# Everyday English - 2

## Offered under: All Bachelor's/IM degree programs

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| **Course Category: Proficiency** | **Schedule of Offering: Semester I** |
| **Course Credit Structure: 3** | **Course Code: LL134** |

- **Lecture: 3**
- **Tutorial: 1**
- **Practical: 0**

**Contact Hours per week: 4**          **Instructor: tbd**

## 1. Introduction

This course arises from an admission that English is an important link language in today's world, and that it is necessary to be a competent communicator in this language if one is to understand, analyse and participate in any contemporary debates and discussions, no matter what one's core interest might be. Hence, the larger objective of this course is to enable learners to progressively become confident and articulate communicators in English. We will approach the English language from a communicative and functional perspective, such that students can become familiar with the reading, writing, listening and speaking of English within the contexts most relevant to them, and through these, also revisit the fundamentals of grammar and vocabulary that they may have learnt previously.

## 2. Course Objective

This course aims to enhance the language skills of learners so as to enable them to not only communicate with others, but also to respond actively to the demands of various situations they might encounter, and express themselves creatively.

## 3. Course Learning Outcomes

At the end of this course, learners will be able to:
i.     Use the English language to carry out a number of regular communicative functions of day-to-day life
ii.    Understand and participate in non-technical discussions and conversations in English on general day-to-day topics
iii.   Understand non-technical texts in English on general topics
iv.    Write clear and precise descriptive and narrative pieces in English on general topics
v.     Express themselves creatively in English

## 4. Pre-requisites

This course assumes that all incoming students have been exposed to a certain basic level of English language, specifically:

- that they are familiar with English letters, script and numerals and know how to read and write them
- that they are familiar with the basic sounds of the English language and can recognise when it is being spoken
- that they are familiar with the basic sentence and grammatical structure of English

## 5. Readings

There are no textbooks for this course. Classroom practice materials will be created or adapted from a number of sources, depending on student needs. However, learners may refer to a number of books for practice and independent learning.

**Primary Reference:**
1. Pillai, S. (2016). Spoken English for My World. Oxford University Press.
2. Doff, A., Thaine, C., Puchta, H., Stranks, J., and Lewis-Jones, P. (2015). *Cambridge English Empower: Elementary A1 level Student's Book*. Cambridge University Press.
3. Bailey, S. (2011). *Academic Writing: A Handbook for International Students, 3rd edition*. Routledge, New York.

**Subsidiary Reading:**
1. Oxenden, C., Seligson, P., & Latham-Koenig, C. (1996). English File (Elementary). Oxford University Press.
2. Oxenden, C., Seligson, P., & Latham-Koenig, C. (1996). English File (Intermediate). Oxford University Press.
3. Oxenden, C., Seligson, P., & Latham-Koenig, C. (1996). English File (Upper Intermediate). Oxford University Press.

## 6. Module-wise topics

**Module 1: Introduction** (2 sessions)

**Objectives:**

- To discuss the need for English in today's world
- To understand the development and history of the English language

**Topics:**

- Why learn English?
- How did English evolve to what we see today?

## Module 2: Basic Functions (7 sessions)

### Objectives:

- To learn how to perform basic day-to-day communicative functions in English (introductions, asking for and receiving basic information)

### Topics:

- Introductions, greetings, requests and questions
- Grammar: subject pronouns, nouns, articles, interrogatives, Present Tense
- Phonics: Basic pronunciation-vowels and consonants
- Reading and Vocabulary: professions, places
- Writing: Simple sentence construction
- Introducing key verbs

## Module 3: Conversational Functions (10 sessions)

### Objectives:

- To learn the general communicative functions needed for conversing regularly in English (agreeing, disagreeing, asking for help, talking about people and events)

### Topics:

- Talking about routines, health, asking for help, buying and selling
- Grammar: Demonstratives, Possessives, Past Tense
- Phonics: Sounds of each letter
- Reading and Vocabulary: food, family, studies, market
- Writing: Short introductory pieces
- Adjectives

## Module 4: Elaborations (10 sessions)

### Objectives:

- To learn how to elaborate on topics and discuss ideas (explaining and expressing ideas)

### Topics:

- Explaining, denying, describing, expressing opinions
- Grammar: prepositions, prepositional phrases, conditionals
- Phonics: Syllable and word stress
- Reading and Vocabulary: news, weather
- Writing: Short conversations and dialogues
- Negatives and Comparatives
- Stories and other narratives

**Module 5: Advanced Functions** (10 sessions; Text 1 pp.115-133; Text 2 Units 9-12)

**Objectives:**

- To become proficient in English, through being able to perform certain advanced communicative functions in the language.

**Topics:**

- Convincing, persuading, instructing, planning
- Grammar: Compound and Complex courses, Active and passive voice
- Phonics: Intonation
- Reading and Vocabulary: travel, transport, holidays, entertainment
- Writing: Short narrative pieces
- Expressing emotions
- Idioms and phrases

**Module 6: Conclusion** (6 sessions)

**Objectives:**

- To review and revise the various components discussed over the course of the semester

**Topics:**

- Reviewing Functions
  Revising grammar, phonics and vocabulary

## 7. Pedagogy

The teaching methodology will be mostly lecture- and exercise-oriented. After the introduction of concepts, the students will be required to practise by way of exercises and group tasks. Other forms such as language games, discussions and drama techniques may also be used, depending on the need. Enough time has been allotted within each class session for practising the various skills being studied.

## 8. Evaluation Pattern

- Mid-semester exam (30%)
- Role-play presentations (20%)
- Individual written assignments (2) (20%)
- Group presentations (20%)
- Final project (15%)