

English in Context: The Essentials

Programme(s) in which it is offered: All UG, Integrated Masters

Course Category: Proficiency	Schedule of Offering: Odd
Course Credit Structure: 4	Course Code: ENG1141
Total Number of Hours: 60	Contact Hours Per Week: 4
Lecture: 3	Tutorial: 1
Practical: 0	Medium of Instruction: English
Date of Revision: 21-12-2020	Skill Focus: Life Skills
Short Name of the Course: ENG	Course Stream (<i>Only for Minor Courses</i>): n/a
Grading Method: Regular	Repeatable: Credit/Audit/Repeatable
Course Level: Intermediate	

Course Description

This course aims to make students help students practise all four communicative skills in English (reading, writing, speaking, and listening), such that they can comfortably perform the general communicative functions that they will need during their stay at the University, whether in class or outside. It is specifically tailored for students who already have basic competence in English and is designed to help them hone their English skills and take them to the next level.

Course 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.

Course Objective

1. To enable learners to communicate with others in English and also to respond actively to the demands of various situations they might encounter
2. To enable learners to express themselves creatively in English

Course Outcome

At the end of this course, learners will be able to:

1. Use the English language to carry out a number of regular communicative functions of day-to-day life
2. Understand and participate in non-technical discussions and conversations in English on general day-to-day topics
3. Understand non-technical texts in English on general topics
4. Write clear and precise descriptive and narrative pieces in English on general topics

5. Express themselves creatively in English

PO-CO Mapping

PO-CO Mapping Matrix

CO/PO Mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	✓	✓			✓			
CO2	✓	✓	✓	✓	✓			
CO3	✓		✓	✓	✓			
CO4			✓	✓	✓			
CO5			✓	✓				

Prerequisites and other constraints

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

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.

Suggested Reading:

Primary Texts:

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.

Recommended 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.

Evaluation Pattern

It is extremely important in this course for students to be able to demonstrate what they have learnt in situations that simulate authentic contexts, and hence role plays and presentations constitute crucial evaluation components here. Individual progress will also be measured through quizzes, assignments, a mid-term examination, and a final project.

Evaluation Matrix

Continuous Internal Assessment (CIA) Components *	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
	Quizzes/Tests (3x)	30 % Of CIA Marks	9	Week 3; Week 10	1, 2, 3
	Mid-Semester Examination	50% of CIA Marks	15	Week 8	1, 2, 3, 4
	Assignments/ Presentations (2x)	20% of CIA Marks	6	Week 5, Week 13	4, 5
	CIA Marks	100% (To be converted to 30% of course total)	30	---	---
End-Semester Examination (External)	ESE Marks	100% (To be converted to 70% of course total)	70	End of Semester	1, 2, 3, 4, 5

* The assignments involved in CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 30% for Undergraduate courses, 20% for Postgraduate courses and 10% for PhD courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

Module Sessions

Module 1: Introduction

(5 Hours)

1. Why learn English?
2. How did English evolve to what we see today?

Reading:

1. Worksheet:
https://www.teachingenglish.org.uk/sites/teacheng/files/English_is_Great_worksheets_1_0.pdf

Activities:

- a) Discussion 1: About the English language worldwide

Module 2: Basic Functions

(10 Hours)

1. Introductions, greetings, requests and questions
2. Grammar: subject pronouns, nouns, articles, interrogatives, present tense
3. Phonics: Basic pronunciation-vowels and consonants
4. Reading and Vocabulary: professions, places
5. Writing: Simple sentence construction

6. Introducing key verbs

Reading:

1. Pillai, S. (2016). *Spoken English for My World*. Oxford University Press. Chapter 1-3.
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. Unit 1-3.

Activities:

- a) Game 1: Bomb in the city
- b) Game 2: 20 questions

Module 3: Conversational Functions (13 Hours)

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

Reading:

1. 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. Unit 4-6.

Activities:

- a) Exercise 1: Conversation practice

Module 4: Elaborations (13 Hours)

1. Explaining, denying, describing, expressing opinions
2. Grammar: prepositions, prepositional phrases, conditionals
3. Phonics: Syllable and word stress
4. Reading and Vocabulary: news, weather
5. Writing: Short conversations and dialogues
6. Negatives and Comparatives
7. Stories and other narratives

Reading:

1. 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. Unit 7-9.

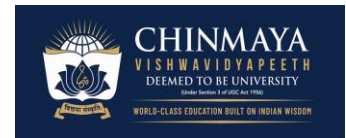
Activities:

- a) Exercise 2: Tell a Story
- b) Exercise 3: Grammar worksheets

Module 5: Advanced Functions (13 Hours)

1. Convincing, persuading, instructing, planning
2. Grammar: Compound and Complex courses, Active and passive voice
3. Phonics: Intonation

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4. Reading and Vocabulary: travel, transport, holidays, entertainment
5. Writing: Short narrative pieces
6. Expressing emotions
7. Idioms and phrases

Reading:

1. 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. Unit 10-12.

Activities:

- a) Exercise 4: Imperatives
- b) Game 3: Shipwreck

Module 6: Conclusion

(6 Hours)

1. Reviewing Functions
2. Revising grammar, phonics and vocabulary

Reading:

1. Pillai, S. (2016). *Spoken English for My World*. Oxford University Press. 158-168

Activities:

- a) Discussion 1: The future of English in the world