

ENG 2010-English Language I

| Course Name | Code | Semester | Type of course | Theory (hours) | Application (hours) | ECTS |
|--|---|----------|----------------|-----------------|---------------------|------|
| English Language I | ENG 2010 | III | MANDATORY | - | 86 | 4 |
| Faculty, the educational program | Medical Faculty, one-cycle Educational Program “Medicine” | | | | | |
| Author (s) | <p>Lia Davitadze-invited specialist, PhD student Contact Details: Mobile: 555 52 75 57; E-mail: lia.davitadze@yahoo.com Consultation days are fixed according to the individual agreement</p> | | | | | |
| Educational course format | Applications | | | | | |
| Educational course volume | <p>Total: 120 acad. Hours Contact hours: 90 h including</p> <ol style="list-style-type: none"> 1. Group work – 86 h 2. Midterm– 2 h 3. Final exam -2 h <p>Independent work – 30 h</p> | | | | | |
| Prerequisites | ENGLISH LANGUAGE LEVEL B2 | | | | | |
| The purpose (s) of educational course/module | The Purpose of the course is to give decent knowledge on the specifics of the grammar structure and vocabulary specifics of the English language with the effective operational level frames; enable the students to use the language flexibly and effectively for social, academic and professional purposes; | | | | | |
| Teaching and learning methods | <p>Group and peer work discussions aim at developing students’ abilities of collaborative learning since they get used to group and peer work and give the best possibility to demonstrate their knowledge base on sharing it with the other group members;</p> <p>Writing activity- students will be given various writing assignments to do them individually or with a partner. This comprises exercises as well as preparing official documents according to the syllabus. They should have to do the assignments at home as well as the class. Different writing assignments are aimed at developing the students skills to express the idea in writing following all requirements of the given task;</p> <p>Verbal activities are aimed at developing the students’ skills to communicate the message appropriately in verbal way, express themselves effectively and relevantly in the concrete situation;</p> <p>Project preparation and presentation - students will choose a topic from the provided materials or independently, find the needed material, work with books, develop the project plan and the expected outcome. The project must be presented in PowerPoint format before the audience; Mostly these will be the group and projects presented by all group members; The other groups make comments after the presentation is over;</p> | | | | | |

| | |
|-----------------------------------|---|
| | <p>Text analysis-students will work on different texts followed by the True or False, comprehensive questions around it that aims to develop the skills of the content analysis, understanding of the main idea, anticipating, deducing and guessing the unknown vocabulary and applying it later correctly in the similar contextual situations;</p> <p>Role Play-students must simulate the different contextual situations by playing the various roles;</p> <p>Working on exercises from the textbook- any new topic is followed by the relevant exercises in the course working on which aims at developing the students' knowledge in correct usage of concrete grammar or vocabulary structures so that the student is then able to use these structures absolutely independently in the similar or different situations;</p> |
| <p>Assessment Criteria</p> | <p>Student's knowledge is assessed based on the 100-score system, out of which 60 scores are addressed to the mid-term evaluations, and 40 scores are allocated for the final exam</p> <p>Components of the mid-term assessment(total 60 scores):</p> <ul style="list-style-type: none"> • Writing activity -10 sc. • Verbal activity -10 sc. • Discussions-10 sc. • Project - 10 sc • Midterm Exam – 20 sc. <p>Writing Activity asses criteria (maximum 10 score):</p> <ol style="list-style-type: none"> 1. Expressing ideas clearly-2 scores; 2. Expressing ideas correctly from the grammar point of view- 2 scores; 3. Cohesion-2 scores; 4. Creativity -2scores; 5. Following the standards of the document requirement-2scores; <p>Verbal Activity asses criteria (maximum 10 score):</p> <ol style="list-style-type: none"> 1. Fluency-2 scores; 2. Accuracy- 2 scores; 3. Relevance of the response-2scores; 4. Creativity-2scores; 5. Application of newly learnt words or terminology-2scores; <p>Project preparation-presentation - (max 10 scores)</p> <ol style="list-style-type: none"> 1. Actuality of the problem - 1 score; 2. Correct planning - 1 score; 3. Presenting the valuable literature existed around the topic-1 score; 4. Fluency - 1 score; 5. Accuracy- 1score; 6. Comprehensive understanding of the topic - 1 score; 7. Application of topic related vocabulary -1 score; 8. Interaction with the audience- 1 score; 9. Visual and technical side of the material-1 score; |

| | |
|---------------------------------|---|
| | <p>10. Ability to answer the questions-1 score;</p> <p>Discussion assessment criteria (max 10 scores)</p> <ul style="list-style-type: none"> • Critical thinking- 2 scores; • Fluency - 2 scores; • Ability to justify own opinion - 2 score; • Time management - 2 scores; • Application of the topic related words or terms-2 scores; <p>Mid-term exam will be a test (multiple choice) including 40 questions with 0.5 scores for each correct answer</p> <p>The student is allowed to pass the final exam, if he accumulates not less than 11 points for the mid-term evaluations (considering that he/she will get the maximum score at the final exam).</p> <p>Final exam - 40 scores</p> <p>Is also the test (closed questions). It contains 80 questions (multiple choice); each one rates 0,5 scores (totally 40 scores).</p> <p>The final exam is considered to be passed if the student accumulates at least 70% or more out of the maximum assessment of the exam (40X70/100=28 score).</p> <p>The students' assessment has to be done in the following way:</p> <p>Positive rate:</p> <ul style="list-style-type: none"> • (A) Excellent- 91 or more points; • (B) Very Good- 81-90 points; • (C) Good- 71-80 points; • (D) Satisfactory- 61-70 point; • (E) Enough- 51-60 points; <p>Negative rate:</p> <ul style="list-style-type: none"> • (FX) Failure - 41-50 points, which means that a student needs to work more and an independent and considerable further work is required to pass the exam once again to be re-awarded; • (F) Fail - 40 points or less, which means that the student's diligence is not sufficient and student has to learn the subject all over again. <p>The student can pass the additional exam during the same semester. The time interval between the final and additional exams should be not less than 10 days.</p> |
| The basic literature | <ol style="list-style-type: none"> 1. Richard Acklam with Sally Burgess; Advanced Gold Coursebook; Longman 2003; 2. Richard Acklam with Sally Burgess; Advanced Gold Workbook; Longman 2003; |
| The auxiliary literature | |

| N | Topics | Lecture (hours) | Group work (hours) |
|---|--|-----------------|--------------------|
| 1 | Unit 1: What a spectacle! ; Speaking: Story telling Exam Focus; Discussion Reading: Roll up! Roll up! | | 6 |
| 2 | Unit 1: What a Spectacle! Grammar: verb pattern (1) Vocabulary: deducing from the context, choosing dictionary Speaking: tell a story; | | 6 |
| 3 | Unit 2: It take all sorts; Speaking: compare and contrast photos Reading :How to spread read Grammar plus: Noun phrases; | | 6 |
| 4 | Unit 2: It take all sorts; Grammar plus: Noun phrases; Vocabulary: adverbs of manner; Listening: an alien? | | 6 |
| 5 | Unit 2: It take all sorts; Grammar Check: modals; Vocabulary; word with similar meaning; Speaking: comparing and contrasting English in use : exam focus part 3 (error correction) | | 6 |
| 6 | Unit 2: It take all sorts; Speaking: comparing and contrasting Unit 3: The rood of all evil? ; Reading : Rich kids; Vocabulary: expressions with carry | | 6 |
| 7 | Unit 3: The rood of all evil? ; Grammar plus: Verb tenses; Speaking: Giving opinion; Vocabulary: compound adjectives; | | 7 |
| | Mid-term exam | | 2 |
| 8 | Unit 3: The rood of all evil? English in use; Grammar check: Article; Writing: Informal/formal letter; | | 6 |

| | | | |
|----|--|--|---|
| | Exam focus; Unit 4: The universal migraine; Exam focus; | | |
| 9 | Unit 4: The universal migraine; Vocabulary: similes (like/as...as); Grammar plus: Gerund VS Infinitive; Listening: Exam focus part 3 Speaking: What is love? | | 6 |
| 10 | Unit 4: The universal migraine; Speaking: Language of speculation, part 2 English in use; Listening: messages; Grammar check: Modals (advanced features) | | 6 |
| 11 | Unit 4: The universal migraine; Grammar check: relative clauses Speaking: English in use; Exam focus; Vocabulary: noun collocation | | 6 |
| 12 | Unit 5: Where will it end? Speaking: problem solving Listening: Cryonics Part 3 Exam focus; Listening: Song; Vocabulary: Science and Medicine; | | 6 |
| 13 | Unit 5: Where will it end? Writing: Review Grammar check: Conditionals Reading: cellmates Vocabulary: Collocations; Exam focus; | | 6 |
| 14 | Unit 6: The sporting life Reading: The Bravest athletes in the World Vocabulary: Competitive sports; Language of Gender Listening: The future of sport, part 2 Grammar plus: Future/modifiers/intensifiers; Exam focus; | | 7 |
| | Final exam | | 2 |

Learning Outcomes

| Criteria | Competences |
|------------------------------------|--|
| Knowledge and understanding | <p>Knows:</p> <ul style="list-style-type: none"> -Wide range of grammar structures and vocabulary nuances to understand the texts with various topics as well as the implicit meaning; -The most effective reading strategies to ensure the comprehensive understanding of the text; -Knows the structural and content related requirements of different writing assignments; |
| Applying knowledge | <p>Is able to:</p> <ul style="list-style-type: none"> -Understand and analyse the texts of various complexity; -Perform different complex teacher-controlled writing assignments; -listen to and comprehend different contextual situational patterns; |
| Communication Skills | <p>Can</p> <ul style="list-style-type: none"> -Express ideas fluently and spontaneously without much obvious searching for expressions; -produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices; |
| LEARNING SKILLS | <p>Is able to:</p> <ul style="list-style-type: none"> -Assess own strengths and weaknesses and find the way to fill the existing gap with the most effective results; |