

**LANGUAGES DEPARTMENT****CURRICULUM DESIGN FORM**

Course Title: English for Professional Purposes ENGG B1A

Course Type (Scheduled/ Customized): Scheduled

Number of Continuing Education Units (CEUs): 3 CEUs= 30 contact hours

Target Audience:

Target learners of this level come from different backgrounds and need to use English for various communicative purposes, such as studying at English-medium universities, traveling to foreign countries, home-assisting their children who go to language schools or working for multinational companies. They might also be interested in speaking the language because they are culturally motivated. They need English for everyday purposes including travel, work, study as well as social and personal purposes. They are classified by the CEFR as B1 learners.

Course Pre-requisites (if any):

Successful completion of ENGG A2D or appropriate SEPT score.

Course Description:

Utilizing learner-centered methodology, flipped classroom and task-based instruction, learners will be able to understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly, and follow the outline of straightforward short talks on familiar topics. They will also be able to follow clearly articulated speech directed at them in everyday conversation. They will read and understand longer and more complex texts, and manage a variety of routine and nonroutine interactions. They will also be able to write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. They will produce longer narrative and descriptive pieces of writing as well. The course is the first of the B1 stage of the CEFR.

Learning Outcomes:

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

Listening & Reading

1. Follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.
2. understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
3. Understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.

4. Understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
5. Recognise significant points in straightforward newspaper articles on familiar subjects.
6. Follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.
7. Generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.
8. Generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.

Speaking & writing

9. Give brief comments on the views of others.
10. Describe how to do something, giving detailed instructions.
11. Obtain more detailed information.
12. Take messages communicating enquiries, explaining problems.
13. Write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.
14. Give straightforward descriptions on a variety of familiar subjects within his/her field of interest.
15. Reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
16. Narrate a story.
17. Deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.
18. Write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.

Reference

Council of Europe (2001). Common European Framework of Reference for Languages: Learning, teaching, assessment, Cambridge: Cambridge University Press. Retrieved from:
http://www.coe.int/t/dg4/education/elp/elp-reg/Source/Key_reference/Overview_CEFRscales_EN.pdf

Instructional Materials:

Material developed at the Languages Department, School of Continuing Education, The American University in Cairo.

Syllabus / Training Outline:

Session #	Learning Outcomes #	Title / Subtitle / Task	Assignment
1 Character & Personality	1 2 5 6 8 9 11 13 14 15 18	<u>Task Menu:</u> Task 1: A. In groups of three/four members, prepare a list of 4-5 occupations then state the personal qualities needed for each of these occupations. B. Justify the reason for the characteristics chosen for each job. C. In your groups, identify who has the qualities to fit into one of the jobs you chose. D. Each group presents their work and receives feedback. Task 2: “Those who succeed at work are only the ambitious ones”. A. In groups of 3s or 4s, write a short paragraph of 150-170 words stating whether you agree or disagree with the abovementioned statement. B. State other qualities that an employee should have in order to succeed in his/her job. C. Each group edits their paragraph and receives feedback.	Prepare materials on “Careers”
2 Careers	1 2 3 5 6	<u>Task Menu:</u> Task 1: A. In groups of three/four, write a 150-170-word paragraph about the most common careers that are pursued in Egypt. B. In your paragraph, state	Prepare materials on “Modern Living”

	7 8 9 10 11 13 14 15 18	<p>why these careers are common and whether they have potential lucrative career paths or not.</p> <p>C. Each group edits their paragraph and receives feedback.</p> <p>Task 2:</p> <p>A. In groups of 3s or 4s, role-play a panel interview in which one learner is an interviewee who is applying for a job and the other learners are directors of different departments.</p> <p>B. The directors will ask the interviewee several questions about the following:</p> <ul style="list-style-type: none"> ➤ Work experience. ➤ Qualifications. ➤ Education. ➤ Other needed information. <p>C. Each group role-plays the interview and receives feedback.</p>	
<p>3</p> <p>Modern Living</p>	4 5 6 7 8 9 10 11 13 14 15 17 18	<p><u>Task Menu:</u></p> <p>Task 1:</p> <p>A. In groups of three/four, prepare a presentation on how modern life is different from the past.</p> <p>B. Use the following points to help you:</p> <ul style="list-style-type: none"> ➤ Changes that occurred in our modern life. ➤ Reasons led to such changes. ➤ The effects of these changes (positive or negative). <p>C. Each group gives their presentations and receives feedback.</p>	<p>Prepare materials on “Art & Entertainment”</p>

		<p>Task 2</p> <p>A. In groups of three/four, write a 150-170-word paragraph about the stressors of modern life.</p> <p>B. In your paragraph, discuss the following points:</p> <ul style="list-style-type: none"> ➤ The causes of stress in modern life. ➤ How these stressors affect your life. ➤ How to overcome these stressors. <p>C. Each group edits their paragraph and receives feedback.</p>	
<p style="text-align: center;">4</p> <p>Art & entertainment</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>18</p>	<p><u>Task Menu:</u></p> <p>Task 1</p> <p>A. In groups of three/four, list the most entertaining activities that people do nowadays.</p> <p>B. State how these activities are different from those done in the past.</p> <p>C. In your opinion, do modern entertaining activities made people more connected? If not, suggest activities that can make people have fun and still interact with each other.</p> <p>D. Each group gives their presentation and receives feedback.</p> <p>Task 2</p> <p>A. In groups of three/four, write a 150-170-word paragraph about the positive and negative effects of 2 of the following forms of entertainment:</p> <ul style="list-style-type: none"> ➤ TV 	<p>Prepare materials on “Lifestyles”</p>

		<ul style="list-style-type: none"> ➤ Social media ➤ Video games <p>B. Each group edits their paragraph and receives feedback.</p>	
<p style="text-align: center;">5 Lifestyles</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>13</p> <p>14</p> <p>15</p> <p>17</p> <p>18</p>	<p><u>Task Menu:</u></p> <p>Task 1: “When things change inside you, things will change around you.”</p> <p>A. In groups of 3s or 4s, state your opinion regarding this quote.</p> <p>B. Describe how people can achieve a better lifestyle than the one they have.</p> <p>C. Provide examples of the effects of changing one’s lifestyle on their personal and professional lives.</p> <p>D. Each group presents their work and receives feedback.</p> <p>Task 2</p> <p>A. In groups of 3s or 4s, select one of the following personal goals:</p> <ul style="list-style-type: none"> ➤ to lose weight ➤ to stop smoking ➤ to start doing a general medical checkup every 6 months. <p>B. In your groups, write a 150-170-word paragraph explaining why it is important to achieve this personal goal and to change one’s lifestyle.</p> <p>C. Each group suggests ways that people can follow to achieve this goal.</p> <p>D. Each group edits their paragraph and receives feedback.</p>	<p>Prepare materials on “We are what we eat”</p>
		<u>Task Menu:</u>	

<p style="text-align: center;">6</p> <p style="text-align: center;">“We are what we eat”</p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>13</p> <p>14</p> <p>15</p> <p>18</p>	<p>Task 1:</p> <p>A. In groups of four, role-play a group therapy session between a nutritionist and a group of patients who want to lose weight.</p> <p>B. Each patient has a different lifestyle that prevents him\her from losing weight. You can use the following scenarios to help you:</p> <ul style="list-style-type: none"> ➤ A university student who lives alone and is taking a lot of courses with no time for exercising or following a healthy diet. ➤ A businessman\woman who spends a lot of time at work. ➤ An obese food addict who cannot eat healthy. <p>C. The nutritionist will suggest ways for each one that would help them lose weight and follow a healthier lifestyle.</p> <p>D. Each group presents their work and receives feedback.</p> <p>Task 2:</p> <p>You are a well-known nutritionist and a life coach who writes in magazines and newspapers about living healthy.</p> <p>A. In groups of three/four, write a 150-170-word column in an online nutrition magazine discussing the effects of fast food</p> <p>B. In your paragraph make sure to mention the following:</p>	<p>Prepare materials on “Sleep”</p>
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		<ul style="list-style-type: none"> ➤ The negative effects of fast food on health. ➤ Suggest ways that people can do in order to adopt a healthy lifestyle. <p>C. Each group edits their paragraphs and receives feedback.</p>	
<p style="text-align: center;">7 Sleep</p>	<p style="text-align: center;">1 2 4 5 6 7 8 9 11 14 15 16 18</p>	<p><u>Task Menu:</u></p> <p>Task 1:</p> <p>A. In groups of three/four, discuss the benefits of getting a good sleep and how it can improve our health and make us more productive.</p> <p>B. Discuss the reasons of sleep deprivation and its negative effects on our bodies and mental health.</p> <p>C. Suggest ways that would help people to avoid sleep deprivation and get a better sleep.</p> <p>D. Each group presents and receives feedback.</p> <p>Task 2</p> <p>A. In groups of 3s\4s, write a 150-170-word paragraph about the benefits of dreams. In your writing, discuss the following points:</p> <ul style="list-style-type: none"> ➤ The reasons why people dream. ➤ The benefits of dreams. ➤ The accuracy of dream interpretations. ➤ The reasons why people believe in dream interpretation. <p>B. Each group edits their paragraph and receives feedback.</p>	<p>Prepare materials on “Dealing with life”</p>
		<u>Task Menu:</u>	

<p style="text-align: center;">8 Dealing with life</p>	<p>1 2 4 5 6 7 8 9 10 11 12 13 14 15 16 18</p>	<p>Task 1:</p> <p>A. In groups of three/four, discuss the problems that the following people are most likely to face in their life:</p> <ul style="list-style-type: none"> ➤ An employee in a governmental institute. ➤ An immigrant in a new country. ➤ An army/police officer. <p>B. Each group decides on one major problem for each person that puts a great pressure on them.</p> <p>C. Suggest possible solutions for that problem.</p> <p>D. Each group presents and receives feedback.</p> <p>Task 2:</p> <p>A. In light of the problems discussed in Task 1, choose ONE problem and write a 150-170-word paragraph addressing the following:</p> <ul style="list-style-type: none"> ➤ The reasons that lead to that problem. ➤ The negative effects of the problem. ➤ The possible solutions that could be proposed to solve the problem. <p>B. Each group edits their paragraph and receives feedback.</p>	<p>Prepare materials on “Language & identity”</p>
<p style="text-align: center;">9 “Language & Identity”</p>	<p>1 2 3 4 5 6</p>	<p><u>Task Menu:</u></p> <p>Task 1</p> <p>A. In groups of three/four, discuss the following points:</p> <ul style="list-style-type: none"> ➤ The importance of learning a new language. ➤ How learning a new language could change 	<p>Prepare materials on “Life-long Learning”</p>

	<p>7 8 9 11 13 14 15 18</p>	<p>people's mindsets.</p> <p>➤ Provide examples on how a language could open the door for better professional opportunities.</p> <p>B. Each group presents and receives feedback.</p> <p>Task 2</p> <p>Does language affect identity and culture or do identity and culture affect language?</p> <p>A. In groups of three/four, write a 150-170-word paragraph illustrating your answer to the abovementioned question.</p> <p>B. In your paragraph, provide examples to support your answer.</p> <p>C. Each group edits their paragraph and receives feedback.</p>	
<p>10</p> <p>Life-long Learning</p>	<p>1 2 3 4 5 6 7 8 9 10 13 14 15 18</p>	<p><u>Task Menu:</u></p> <p>Task 1</p> <p>“Once you stop learning, you start dying” - Albert Einstein</p> <p>A. In groups of three/four, discuss your opinion about the above-mentioned quote. Provide examples to support your answer.</p> <p>B. Explain the effects of lifelong learning on people and how it can change people's minds/lives.</p> <p>C. Each group presents and receives feedback.</p> <p>Task 2</p> <p>A. In groups of three/four, write a 150-170-word paragraph on how lifelong learning became a trend.</p> <p>B. In your paragraph, discuss</p>	<p>Prepare materials on “We are what we own”</p>

		<p>how people's perspective have changed with lifelong learning.</p> <p>C. Each group edits their paragraph and receives feedback.</p>	
<p>11</p> <p>"We are what we own"</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>11</p> <p>13</p> <p>14</p> <p>15</p> <p>18</p>	<p><u>Task Menu:</u></p> <p>Task 1</p> <p>A. In groups of three/four, state 5 to 6 items that people work hard to own nowadays.</p> <p>B. Categorize these items according to their value, sentimental or materialistic.</p> <p>C. As a group, discuss the importance of owning each item.</p> <p>D. State whether each item would lose its value by time, remain having the same value, or gain more value.</p> <p>E. Each group gives their presentation and receives feedback.</p> <p>Task B</p> <p>"One man's trash is another man's treasure".</p> <p>A. In your groups of three/four, write a 150-170-word paragraph discussing how people differ in appreciating the value of things.</p> <p>B. In your paragraph, explain how the value of what people own change over time.</p> <p>C. Each group edits their paragraph and receives feedback.</p>	<p>Review Session</p> <p>Two integrated reading lessons reviewing vocabulary, word forms, content dealt with in B1 A</p>
12			

Review session			
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Instructional Methods:

To ensure high quality learning environment through use of interactive learning through instructor to learners, learners to instructor, group work communication, class discussion & activities classes are scheduled in smart classrooms or educational labs.

Assessment of Learning Outcomes:**Type:****Frequency:**

		<u>Points</u>
Assessment 1: Integrated Writing	Session 4	Points 25
Assessment 2: Independent Writing	Session 7	Points 25
Assessment 3: Monologue	Session 9	Points 25
Assessment 4: Dialogue	Session 12	Points 25

Final Score**Points 100**

For further information or Inquiries: Please see the Program Manager in Room 621, or call 2797-6350, or email deena.mansour@aucegypt.edu

Approvals:

Department Director: _____

Date: _____

Associate Dean for Instructional Affairs: _____

Date: _____

(Only required for a Scheduled Program course)