www.ereadingworksheets.com/worksheets/reading/tone/tone-lesson-01/tone-lesson-01.pdf>**Identifying Figurative Language of Shakespeare**<https://www.ereadingworksheets.com/figurative-language-worksheets/figurative-language-of-shakespeare.pdf>**How to write a structured paragraph**[**h**ttps://libguides.newcastle.edu.au/writing-paragraphs/structure](https://libguides.newcastle.edu.au/writing-paragraphs/structure)<https://libguides.newcastle.edu.au/writing-paragraphs/transitions>**Email writing**<https://learnenglishteens.britishcouncil.org/skills/writing/b2-writing/more-formal-email>**Exercises on email writing**<https://learnenglishteens.britishcouncil.org/sites/teens/files/a_more_formal_email_-_exercises.pdf>**Email writing practice**<https://learnenglishteens.britishcouncil.org/sites/teens/files/a_more_formal_email_-_writing_practice.pdf> | **CLO-3****CLO-4****CLO-4** |
| **Week 7** | **Writing** * Writing essay introduction & thesis statement

**Speaking*** Speaking Strategies to use when you don’t know an exact word

**Idioms & proverbs*** Common idioms and proverbs
 | **Resource** <https://www.ieltsbuddy.com/ielts-essay-introduction.html><https://www.ieltsbuddy.com/ielts-essay-introduction.html><https://learnenglishteens.britishcouncil.org/exams/speaking-exams/when-you-dont-know-exact-word>**Idioms and Proverbs**<https://www.ef.com/wwen/english-resources/english-idioms/> | **CLO-4****CLO-5** |
| **Week 8** | **Revision and Midterm exam** |
| **Week 9** | **Writing** * Writing essay conclusions
* Achieving coherence and cohesion in essay

**Speaking*** Giving opinions
* Phrases for agreeing and disagreeing
 | **Resource**<https://www.ieltsbuddy.com/ielts-essay-conclusion.html>**Essay writing tasks and activities**<https://ieltsliz.com/100-ielts-essay-questions/><https://www.ieltsbuddy.com/writing-coherence.html><https://learnenglishteens.britishcouncil.org/exams/speaking-exams/opinions><https://learnenglishteens.britishcouncil.org/exams/speaking-exams/agreeing-disagreeing> | **CLO-4****CLO-5** |
| **Week 10** | **Reading and discussion*** The end of life on Earth
* Are zoos a good thing
* Adult Phonics (English Alphabet sounds)
 | **Reading comprehension**<https://learnenglishteens.britishcouncil.org/skills/reading/b2-reading/end-life-earth>**Reading comprehension exercises & discussion**<https://learnenglishteens.britishcouncil.org/sites/teens/files/the_end_of_life_on_earth_-_exercises_0.pdf>**Reading comprehension** <https://learnenglishteens.britishcouncil.org/skills/reading/b2-reading/are-zoos-good-thing>**Exercises on reading comprehension & discussion**<https://learnenglishteens.britishcouncil.org/sites/teens/files/are_zoos_a_good_thing_-_exercises_0.pdf>**Video clip on phonics**<https://www.youtube.com/watch?v=Mpa9TYUpxgs> | **CLO-3** |
| **Week 11** | **Speaking*** Describe a photo or picture

**Writing** * A ‘for’ and ‘against’ essay
* Picture description
 | **Resource**<https://learnenglishteens.britishcouncil.org/exams/speaking-exams/describe-photo-or-picture>**Exercises on describing a photo**<https://learnenglishteens.britishcouncil.org/sites/teens/files/describe_a_photo_or_picture_-_exercises_0.pdf>**Activity on describing a photo**<https://learnenglishteens.britishcouncil.org/sites/teens/files/describe_a_photo_or_picture_-_activity.pdf>**Essay writing sample and tasks**<https://learnenglishteens.britishcouncil.org/skills/writing/b2-writing/against-essay-about-internet><https://learnenglishteens.britishcouncil.org/sites/teens/files/a_for_and_against_essay_about_the_internet_-_exercises_0>.<https://learnenglishteens.britishcouncil.org/sites/teens/files/a_for_and_against_essay_about_the_internet_-_writing_practice>**Youtube video on descriptive writing**<https://www.youtube.com/watch?v=oBXQ1qpqd4k>**Descriptive writing prompts and techniques**<https://luxwritingcenter.com/2022/05/06/igcse-first-language-english-paper-2-descriptive-writing/> | **CLO-5****CLO-4** |
| **Week 12** | **Speaking** * Oral presentation
* Debate

**Presentation Skill*** 7Cs of Communication
* What makes a good presentation?
* Example of good and bad presentation
 | **Resources**<https://learnenglishteens.britishcouncil.org/exams/speaking-exams/oral-presentation>**Presentation planning sheet**<https://learnenglishteens.britishcouncil.org/sites/teens/files/oral_presentation_-_planning_sheet_3.pdf>**Oral presentation exercises**<https://learnenglishteens.britishcouncil.org/sites/teens/files/oral_presentation_-_exercises_1.pdf><https://noisyclassroom.com/debate-topics/> | **CLO-5** |
| **Week 13** | **Presentations** | Students will demonstrate how they organize and deliver their personalized TED Talks/ or group presentation by applying the concepts learned throughout the module. | **CLO-5** |
| **Week 14** | **Presentations** |  ------ |
| **Week 15** | **Revision and project submission**  |
| **Week 16** | **Final Exam** |

**Practical Applications and Capstone Project**

As part of the overall learning requirements, students will be required to write a journal based on two entries per week reflecting his/her exciting experiences.

**COURSE REQUIREMENTS**

In this course, students are expected to

* maintain discipline in class;
* attend all class sessions for the requisite number of hours and participate in class activities;
* complete all assignments in time;
* prepare and appear in all quizzes;
* respect and benefit from diverse, often opposing, values and opinions;
* make use of the criticism offered by the instructor and peers positively by revising the work;
* make use of library, dictionary, take notes, and raise questions during reading tasks;
* fully participate in class discussions and help foster a discourse community by listening to the peers' views and ideas and effectively articulating their own;
* pass all assessments, and
* demonstrate the skills and ability to succeed in the next level of the required English courses.
* maintain at least 80% attendance.

CFL POLICIES

* Attendance at lectures is mandatory. Students may not arrive late or leave the class early without the instructor's permission, or they may be marked absent for the class.
* Students are expected to prepare for the upcoming class by consulting the course outline or the instructor and come to class, having read the material to be discussed. They must also bring the text(s) being studied to class that day in the form prescribed by the instructor (for example, a hard copy instead of an electronic one).
* Students must proofread their assignments for errors before handing them in.
* Plagiarism (intended or unintended) will lead to a failing grade. Students must familiarize themselves with ways to avoid plagiarism at: [https://owl.english.purdue.edu/owl/resource/589/01/.](https://owl.english.purdue.edu/owl/resource/589/01/)
* Deadlines for assignments are to be strictly followed. Instructors reserve the right to reject late assignments. If, in exceptional circumstances, an instructor accepts late work at his or her discretion, a minimum of one mark will be deducted from the assignment for each day that the assignment is late. Instructors may set more rigorous guidelines for their respective courses.
* Students are strictly prohibited from approaching instructors regarding the grading of assignments and trying to influence them in any way by means of excessive pleading, repeated emails, accusations or threats. Instructors reserve the right to report such cases to University administration. For further details, please refer to The Participant's Handbook at:

<https://www.umt.edu.pk/org/Academics-and-Academic-Affairs/Participant-Handbook.aspx>

**UMT POLICY**

* You must adhere to the UMT policy and code of conduct. For detail, you must read the participant's handbook.
* All communication from the Department, Institute, and University will be sent to your UMT account. You are responsible for responding to the emails from the University.