**Academic English Course Plan**

**Duration**: 15 Weeks

**Class Time**: 2 Hours/Week

# Language Level: B1

**Learning Outcomes:**

By the end of the course, students should be able to:

1. Read and understand short academic texts, identifying main ideas and supporting details.
2. Use academic vocabulary to talk about various topics.
3. Write a simple academic essay, giving clear arguments and opinions.
4. Apply basic grammar structures like present simple, past simple, present perfect, and modals correctly in writing and speaking.
5. Present ideas and opinions clearly in spoken form.

# WEEKLY SCHEDULE

**Week 1-2: Introduction to Academic English** **Reading:**

* **Topic**: Introduction to Academic Reading
  + Understanding simple academic texts.
  + Skimming for main ideas and scanning for details.
* **Text Type**: Short academic articles (around 200-300 words) on general topics.

# Vocabulary:

* **Focus**: Common academic words.
  + Academic verbs (e.g., "study," "research," "compare").
  + Simple nouns related to academic topics (e.g., "topic," "paper," "result").
* **Activity**: Matching words with definitions, using them in short sentences.

# Grammar:

* **Focus**: Present Simple
  + Describing routines, facts, and general truths.
* **Activity**: Fill-in-the-blank exercises with present simple verbs.

# Week 3-4: Describing a Process Reading:

* **Topic**: Describing simple processes or procedures.
  + Understanding instructions or how-to guides.
* **Text Type**: Short texts explaining processes (e.g., how to write a report).

# Vocabulary:

* **Focus**: Verbs for processes (e.g., "begin," "follow," "complete").
  + Sequence words (e.g., "first," "next," "then," "finally").
* **Activity**: Create your own simple process description using new vocabulary.

# Grammar:

* **Focus**: Past Simple
  + Talking about actions or events that happened in the past.
* **Activity**: Write about your last vacation using past simple verbs.

# Week 5-6: Talking About Changes and Results Reading:

* **Topic**: Understanding results and changes.
  + Identifying changes and trends in simple texts (e.g., how something improved over time).
* **Text Type**: Short research articles or reports with data.

# Vocabulary:

* **Focus**: Words for describing changes (e.g., "increase," "decrease," "remain").
  + Phrases for results (e.g., "as a result," "this led to").
* **Activity**: Create sentences to describe simple changes using new vocabulary.

# Grammar:

* **Focus**: Present Perfect
  + Talking about experiences and actions that have an effect on the present.
* **Activity**: Write about something you’ve done recently (e.g., “I have visited three museums this year.”).

# Week 7-9: Giving Opinions and Making Arguments Reading:

* **Topic**: Identifying opinions and arguments.
  + Understanding simple argumentative texts.
* **Text Type**: Short opinion essays or articles (e.g., Should students wear uniforms?).

# Vocabulary:

* **Focus**: Opinion phrases (e.g., "I think," "In my opinion," "It seems").
  + Linking words for arguments (e.g., "because," "but," "so").
* **Activity**: Write down your opinion on a topic and support it with simple arguments.

# Grammar:

* **Focus**: Modals of Opinion (e.g., "should," "must," "might")
  + Giving advice or suggestions.
* **Activity**: Write sentences giving advice (e.g., "You should study more," "It might rain tomorrow").

# Week 10-12: Writing a Simple Essay

**Reading:**

* **Topic**: Understanding the structure of a simple essay.
  + Identifying introduction, body, and conclusion in texts.
* **Text Type**: Short sample essays on general topics (e.g., advantages of studying abroad).

# Vocabulary:

* **Focus**: Words for organizing ideas (e.g., "firstly," "in conclusion," "for example").
  + Transition words for essays (e.g., "however," "moreover," "because").
* **Activity**: Organize ideas for a simple essay using new transition words.

# Grammar:

* **Focus**: Future Forms (Will and Going to)
  + Talking about future plans and predictions.
* **Activity**: Write about your future plans (e.g., "I am going to study at university," "I will travel next summer").

# Writing:

* **Activity:** Writing a short essay with an introduction, body, and conclusion on a topic of interest.

# Week 13-15: Giving Presentations and Review Reading:

* **Topic**: Understanding simple academic presentations.
  + Recognizing key points in a presentation outline.
* **Text Type**: A simple presentation script or outline.

# Vocabulary:

* **Focus**: Phrases for presentations (e.g., "Today I will talk about...," "To summarize").
  + Phrases for introducing new ideas (e.g., "Let’s move on to...").
* **Activity**: Prepare and present a short topic to the class.

# Grammar:

* **Focus**: Relative Pronouns (who, which, where)
  + Describing people, things, or places.
* **Activity**: Write simple sentences with relative clauses (e.g., "The book which I read last week was interesting.").

# Speaking:

* **Activity:** 2-minute presentation on a topic of interest.

# Assessment and Review:

* Written assignment (A short written essay on a topic of interest, incorporating the grammar and vocabulary learned.): 20%
* Presentation (2-minute presentation on a topic of interest, incorporating the grammar and vocabulary learned.): 20%
* End-of-Course Test (A mix of reading comprehension, vocabulary, and grammar exercises based on the topics covered): 60%