| English 1 |] | | | | | |
|--|---|---|---|----------------------|----------------|--------------------------|
| Basio Course Information Course Number Class Format | eaeasea7 Lecture | Subject Category Credit Type and Number of Credits | Compulsory/Gi 1 | 1 | | |
| Department Pariod of Study Recutred Materials Instructor | Computer Semester 1 Dellar, H. & Walkley, A. (201) | Credit Type and Number of Credita Student Category Classes per Wesk C. Outcomes (2nd ed) | Year 1 1 Gevin MoLean. | | | |
| Course Other Day | | | | | | |
| Refer and of the fournees much the design of the following the design of the design of the design of the following the design of the design of the design of the design of the design of the the design of the design of the design of the design of the design of the the design of the design of the design of the design of the design of the the design of the design of the the design of the design of the the design of the design of the the design of the desig | | | | | | |
| Evaluation/Pubrici | Ideal Level of Achievement (Very Good) | Standard Level of Achievement (Good) | Unacceptable Level of Achievement (Fall | 1 | | |
| Assessment 1: Deal with most situations likely to arise while traveling in an area where the longuage is socken. Assessment 2: Tell a story and talk about experiences, dreams, hopes, events, and ambilions, | Can fluently and approvided stuations with the provided stuations with the sentences. Can confidently and fluently seek English with | Can solve the provided situations with the use of some minor incorrect English sentences. Can speak English with natural | Cannot use English sentences to to solve the provided situations at all. Can speak out the sentences word by word without | | | |
| events, and ambilions. Assessment 3: Briefly give reasons and explanations for opinions and plans. | Can confidently and Buently noels English with related introduction and be- related introduction of the information to the listener in several provided situations. Can logically and appropriately escress reasons and explanations for ophinons and plans. | Can speak English with natural intonation, Some mispronouncations can be detected but do not affect with the sentence meaning Can express reasons and explanations for noninne and raises | Can speak out the entrends word by word without oversing the meaning of the entrends in English to the listener at all. Can exercise reasons and explanations for opinions and plans, but the logic and thinking processure inappropriate. | | | |
| Assessment 4: Understand the main points of deer/ standard speech on work school, lesure, places, and traveling. | Can fully and correctly for opinions and plans. Can fully and correctly fisten for gist and be able to information from the corrientation between 8D and 100%. | Can express resource, and explanations for coinions and plans, with minore emors in logic and thinking concern. Can party leave for plat and be able to plat and be able to the specific the specific form the concernition on the concernition of the period | Carnot identify any parts of the specific information from the specific information from the conversation they have heard. The general understanding from the listening is below 50%. | | | |
| Assessment 5: Understand texts that consist mostly of high frequency everyday language. | Can correctly and appropriately use basic | Can use some of basic strategies in | Carnot use any basic strategies in reading and writing in English at all. | | | |
| the show the sense Assessment & the simple connected tests on topics which are familiar or of present interest. | strategies in reading and Can write schedinger and writing supported with reasons, and specific exidence and fracts, as well details. Most environce are well constructed and have writed structure and length with source minor lenguistic exclamation and structures. | Teaming and writing Can wards developed writing Can work and developed writing transported with reasons evidence and facts, as well as more a developed exemption and details. Nost sentences are well constructed and have a dimitar transporte errors intractive and length with some errors interesting the errors | Can write some writing areasting information and idees, but not particularly original developed or massing internet internet examples, Most sentences sound selverar (repetitive, and difficult to understand, | | | |
| | | | | | | |
| GCB Global awareness and commu | Relationship with Loomi nicetion ability with langue | ne Outcomes em. English Jacques | e, and Thei in order to | 1 | | |
| 625 Global averances and communication ability with languages. Explain, depances, and Their in order to acceptate with others, 6244 Creativity to make a new value with fusing the knowledge from various fields. | | | | | | |
| 6/29 As an anginaer, attitude to act Teachine Mathod Outline | Covering: 1st year grade high and enhance English langua intermediate level, it provide all four language skills throu- and up-to-date global issue | | e enables a better acciety. e enables students to accuire sking, reading, and writing at the thurst to accuire and practice lated to their day life, interests are designed to succort | | | |
| Clase Format: Plaase Note : | Compare for easy grade has had an least the course excellent subtrant to sub- metry and the course of the course excellent subtrant to sub- regard the course of the course excellent subtrant to sub- al has been added by the course of the course excellent to subtrant and the course added to subtrant to excellent to the course the sub-sub-subtrant to subtrant to excellent the subtrant to sub- set of the course of the course of the course of the course to sub-sub-subtrant to subtrant to excellent to the course the sub-sub-sub-sub-sub-sub-sub-sub-sub-sub- | | | | | |
| | | | | | | |
| Course Plan Senector 1 | Contents and Met | | Goale | 1-8 1-8 | inted if | 00 |
| 1 st week | ⁶ - Course eyllabutis explanation Unit 11 First class Nee to met too Nee to to ret too Nee to to ret too Nee to to ret too - Vootbulling's Taking about people - Vootbulling's Convertations' How to ask follow-up questions' | | ¹ - Understand the course details and overviews of the content in Erglich 1. - Understand the grammar and vocabulary network to basic daily conversation. - Can crease short conversations to get to know others. ² | 1.8 | 1 | 9 |
| 2nd week | 'Unit 1: Finst class Takking my language about language - Reading text: The Google translators in human form' | | ⁶ - Can make a conversation to sort out problems in conversations. - Understand the language nature and accent the variety of Einglish accents. - Practice reading for main ideas, details and discussion. | | | 0 0 0 0 1 0 |
| 3rd week | "Unit 1: First class Putting your words to work - Gramma: Namative tense (past simple) past continuous) gest perfect - Reading test: How parents met | | "- Use narrative tenses to tell a story in the past correctly and appropriately, - Understand the main ideas of the text," | 1000 1000 1000 | - | 4 8 7 18 |
| 4th week | "Unit 4: Interests Making the most of your time - Vocabulary Free-time activities - Gramma: Habit and frequency" | | ¹ - Use vocabulary related to fine-time activities in the context converting and exercionisties, - Use correct and appropriate grammatical structures to create sentence, telling habit and fineurence. | | | 3 4 15 |
| 5th week | "Unit 4: Interests The soundtrack of our lives - Vocabulers" Describing music - Reading test: The playlist of your life" | | ¹ - Identify and use vocabulary related to describing music in the appropriate context, - Understand the main ideas of the provided text, ² - Make sentences with the | I-8 I-8 I-8 | | 8 5 18 4 |
| 6th week | "Unit 4: Interests Hidden talent - Carameter Projecte and problems - Carameter Present perfect continuous and past simple for duration "Unit 15: Injuries and illness | | ¹ - Make sentences with the use of present perfect continuous and past simple for duration correctly Identify and use vocabulary related to hyuries and problems in the appropriate context. | 1-8 | - | 4 |
| 7th week | Unit 15 Injuries and Brows What seems to the problem? - Vocabulary hybries and liness - Grammar Adverts (ex cubes), hards, hosefulls, lately, and fact/ short cusedons with any 1 Job 15 Injuries and Brows | | ¹ - Use adverbs and short currectly, - kterntly and use vocabulary related to injuries and liness in the appropriate context. ² | I-8 I-8 | 1 | 6 |
| 8th week | 12/14:12 (2) (a) and and allows. W as bit of a smbth - Vocabulary word endings and word class - Reading test: Fact or myth? - Video' | | "- Identify and use vocabulary related to word ending and word dass in the appropriate context. - Understand the main ideas of the provided text." | 1-8 1-8 | - | 17 18 6 |
| 9th week | Review | | Review all learned contents and provide opportunities the points which are unclear to students. | I-8 I-8 | 1 | 3 4 8 |
| 10th week | Mid-term exam | | ¹ - Understand the dialogue and identity the main idees and specific information, - Use vocabulary and ensuratures learned in appropriate and correct contexts. - Understand the texts and make inferences. | 1-8 | 5 | 3 5 18 |
| 11th week | "Midterm examination answer checking Unit 3: Three out Can you recommend anywhere?" - Vocabulary: Places of interest - Reading test: Krakow classes to visit" - | | ¹ - Discuss and explain the correct answers of the text, - identify and use vocabulary related to places of interest in the appropriate context, - Understand the main ideas of the provided text. | 1.8 | | 13 3 18 |
| 12th week | "Unit 3: Time out Mr kind of holiday - Vocabulary: Washer - Gramma: Future plans (will/ be going tol" - Gramma: Future plans (will/ be going tol" | | "- Use 'will and 'be going to' to plan the event happening in the future correctly. Identify and use vocabulary related to weather in the appropriate context." | | | 3 |
| 1.2ith week | 'Unit 3' Time out A comolete disaster Vocabulary: Churie In texts - Vocabulary: Churie In texts - disastir text: Is disaster fouriem such a total - disammar: Present perfect simple' | | "- Use present perfect simple to create sentences correctly, - identify and use churies in tests in other contexts correctly, - Understand the main ideas of the provided test," | | - | 4 6 8 18 |
| 1 dith week | "Unit 12 People know Prozie know - Developing Convertations That" is Re | | "- Make a conversation to express similarities with the use of the expression 'that's like' correctly. - Identify and use adjective describing characters in the appropriate context, " | | - | 4 4 20 |
| 15th week | 'Unit 12 People I know The older generation - Vocabulary from the reading text - Grammar: Used to would and peop simple - Reading text. Struggling to fit into the role of grammy' | | ¹ Use Used to, Would' and cets simple to create sentences correctly, -identify the meaning and use vocabulary from the text appropriate, - Understand the main ideas of the provided text. | 10000 | | 4 3 8 18 |
| 16th week | 'Unit 14: Technology My computer hasses me - Vocabulary: Computer parts - Developing conversations sorting out problems' | | ⁶ - Identify and use vocabulary related to computer parts in the the according context. - Understand the expressions used for sorting out problems in dely conversations. - Make a conversation to sort out problems in conversations. - Do a nole play in groups. | 1.0 | | 0 3 14 11 12 |
| 17th week | "Lint: 14: Technology Genese people obly - Vocabulary: Describing games' collocation - Reading text: Mr We as a gamer - Grammar: Articles - Video Life as a game programmer in Tokyo' | | ⁴ - Understand and use correct articles to create sentences, - identify and use vocabulary describing games and collocations correctly, - Understand the main ideas of the provided text. | | | 43089 20 |
| 18th week | "Unit 14 Technology & n a next padget - Vocabulary Acces and padgets - Gramma: Infinitive and -ing forms Review" | | ⁵ Use infinitive and -ing forms to create entences correctly, -identify and use vocabulary related to appropriate context, - Review all serind contents and provide coportunities the points which are unclear to students. ⁶ | | - | 4 3 10 |
| 19th week | Final exam | | Source which are uncease to students." - Understand the dialogue and identify the main ideas and specific information. - Use vocabulary and spancers are served in appropriate and correct contexts. - Understand the texts and make inferences. | | 40 40 40 40 | 830 |
| 20th week | Final exam answer checking - Discuss and correct answer | | - Discuss and explain the correct answers of the test. | 1-8 1-8 1-8 | - | 0.00 |
| Basic Ability Technical Ability | Examination 40 | Guiz 10 | Kinal Bahatan Japan dalam | Pasant 10 | 0 | Do no 20 |
| analy as a public | | | | | | • |