

UEH COURSE OUTLINE (ADVANCED)

Week	Lesson	Learning outcomes	Assessment Methods /Activities	Lesson outline
1	Lesson 1 (Speaking): You and Your Company	<ul style="list-style-type: none"> - To be able to use the word 'work' in different ways and be able to describe their jobs. - To review the use of infinitives and gerunds in connection with responsibility. - To be able to explain about the different types of work. 	<ul style="list-style-type: none"> - Class worksheets - Conversation Practice 	<ul style="list-style-type: none"> - Teacher introduces him/herself and uses the template for the lesson to tell about their job. Then asks the pupils to tell about their jobs. - Look at the grammar activity about Sally and explain the grammar rules. - Have pupils practice telling each other about their jobs using the new words. - Review word combinations using 'work' and types of jobs & types of work. - In pairs or in singles (depending on class size and ability) complete and review class activity one. - Complete and Review class activity two and review. - Complete and Review class activity three and review. - Have the pupils talk with one another using the prompts given. - If you work... <ul style="list-style-type: none"> + What do you do? What are you in charge of? + What are your responsibilities? + What time do you leave for work? How long does it take you to get to work? + What time do you arrive at work? Do you take a lot of time off work? - If you don't work.... <ul style="list-style-type: none"> + What sort of job would you like to do? + What routine would you like to have?

1	Lesson 2 (Writing): Grammar - Problems with words	<ul style="list-style-type: none"> -When to capitalize a noun -Ambiguous pronouns -Verbs - using the passive voice 	<ul style="list-style-type: none"> - Class worksheets - Article examples 	<p>Common nouns and proper nouns (definition, examples)</p> <ul style="list-style-type: none"> - Common error: capitalisation of common nouns (show S some common nouns which people usually capitalize incorrectly) - How to capitalize words correctly by answering 2 questions: <ul style="list-style-type: none"> + Does it identify a specific person or thing? + Or does it identify sth which is an instance of a group things? <p>Pronouns (definition, examples)</p> <ul style="list-style-type: none"> - Common error: make meaning of writing unclear with using ambiguous pronouns (analyse examples) - Practice writing with many pronouns <p>Verbs (definition, examples)</p> <ul style="list-style-type: none"> - Comparison: active and passive voice - Common concern: passive voice (reason, examples) <ul style="list-style-type: none"> + Passive voice seems to make actions more objective + Importance of writing experience
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2	Lesson 3 (Speaking): Preparing a Trip	<ul style="list-style-type: none"> - To be able to ask about Hotels. - To review the grammar rules of Can, Can't, - Could and make requests using forms of this. - Review different ways of telling time. - To look at other ways to expressing frequency. 	<ul style="list-style-type: none"> - Worksheets - Grammar Practice - Speaking. 	<ul style="list-style-type: none"> - Talk with pupils about trips they have taken and any problems they have had. - Have pupils warm up with the Talking about Hotel Facilities work. - Review the grammar rules of Can, Could and Can't and have the pupils complete exercise B. - Have the whole class correct the letter together showing the correct forms (exercise C). - Introduce and talk about ways of telling time, and complete exercise D. - Look at the Dubai information and complete the work as a group. - Have the pupils talk with each other about trips they have or are going to take, with the teacher listening and correcting as necessary.
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2	Lesson 4 (Writing): Grammar - Problems with words (cont)	<ul style="list-style-type: none"> -Imprecise and subjective descriptions - adjectives and adverbs -Building your vocabulary 	<ul style="list-style-type: none"> - Class worksheets - Article examples 	<ul style="list-style-type: none"> - Adjectives and Adverbs (definition, examples) - Common errors: the use of imprecise and subjective description - Experience: avoid superlatives unless describing sth observed - Ways to increase the store of academic words + Books: novels, comics, poetry + TV, radio, films, song lyrics + Newspaper, magazines, signs, inscriptions, ads - Practice: <ul style="list-style-type: none"> + Describe another continent, the color of the sky + List out 10 favorite words less than 4 letters or more than 12 + Prefixes and suffixes
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3	Lesson 5 (Speaking): Away on Business	<ul style="list-style-type: none"> - To be able to give directions. - To be able to greet business associates in various circumstances. - Be able to know the difference between where/wear/were/we're. - Be able to phrase business questions - Be able to give feedback from a trip. 	<ul style="list-style-type: none"> - Worksheets - Grammar Practice - Speaking 	<ul style="list-style-type: none"> - Talk with pupils about trips they have taken and any problems they have had. - Have pupils warm up with the Talking about Hotel Facilities work. - Review the grammar rules of Can, Could and Can't and have the pupils complete exercise B. - Have the whole class correct the letter together showing the correct forms (exercise C). - Introduce and talk about ways of telling time, and complete exercise D. - Look at the Dubai information and complete the work as a group. - Have the pupils talk with each other about trips they have or are going to take, with the teacher listening and correcting as necessary.
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3	Lesson 6 (Writing): Grammar - Problems with sentences	<ul style="list-style-type: none"> - Writing complete sentences - Keep your clauses separate - Make sure your tenses and plurals all agree 	<ul style="list-style-type: none"> - Class worksheets - Article examples 	<ul style="list-style-type: none"> - Sentence construction (subject, verb, object,...) - Simple and complex sentence (definition, examples) - Complex sentences are used mainly in academic writing - Solutions for some common errors: <ul style="list-style-type: none"> + Make sure the sentence includes a verb and not simply a dependent clause + Try to join up ideas and show how they relate to each other + Use punctuation carefully to separate clauses, make sure they come in the right order --> experience: read loud sentences to check whether they are easy to understand + Common errors often occur in composing at computer (cut, paste, move sections around)
4	Lesson 7 (Speaking): Visiting a Company	<ul style="list-style-type: none"> - To be able to use key terms and expressions in business. - To be able to describe their company and its business. - To be able to describe their jobs - To review the 25 most common prepositions. 	<ul style="list-style-type: none"> - Worksheets - Grammar Practice - Speaking. 	<ul style="list-style-type: none"> - Warm up (Teacher's choice) - Review key terms of business (Exercise A) - Review and have them complete useful expressions (Exercise B/C). - Have them write a description of their company and business. - Reading practice (Exercise D) and the student describe their job. - Review of the 25 most common prepositions.

4	Lesson 8 (writing): Grammar - Paragraphs	<ul style="list-style-type: none"> - Paragraph construction - Paragraph length 	<ul style="list-style-type: none"> - Class worksheets - Article examples 	<p>Paragraph (definition, examples), advantages of dividing writing into paragraphs</p> <ul style="list-style-type: none"> - Experience: don't try to say too much, reader will be confused - Construction of a paragraph: <ol style="list-style-type: none"> 1. Lead sentence: tell the reader what the paragraph is going to be about 2. Middle section: explanation, examples, datas,... 3. Concluding sentence: sum up the main part of argument - Practice: read an article, count the amount of paragraphs, find out 3 parts of each paragraph. - A paragraph should be at least 3 sentences long - Make a question to start a new paragraph if it's shorter and check dealing with one idea in paragraph if it's longer
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5	Lesson 9 (Speaking): Secretarial Duties	<ul style="list-style-type: none"> - To be able to use telephone vocabulary. - To be able to schedules and upkeep diaries in English. - To be able to use the correct time expressions when making an appointment. - To be able to make arrangements to meet. - To look at other ways to 	<ul style="list-style-type: none"> - Worksheets - Grammar Practice - Speaking. 	<ul style="list-style-type: none"> - Warm up (Teacher's choice) - Review of present simple, present continuous and present future (exercise, A, B) - Do the reading and answer the question checking for meaning. (exercise C) - Remind pupils of stress on words and do exercise D. - Talk about presenting figures and do exercise E.
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5	Lesson 10 (Writing): Punctuation - Usage of "comma"	<ul style="list-style-type: none"> - Common kinds of punctuation and their usages; - Usage of "comma"; - How to use "comma" properly and professionally; 	<ul style="list-style-type: none"> - Worksheets - Writing practice 	<p>Everyone names a kind of punctuation and their function;</p> <ul style="list-style-type: none"> - Teacher reviews some common kinds of punctuation and their usages; - Teacher guides learners the ways of using "comma"; + It's function; + It's usage; - Teacher gives class some writing topics and everyone chooses a favourite topic to write a passage about it; - The teacher helps everyone with their task.
6	Lesson11 (Speaking): New Developments	<p>To be able to comfortably use the present simple and present continuous.</p> <ul style="list-style-type: none"> - To be able to understand the meanings from a reading (answering questions in the present simple, present continuous, or past simple). - To review pronunciation and stress with selected words. - To practice presenting figures. - To look at other ways to expressing frequency 	<ul style="list-style-type: none"> - Worksheets - Grammar Practice - Speaking. 	<p>Warm up (Teacher's choice)</p> <ul style="list-style-type: none"> - Review of present simple, present continuous and present future (exercise, A, B) - Do the reading and answer the question checking for meaning. (exercise C) - Remind pupils of stress on words and do exercise D. - Talk about presenting figures and do exercise

6	Lesson 12 (Writing): Punctuation - Usage of "semi- collons, collon"	<ul style="list-style-type: none"> - Usage of "semi-collons, collon"; - Distinguish between semi-collon and collon; 	<ul style="list-style-type: none"> - Worksheets - Writing practice 	<p>Review usage of "comma";</p> <ul style="list-style-type: none"> - Ways of using "semi-collon, collon": <p>+ It's function;</p> <ul style="list-style-type: none"> * To seperate words in a list; * To seperate parts of a sentence; * To seperate two parts of a linked idea; * To seperate a final phrase; <p>+ Distinguishing between "semi-collon" and "collon";</p> <ul style="list-style-type: none"> - Correct wrong usage of "comma, semi-collon, collon" in a passage;
7	Lesson 13 (Speaking): Arrangements and Email	<p>To be able to use phrasal verbs common in the work place</p> <ul style="list-style-type: none"> - To be able to make arrangements and practice native speaking i.e. missing word rules. - Cover verbal acceptances and refusals - To be able to write a business formal and informal email. 	<ul style="list-style-type: none"> - Worksheets - Grammar Practice - Speaking. 	<p>Warm up (Teacher's choice)</p> <ul style="list-style-type: none"> - Review of phrasal verbs (Exercise A) - Discuss work emails in general and the use of formal and informal emails . (exercise B & C) - Have pupils practice recognizing formal or neutral beginnings and endings (exercise D&E). - Review helpful phrases

7	Lesson 14 (Writing): Punctuation Usage of "apostrophe"	<ul style="list-style-type: none"> - Usage of "apostrophe"; - Identify some problems with the "apostrophe" 	<ul style="list-style-type: none"> - Worksheets - Writing practice 	<p>Review usage of "comma, semi-collon, collon",</p> <ul style="list-style-type: none"> - Ways of using "apostrophe": <p>+ Semi-collon's function;</p> <ul style="list-style-type: none"> * To link sentences that are closely related; * To link sentences that are in opposition to each other; * To separete items in a list. <p>+ Collon's function:</p> <ul style="list-style-type: none"> * To introduce a list; * To link two sentences thematically; * To draw out a conclusion; <p>+ Identifying and dealing with common problems with the apostrophe;</p> <ul style="list-style-type: none"> - Apply knowledge of punctuation to write a passage with given topics and correct
8	Lesson 15 (Speaking): Describing and Comparing	<p>To be able to make comparisons using superlatives.</p> <ul style="list-style-type: none"> - To be able to make written sentences making comparisons. - To know the difference between travel, trip and journey. - To be able to describe processes and products. - To be able to identify the active and passive voice. 	<ul style="list-style-type: none"> - Worksheets - Grammar Practice - Speaking. 	<p>Warm up (Teacher's choice)</p> <ul style="list-style-type: none"> - Review of Superlatives (exercises A & B & C) - Cover the differences between travel, trip and journey (exercise D) - Cover the active and passive voice and how they are used to describe processes (exercise E & F)
8	Lesson 16 (Writing): Writing style -	<ul style="list-style-type: none"> - Avoid various colloquialisms and 	<ul style="list-style-type: none"> - Worksheets - Grammar Practice 	<p>Shortened forms (explanation, examples)</p> <ul style="list-style-type: none"> - Popular phrases or cliches (explanation, examples)

	Write formally	shortened forms to	- Writing.	- Casual everyday words (explanation, examples)
9	Lesson 17 (Speaking): Dealing with customer complaints and incidents	<p>By the end of this segment you will:</p> <ul style="list-style-type: none"> - Be able to deal effectively with a customer complaint; - Be able to deal effectively with different types of incidents 	<ul style="list-style-type: none"> - Worksheets - Grammar Practice - Speaking. 	<p>Warm up (Teacher's choice along the lines of what do secretaries do?)</p> <ul style="list-style-type: none"> - Review of phrasal verbs (Exercise A) - Discuss using multiple lines and conversations (i.e. please hold) (Exercise C, D, E & F) - Make appointments (Exercises G & H)
9	Lesson 18 (Writing): Writing style - Write concisely and with	- Write concisely and with precision	<ul style="list-style-type: none"> - Worksheets - Grammar Practice - Writing. 	<p>"concisely", "precision" (explanation, examples)</p> <ul style="list-style-type: none"> - Ways to make writing clear to understand but still "academic": +Use straightforward language. +Avoid using non-quantifiable descriptions.

10	Lesson 19 (Speaking):Dealing with problems	<p>To be able to use the word describe and use proper sentences to describe common office problems.</p> <ul style="list-style-type: none"> - To be able to use appropriate responses to spontaneous decisions. - To be able to use the correct present/future tense - To be able to distinguish between countable and uncountable nouns. 	<ul style="list-style-type: none"> - Class Worksheets - Conversation practices 	<p>Teacher uses the pictures of Jane to stimulate discussion of problems in the work place and then have the pupils discuss and practice with the following pictures in exercise B-C.</p> <ul style="list-style-type: none"> - Explain ‘spontaneous decisions’ and do exercise D. - Do exercise E and review present and future tenses. - Review countable and uncountable
10	Lesson 20 (Writing):	-How to show	<p>Worksheets</p> <ul style="list-style-type: none"> - Grammar Practice 	<p>Purpose in writing (explanation, examples)</p> <ul style="list-style-type: none"> - Practice:
11	Lesson 21 (Writing): Writing style - Write to a structure	<ul style="list-style-type: none"> -Select and organize the material in writing - Report, essay structure 	<ul style="list-style-type: none"> - Class worksheets - Writing. 	<p>Styles in writing (explanation, examples)</p> <ul style="list-style-type: none"> - Read articles with typical styles and highlight points - Make your ideas clear, guides the reader's comprehension and can strengthen your arguments. - The conclusion to the piece should draw together all the points or ideas and come to a conclusion - The ideas should flow or be linked so that the reader is drawn through an explanation or argument