



جامعة دبي  
UNIVERSITY of DUBAI

**Centre for English as a Second Language (CESL)**

*Course Syllabus*  
*Intensive English*  
*Level 1*

**Semester: Spring**

**Academic Year: 2009 /2010**

**Course No. : ENIE 011**

**Course Title: Intensive English 1 Section: 1**

**Prerequisites: None**

**(Grammar & listening)**

**(Reading, Vocabulary & Writing)**

**Class Hours: Time: 3:30-6:30 p.m.**

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**Days: Mon. & Thurs.**

**Days: Sun. & Wed.**

**Room: 306**

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**ENIE 011 Intensive English Level 1 (12 hours per week)**

This course helps students improve their general English. Starting from a basic level, it aims to expand vocabulary, increase understanding of spoken and written English, develop greater knowledge of grammar, enhance the ability to write sentences and paragraphs, and encourage students to become independent learners in the computer lab and library.

**Prerequisite: None; Semester offered: 1 & 2**

## **Course Objectives**

This course aims to improve students' English through:

- a. Improving their listening skills and learning new words related to the listening topics
- b. Reading passages and answering questions related to them and learning new words in contexts and lists
- c. Improving their knowledge of grammatical rules and usage and responding to grammatical questions
- d. Familiarizing them with writing: well-structured simple sentences, organized short paragraphs, punctuation, capitalization, and spelling.
- e. Enhancing independent learning by using *Clarity English program (lab)*, *CD ROM (grammar book)* and *graded readers (library)*

## **Learning Outcomes**

On completion of this course, students who study effectively should be able to:

- a. Listen and understand a variety of listening conversations, and respond to various types of questions about them
- b. Read and comprehend passages and answer questions on them and understand many new words and expressions
- c. Understand basic topics in grammar and be able to answer questions on them
- d. Write short meaningful sentences in English with focus on capitalization, punctuation and spelling
- e. Study independently to improve their English as required

## **How Students' Learning Outcomes Will Be Assessed**

The learning outcomes above will be assessed through:

- a. Listening quizzes + lab (Clarity) + portfolio + midterm exam + final exam\*
- b. Reading and Vocabulary quizzes + homework checks + graded readers + lab (Clarity) + portfolio + midterm exam + final exam\*
- c. Grammar quizzes + homework checks + portfolio + CD ROM test + midterm exam + final exam\*
- d. Writing quizzes + assignments + portfolio + midterm exam + final exam\*
- e. Lab (Clarity) + graded readers + CD ROM test\*

*\*See the table below for the mark distribution of each skill and activity*

## Evaluating Student Performance

- Coursework and quizzes: **35 %** (See the table below)
- Midterm Exam: **25 %** (**G: 7.5%, L: 7.5 %, R&V: 7.5%, W: 2.5%**)
- Final Exam: **40 %** (**G: 10%, L: 10 %, R&V: 15%, W: 5%**)
- Total mark: **100%**

Mark distribution of course work and quizzes:

No	Skill/ activity	Mark assigned		Assessment	Mid-term exam	Final exam	Total
1	Reading, vocab & writing	10%		Quiz 1 + Quiz 2	Internal exam	Internal exam	
2	Listening & grammar	10%		Quiz 1 + Quiz 2			
3	Lab activity (Clarity) & Portfolio	5%		Through out the whole semester ( reports of Results Manager)			
		G&L 2.5%	R&V 2.5%				
4	Reading and grammar homework checks	5%		Homework checks 1-6 (See the workplan)			
5	Graded readers & grammar software tests	5%		Oral and written assessment (See the workplan)			
<b>Total</b>		<b>35 %</b>			<b>25 %</b>	<b>40 %</b>	<b>100%</b>

## Educational Resources

### Course text books & dictionaries:

- Oxford Practice Grammar (Basic), Norman Coe, Mark Harrison, Ken Paterson.
- Strategic Reading 1, Jack C. Richards and Samuela Eckstut- Didier.
- Learning to Listen 2, Lin Lougheed.
- Longman Dictionary of Modern English, English- English- Arabic.

### Other supplementary resources:

- Grammar: *Basic English Grammar*, Betty Azar
- Reading & Vocab.: - *Reading for Speed and Fluency* (1), Paul Nation & Casy Malarcher  
- *Reading for Speed and Fluency* (2), Paul Nation & Casy Malarcher
- Writing: - *Writing in Paragraphs*, Dorothy E Zemach & Carlos Islam  
- *Ready to Write*, Karen Blanchard & Christine Root

### Appendix

#### Course Learning Outcomes related to Program Concentration Outcomes (Center for English as a Second Language) and Program Outcomes (General Education Program)

Course Learning Outcome (CLO)	Program Concentration Outcomes related to this CLO	Program Outcomes related to this CLO
Listen to and understand short conversations and stories, and respond to various types of questions about them	Understand spoken English well enough to obtain 500 on the ITP TOEFL	Have a smooth transition into UD
Read and comprehend lower intermediate reading passages and answer questions on them, and understand new words and expressions from the context	Understand written English well enough to obtain 500 on the ITP TOEFL	Have a smooth transition into UD
Understand basic topics in grammar and be able to answer questions on them	Understand and apply English grammar rules well enough to obtain 500 on the ITP TOEFL	Have a smooth transition into UD
Write short, simple, correct, and understandable sentences in English	Understand and apply English grammar rules well enough to obtain 500 on the ITP TOEFL	Have a smooth transition into UD

#### Assessment of Course Learning Outcomes

	Course Learning Outcome (CLO)	Course work				Mid-term exam	Final exam	Total
		Tests	HW *	Lab & PF*	GR*& CD test			
a	Listen to and understand short conversations and stories, and respond to various types of questions about them	5%				7.5%	10%	22.5%
b	Read and comprehend passages and answer questions on them and understand many new words and expressions	8%	2.5%		2.5%	7.5%	15%	35.5 %
c	Understand basic topics in grammar and be able to answer questions on them	5%	2.5%		2.5%	7.5%	10%	27.5 %
d	Write short, simple, correct, and understandable sentences in English	2%				2.5%	5%	9.5%
e	Study independently to improve their English as required			5%				5%
<b>Total</b>		20%	5%	5%	5%	<b>25%</b>	<b>40%</b>	<b>100%</b>

- HW: checks on homework reading and grammar from text book.

- PF: portfolio of all homework assignments and in-class tasks.
- GR: graded readers (library).
- CD test: grammar test from the CD ROM attached with the grammar book.

**Work plan**  
**Intensive English Level 1**  
**Spring 2009-2010**

- This course is a 15 week one. In each week you have 12 in class/lab hours
- Each class lasts for 3 hours with a break of 10 minutes (in day classes) and 20 minutes ( in evening classes)
- The work plan shows the skills to be taught by week.
- If some of the contents mentioned in the work plan are not covered in their dates, they are automatically shifted to the next date.

Week	Listening	Grammar	Reading & Vocabulary	Writing	Lab (Clarity)	Assignments & Quizzes
1 Feb 21 - 25	unit 1: Born Lucky, p.8	- introducing parts of speech and components of a sentence -Be: present simple 1& 2: statement, negative, question, pp 2-5, all ex	R- introduction to graded readers, use of dictionary R- <b>unit 2</b> (Money): reading # 1, pp.10-11 V- crossword puzzle p. 16	- Introductions, p.1 - process writing, pp. 2-3 - what is a sentence, pp. 4-5, ex 1-5	TB: ( E ): am, is, are  RE: ( LE # 1 ): A pen friend in Canada	G- writing 5 sentences R- 1 <sup>st</sup> graded reader R- hw: unit 2, reading # 2, pp.12-13 V- pair work, p.9 W- hw: writing 5 meaningful ( simple) sentences, p. 6
2 Feb 28 - March 4	unit 2: Around the World, p.12	- present simple 1, ex. pp. 6-7  - present simple 2 pp. 8-9, all ex - present cont. 1&2 pp. 10-13, all ex	R- <b>unit 3</b> (Work): reading # 1, pp.18-19  V- ex A & B p. 24	- capital letters & final punctuation pp. 7-11, all ex	TB: ( E ) & ( LI ): simple present, negatives, questions TB: ( LI ): present continuous RE: ( LE # 2 ): Rent a pet	G- hw: ex A & B p. 18 R- hw unit 3, reading # 3, pp. 22-23 V- find words in the dictionary, p. 17 W- pair work: ex 1-4. P. 12
3 March 7 - 11	unit 4: How Are You Feeling? , p.20	- be: past simple pp. 20 - 21, all ex - past simple pp. 22 - 23, all ex - irregular verbs p.22 & Appendix 3 p. 244	R- <b>unit 4</b> ( Sports): reading # 1, pp. 26-27  V- ex A & B, p. 32	-understanding a paragraph, p.13  - parts of a paragraph, p.14	TB: ( LI ): simple past  RE: ( LE # 5 ): I can't sleep!	G- mini-test on irregular verbs R- <b>hw check (1)</b> , unit 3, reading #2, pp. 20-21 R- hw: unit 4, reading # 2, pp.28-29 V- pair work, p. 25 W-recognizing parts of a paragraph, ex 1-2, p. 15
4 March 14 - 18	unit 5:At The Mall, p.26	- past cont pp. 24 - 25, all ex  -present perfect: 1,2,3 pp. 28- 33, all ex	R- external reading passage with ex  V- external vocab ex	- topic sentence,pp.16-17 - supporting sentences,pp.18-19, ex A-C -order of supporting ideas,pp.20-22	TB: ( UI ): past continuous TB: ( UI ): present perfect RE: ( LE # 6 ):Visit Phuket	G-test B ex. A p. 44 R- second graded reader W- hw San Francisco, ex A-B, p. 23 W- pair work, ex 1, p. 22

Week	Listening	Grammar	Reading & Vocabulary	Writing	Lab (Clarity)	Assignments & Quizzes
5 March 21 - 25	unit 6: At The Movies, p.30	- past simple or present perfect pp. 34-35 - future: be + <i>going to</i> & <i>will</i> pp. 46-51, selected ex.	R- <b>unit 5</b> ( Weather): reading # 1, pp. 34-35 V- ex A & B, p. 40	- irrelevant sentences, pp. 24-25	TB: ( <b>LI</b> ):simple past TB: ( <b>I</b> ): will & going to  RE: Visit Phuket (cont)	G- hw: selected ex G- hw ex A p. 58 R- h.w: unit 5: reading # 3, pp. 38-39 V- pair work, p. 33
6 March 28 - April 1	unit 7: Dining Out, p.34	-passive voice: present simple and past simple (supplemental handout)	R- <b>unit 7</b> ( Culture): reading # 1,pp. 50-51 V- ex A & B, p. 56	- concluding sentences, pp. 26-30, ex 1-5	TB: ( <b>I</b> ): the passive RE: ( <b>LE # 8</b> ): Health matters: yoga	- <b>Quiz 1: R,V,G,L</b> R- hw: unit 7: reading # 2, pp.52-53 V- individual work, p. 49 W-review: parts of a paragraph, ex 1-3, p. 30
7 April 4 - 8	unit 8: What Are You Wearing? , p. 38	- nouns, verbs, adj & adv, pp. 60-61, all ex  - word order, pp. 62-63, all ex.	R- external reading passages V- external vocab ex	- brainstorming: lists, pp.31-32, ex 1-3 - brainstorming: word maps, pp. 33-34	G- ESL websites RE: ( <b>LE # 10</b> ): Please help me!	G- hw ex. D p. 61 & ex. E p. 63 R- <b>hw check (2)</b> , unit 7, reading #3, pp. 54-55 R- third graded reader
8 April 11 - 15	unit 9: Traffic Jam, p.44	- <i>yes/no</i> questions,pp.64-65, all ex - <i>wh</i> -questions, pp. 66-71, selected ex.	R- <b>unit 8</b> (Outer Space): reading # 1, pp. 58-59 V- dictionary practice ex., p. 64	-marking symbols, p.35	TB: ( <b>E</b> ): Does he?  RE: ( <b>LI # 1</b> ): Danger!	G- hw ex. B, p. 84 R- unit 8: reading # 2, pp. 60-61 V- group work, p. 57 W-pair work ex, p. 35
<b>Midterm exam: Thursday 15/4/2010</b>						
9 April 18 - 22	unit 10: On the Weekend, p.48	-modal verbs, pp. 86-99, selected ex. -articles 1&2,pp. 108-110, selected ex	R- external reading passages V- external vocab ex	- writing sample - writing assignment1, pp. 36-39	TB: ( <b>E</b> ): <i>a, an, the</i> TB: ( <b>A</b> ): articles RE: ( <b>LI # 2</b> ): The happiest day of my life	G- hw ex. D p.107 G- hw ex. C p.140 R & V: in-class group work R- <b>hw check (3)</b> , unit 8, reading #3, pp. 62-63
10 April 25 - 29	unit 11: Room Service, p.52	- singular/ plural nouns, pp.112-113, all ex - demonstratives,pp.114-115, ex C.	R- <b>unit 9</b> (Animals): reading # 1, pp. 66-67 V- ex. A & B, p. 72	- rewriting assignment 1	G- ESL websites (subject verb agreement) RE: ( <b>LI # 4</b> ): I love my dictionary	R- unit 9: reading # 2, pp. 68-69 V- dictionary practice pair work, p. 65
11 May 2 - 6	Unit 12: Getting Away, p.56	- countable& uncountable nouns, pp.116-119, selected ex. - <i>I and Me</i> , 120-121, ex B&C	R- <b>unit 10</b> (Travel): reading # 1, pp. 74-75 V- ex. A, p. 80	- joining sentences by <i>and</i> & <i>but</i> , p. 40, ex 1-2	TB: ( <b>E</b> ): countable? TB: ( <b>E</b> ): I, my, me RE: ( <b>LI # 8</b> ): Very angry!	G- supplemental ex on count-non-count nouns R- unit 10: reading # 3, pp.78-79 V- individual work, p. 73 R- 4 <sup>th</sup> graded reader

Week	Listening	Grammar	Reading & Vocabulary	Writing	Lab (Clarity)	Assignments & Quizzes
12 May 9 - 13	unit 13: The Ceiling is Leaking, p.62	- comparative & superlative adj., ex, A, B pp.154-155, ex. A,B,D pp. 156-157	R- <b>unit 15</b> (Food): reading # 1, pp. 114-115  V- ex. A & B, p. 120	-punctuation: commas, pp. 41-43	TB: ( <b>LI</b> ): comparatives RE: ( <b>LI # 10</b> ): We are losing the pilot	- <b>Quiz 2: R,V, G,L</b> G- hw ex. A p.168 R- unit 15: reading # 3, pp.118-119 V- group work, p. 113 W-commas, ex 1-3, pp. 44-46
13 May 16 - 20	unit 14: Stay in Touch, p.66	- adjectives: (-ed) or (-ing) pp. 144-145 ex. A&B  adverbs 1&2, p.159, ex. A,B,C & p.160 ex. A	R- <b>unit 16</b> (Sleep & Dreams): reading # 1, pp. 122-123 V- ex. A & B, p. 128	- writing assignment # 2	TB: ( <b>UI</b> ):adjectives &adverbs  RE: ( <b>I # 4</b> ): Two health issues	G- supplemental ex on adj & adv R- unit 16: reading # 3, pp. 126-127 R- <b>hw check (4)</b> , unit 15, reading # 2, pp.116-117 V- pair work, p. 121
14 May 23 - 27	unit 15: Call Me on My Cell, p.70	- prepositions, pp. 170-173, selected ex.	R- external reading passages  V- external vocab ex	- re writing assignment # 2 - paragraph review, p. 47	TB: ( <b>LI</b> ): prepositions TB: ( <b>A</b> ): phrasal verbs  R- ESL websites	G- hw ex. A p.184 G- pair work, ex. D p. 191 (using the dictionary) R- 5 <sup>th</sup> graded reader R- <b>hw check (5)</b> , unit 16, reading #2, pp. 124-125
15 May 30 - June 3	- listening review and discussion on final exam.	- grammar review and discussion on final exam.	- reading review and discussion on final exam.	- discussion of the most frequently made mistakes	Discussing results manager reports	
<b>Final Exam: Friday 11/6/2010</b>						

**Key to symbols:** G: Grammar, L: Listening, R: reading, V: Vocabulary, W: Writing, hw: homework, CA: class activity, TB: tense buster, RE: reactions, LE: late elementary, E: elementary, LI: lower intermediate, I: intermediate, UI: upper intermediate, A: advanced