



EUROPEAN UNIVERSITY OF LEFKE

ENGLISH PREPARATORY SCHOOL

PROGRAMME HANDBOOK

2026

PROGRAM INFORMATION

Program Name and Degree Awarded

English Preparatory Program (EPP)

Duration of Studies

1 year

Total Credits / ECTS

NA

Language of Instruction

English

Mission and Vision

Mission

The mission of English Preparatory School (EPS) at European University of Lefke is to offer our students internationally recognized language qualifications and to provide them a wide range of extra educational, social and cultural support that will benefit them during their stay at our School. We believe that we provide a dynamic and high-quality language education in a modern environment.

Vision

EPP consistently aims to offer the highest quality of language education to its students, as well as providing them national and international recognition of their education. We want to be known with our great dedication to student achievement, care and support, as well as updating ourselves and the education we provide for future success. Updating our system and courses, along with encouraging our staff for their personal professional development to meet our students' needs is also our priority. We also strive for excellence not only in academic but also in social and cultural areas, by engaging our students with a wide range of extra educational, social and cultural support. We understand that equipping our students with the knowledge, skills and strength of character

needed to succeed is a cyclical process, thus implement behaviours and attitudes of positivism that would help them in their future careers.

Program Objectives

At EUL EPP, our main aim is to improve the quality of learning of all students, irrespective of their learning profile, by;

Providing a whole-person education

The EPP programme ensures providing a whole-person educational experience to its students, assisting them in making the transition to university life from their school lives. The EUL EPS programme is geared towards providing students with the skills towards enabling them to effectively deal with practical issues in the real-world, with the educational stream contributing to the individual being empowered with the ability to lead a successful life, incorporating the use of the English language for a successful lifestyle.

Meeting students' linguistic needs

The EUL EPS programme is dedicated towards providing students the ability and the expertise towards ensuring that they are able to utilize the required grammar and lexis correctly in the studies they undertake.

Meeting students' academic needs

The EPP curriculum is designed towards helping students being proficient enough in the English language so as to properly and adequately comprehend lectures, texts, and the associated written material they have to deal with.

Encouraging learner independence

The EUL EPP is of the perspective that the learning process is a continuous initiative, and not just restricted within the confines of the classroom. Hence, the programme encourages students to utilize the facilities provided within library, study rooms, online platforms and associated activities made available through Student Affairs Unit (SAU) and Study Zone Unit (SZU) which would go towards strengthening and improving the individual capabilities of the students.

Providing extra support and individual attention

EUL EPP is of the perspective that each student should be provided localized and individual attention by instructors, heads, co-ordinators, representatives and the Directorate, which would enrich the experiences and the capabilities of the students.

Program Learning Outcomes

LO1 Students will be able to adapt to university life by effectively managing their academic, social, and personal responsibilities.

LO2 Students will demonstrate the ability to collaborate with peers in group tasks, discussions, and projects.

LO3 Students will be able to express their opinions confidently in English on a variety of real-life topics and current issues.

LO4 Students will be able to use English grammar structures accurately in both spoken and written contexts.

LO5 Students will demonstrate the ability to use a wide range of vocabulary appropriately in academic and everyday situations.

LO6 Students will be able to understand and respond to spoken English in conversations, lectures, and multimedia content.

LO7 Students will be able to comprehend academic texts and identify main ideas, supporting details, and author's purpose.

LO8 Students will be able to take effective notes during lectures and use them to complete academic tasks.

LO9 Students will be able to write coherent and structured paragraphs and essays, following academic conventions.

LO10 Students will demonstrate the ability to summarize and paraphrase sources appropriately in written assignments.

LO11 Students will be able to set personal learning goals and monitor their progress using available learning tools and resources.

LO12 Students will be able to effectively use academic facilities (e.g., libraries, online platforms) to support their independent learning.

LO13 Students will demonstrate initiative in seeking academic help and participating in extracurricular academic activities.

LO14 Students will be able to identify their strengths and areas for improvement through self-assessment and instructor feedback.

LO15 Students will be able to engage in one-on-one academic support sessions to enhance their learning and language development.

Curriculum

Students who fail the Proficiency and Placement Exam given at the beginning of the academic year are placed to matching levels of English (Beginner, Elementary and Pre-intermediate, etc.) according to their ‘Proficiency and Placement Exam’ results. The procedure for the modular system and the process after students are placed at a specific level is as follows:

'Beginner' Level (A1): Students who start the EPP at this level are required to complete Beginner (A1), Elementary (A2), Pre-intermediate (B1), and Intermediate (B2) levels respectively and be successful at the Module Exams given at the end of each module.

'Elementary' Level (A2): Students who start the EPP at this level are required to complete Elementary (A2), Pre-intermediate (B1), Intermediate (B2) and Upper-intermediate (C1) levels respectively and be successful at the Module Exams given at the end of each module.

‘Pre-Intermediate’ Level(B2): Students who start EPS at this level are required to complete Pre-intermediate, Intermediate, Intermediate Plus and Upper-intermediate levels respectively and be successful at the Module Exams given at the end of each module.

The above given levels are defined and perceived as what **Common European Framework of Reference for Languages (CEFR)** suggests.

Laboratory and Equipment Capacity (if applicable)

NA

Career Opportunities

Students can pursue undergraduate or graduate studies in English-medium universities, both locally and internationally.

Contact Information

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Director

Assoc. Prof. Dr. Sibel ERSEL

COURSE CATALOGUE DESCRIPTIONS

English Language Proficiency levels mentioned in the ‘Curriculum’ section above are defined and perceived as what **Common European Framework of Reference for Languages (CEFR)** suggests, that is:

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors, and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.

Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of the needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives; people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

		EUROPEAN UNIVERSITY OF LEFKE									
ENGLISH PREPARATORY SCHOOL											
SYLLABUS											
2025-2026 Fall/Spring Semester											
Course Code	Course Title	MODULAR SYSTEM		Weekly Course Hours		Credits	ECTS	Weekly Time Schedule			
				20	hrs						
EPS100	BEGINNER (INTEGRATED SKILLS)							Monday-Friday:			
Prerequisite					Prerequisite to						
Course Instructor						Office Hours Schedule	Monday-Friday:				
E-mail											
Phone						Office / Room No					
Teaching Assistant						Phone					
E-mail						Office / Room No					
Catalogue Descriptions	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of the needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives; people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.										
Objectives	The goal of this course is to make students reach CEFR Level A1 and help them develop basic speaking, reading, writing and listening skills.										
Learning Outcomes	1. Students will be able to recognize familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly. 2.Students will be able to understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. 3.Students will be able to interact in a simple way. 4.Students will be able to ask and answer simple questions in areas of immediate need or on very familiar topics. 5.Students will be able to use simple phrases and sentences to describe where they live and people they know. 6.Students will be able to write a short, simple postcard, for example sending holiday greetings. 7.Students will be able to fill in forms with personal details, for example entering their name, nationality and address on a hotel registration form.										
Programme Outcome Relations	PO1: 3 PO2: 3 PO3: 2 PO4: 2 PO5: 5 PO6: 2	PO7: 5 PO8: 2 PO9: 3 PO10: 1 PO11: 3 PO12: 2		(1) very low (2) low (3) medium (4) high (5) very high							
Textbooks and/or References	1	English File Beginner Fourth Edition Student's Book									
	2	English File Beginner Fourth Edition Workbook									
	3	Resource Pack									
	4										
WEEK	Date	TOPICS							Reference No - Section		
Week 1	22-26/09/25	Introduction to the cVerb be(singular&plural), wh questions; numbers 0-100; days of the week; countries, nationalities, ourse and the course outline									
Week 2	29/09-03/10/25	singular and plural nouns; a/ an , the; This / that/ these/ those; Possessive adjectives; possessive 's People and family ; adjectives; Colours and common adjectives									
Week 3	06-10/10/25	present simple: (+) (-) I and you; Food and drink; present simple (?): I,we, you, they; Common verb phrases 1 present simple: he, she, it; Jobs and places of work									
Week 4	13-17/10/25	Guessingadverbs of frequency; a typical day; Word order in questions; Sports; common verb phrases 2: free time Imperatives; object pronouns: me,him, etc. ; Kinds of films; Months, ordinal numbers; saying the date meaning from context?, Context Clues, From Play to Work (Pronoun Reference)									
Week 5	20-24/10/25	Can/ can't; like/love/hate + verb + ing; activities; Present continuous; Common verb phrases 2: travelling Present continuous or present simple; Clothes; Offers and invitations: Would you like...									
Week 6	27-31/10/25	PersonalThere is a.../ there are some...; Hotels; in, on, under; Past simple: be; in, at, on; Past simple: regular verbs; Regular verbsty Continued, Vocabulary									
Week 7	03-07/11/25	Past simple irregular verbs: do, get, go, have; Verb phrases with do, get, go, have; directions, prepositions of place Past Simple:regular and irregular verbs; Past simple revision: revision of past verb forms									
Week 8	08-16/11/25	MODULE 1 EXAM									
Week 9	17-21/11/25	Start of Module 2									
Week 10	24-28/11/25	MODULE 2									
Week 11	01-05/12/25	MODULE 2									
Week 12	08-12/12/25	MODULE 2									
Week 13	15-19/12/25	MODULE 2									
Week 14	22-26/12/25	MODULE 2									
Week 15	29-31/12-25	MODULE 2									
Week 15-16	03-11/01/26	MODULE 2 EXAM									
Evaluation Tools	Evaluation Tool		Quantity	Date			Weight in Total (%)	Weight in Semester Evaluation (%)			
	Exam		MODULE 1 EXAM	10-11.11.2025			90	90.0			
	Semester Evaluation										
	Quiz(ze)s		1				10	10.0			
	Project(s)										
	Homework										
	Laboratory works										
Participation											
*** Lifelong Learning Programme (LLP) ***				Language of Instruction: English							
Evaluation Tool	Quantity	Student Workload Hours		Evaluation Tool	Quantity	Student Workload Hours					
Theoretical lecturing hours (TLH)	120	240		Homework							
TLH self study				Project							
Quiz (Q)	1	1		Presentation							
Q preparation self study	1	1		Seminar							
Laboratory (L)				Tutorial							
L preparation work											
Module Exam (ME)	1	1									
ME preparation self study	1	30		FE preparation self study	1	30					
					TOTAL :		60				
Recommended ECTS Credit (Total Hours / 30) :											

2025-2026 Fall/Spring Semester									
Course Code	Course Title	MODULAR SYSTEM		Weekly Course Hours			Credits	ECTS	Weekly Time Schedule
				20	hrs				
EPS100	ELEMENTARY (INTEGRATED SKILLS)								Monday-Friday:
Prerequisite				Prerequisite to					
Course Instructor							Office Hours Schedule	Monday-Friday:	
E-mail									
Phone							Office / Room No	CL Building-3rd Floor	
Teaching Assistant							Phone		
E-mail							Office / Room No		
Catalogue Descriptions	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of the needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives; people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.								
Objectives	The goal of this module is to make students reach CEFR Level A2 and help them develop their ability to communicate simple, basic needs.								
Learning Outcomes	1. Students will be able to understand phrases and the highest frequency of vocabulary related to areas of the most immediate personal relevance. 2. Students will be able to catch the main point in short, clear, simple messages and announcements. 3. Students will be able to read short and simple texts. 4. Students will be able to find specific, predictable information in simple everyday material such as advertisements, menus and timetables. 5. Students will be able to understand short and simple personal letters. 6. Students will be able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. 7. Students will be able to handle very short exchanges. 8. Students will be able to use series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background. 9. Students will be able to write short and simple notes and messages relating to matters in areas of immediate need. 10. Students will be able to write a very simple personal letter.								
Programme Outcome Relations	PO1: 3 PO2: 2 PO3: 1 PO4: 2 PO5: 4 PO6: 2		PO7: 5 PO8: 2 PO9: 3 PO10: 1 PO11: 3 PO12: 1				(1) very low (2) low (3) medium (4) high (5) very high		
Textbooks and/or References	1	English File Elementary Fourth Edition Student's Book							
	2	English File Elementary Fourth Edition Workbook							
	3	Resource Pack							
	4								
WEEK	Date	TOPICS							Reference No - Section
Week 1	22-26/09/25	Introduction to the Verb be(singular&plural), wh questions; numbers 0-100; days of the week; countries, nationalities, ourse and the course outline							
Week 2	29/09-03/10/25	singular and plural nouns; a/ an , the; This / that/ these/ those; Possessive adjectives; possessive 's People and family ; adjectives; Colours and common adjectives							
Week 3	06-10/10/25	present simple: (+) (-) I and you; Food and drink; present simple (?): I, we, you, they; Common verb phrases 1 present simple: he, she, it; Jobs and places of work							
Week 4	13-17/10/25	Guessing adverbs of frequency; a typical day; Word order in questions; Sports; common verb phrases 2: free time Imperatives; object pronouns: me, him, etc. ; Kinds of films; Months, ordinal numbers; saying the date meaning/ from context?, Context Clues, From Play to Work (Pronoun Reference)							
Week 5	20-24/10/25	Can/ can't; like/love/hate + verb + ing; activities; Present continuous; Common verb phrases 2: travelling Present continuous or present simple; Clothes; Offers and invitations: Would you like...							
Week 6	27-31/10/25	Personal There is a.../ there are some...; Hotels; in, on, under; Past simple: be; in, at, on; Past simple: regular verbs; Regular verb sty Continued, Vocabulary							
Week 7	03-07/11/25	Past simple irregular verbs: do, get, go, have; Verb phrases with do, get, go, have; directions, prepositions of place Past Simple: regular and irregular verbs; Past simple revision: revision of past verb forms							
Week 8	08-16/11/25	MODULE 1 EXAM							
Week 9	17-21/11/25	Start of Module 2							
Week 10	24-28/11/25	MODULE 2							
Week 11	01-05/12/25	MODULE 2							
Week 12	08-12/12/25	MODULE 2							
Week 13	15-19/12/25	MODULE 2							
Week 14	22-26/12/25	MODULE 2							
Week 15	29-31/12/25	MODULE 2							
Week 15-16	03-11/01/26	MODULE 2 EXAM							
Evaluation Tools	Evaluation Tool		Quantity	Date			Weight in Total (%)	Weight in Semester Evaluation (%)	
	Exam		MODULE 1 EXAM	10-11.11.2025			90	90.0	
	Semester Evaluation								
	Quiz(zes)		1				10	10.0	
	Project(s)								
	Homework								
	Laboratory works								
Participation									
*** Lifelong Learning Programme (LLP) ***				Language of Instruction:				English	
Evaluation Tool	Quantity	Student Workload Hours	Evaluation Tool				Quantity	Student Workload Hours	
Theoretical lecturing hours (TLH)	120	240	Homework						
TLH self study			Project						
Quiz (Q)	1	1	Presentation						
Q preparation self study	1	1	Seminar						
Laboratory (L)			Tutorial						
L preparation work									
Module Exam (ME)	1	1							
ME preparation self study	1	30	FE preparation self study				1	30	
TOTAL :								60	
Recommended ECTS Credit (Total Hours / 30) :									

Course Code	Course Title	MODULAR SYSTEM		Weekly Course Hours			Credits	ECTS	Weekly Time Schedule
				20	hrs				
EPS100	INTERMEDIATE (INTEGRATED SKILLS)								Monday-Friday:
Prerequisite				Prerequisite to					
Instructor							Office Hours Schedule	Monday-Friday:	
E-mail									
Phone							Office / Room No	CL Building-3rd Floor	
Teaching Assistant							Phone		
E-mail							Office / Room No		
Catalogue Descriptions	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.								
Objectives	The goal of this module is to make students reach CEFR Level B2 .								
Learning Outcomes	1.Students will be able to understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. 2.Students will be able to understand most TV news and current affairs programmes. 3.Students will be able to read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes and viewpoints. 4. Students will be able to interact with a degree of fluency and spontaneity that makes regular interaction. 5. Students will be able to take an active part in discussion in familiar contexts, accounting or and sustaining their views. 6.Students will be able to present clear, detailed text on a wide range of subjects related to their interests. 7. Students will be able to explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. 8. Students will be able to write clear, detailed text on a wide range of subjects related to their interests. 9. Students will be able to write an essay or report, passing on information or giving reasons in support of or against a particular point of view. 10. Students will be able to write letters highlighting the personal significance of events and experiences.								
Programme Outcome Relations	PO1: 4 PO2: 2 PO3: 3 PO4: 4 PO5: 2 PO6: 5	PO7: 1 PO8: 3 PO9: 3 PO10: 2 PO11: 3 PO12: 2	PO13: 5 PO14: 4	(1) very low (2) low (3) medium (4) high (5) very high					
Textbooks and/or References	1	English File Intermediate Fourth Edition Student's Book							
	2	English File Intermediate Fourth Edition Workbook							
	3	Resource Pack							
	4								
WEEK	Date	TOPICS							Reference No - Section
Week 1	2nd-6th Feb	Present simple and continuous, action and non-action verbs, food and cooking Future forms: present continuous, going to, will /won't, family, adjectives of personality							
Week 2	9th-13th Feb	present perfect and past simple, money, present perfect + for/since, present perfect continuous strong adjectives: exhausted, amazed, etc.							
Week 3	16th-20th Feb	Choosing between comparatives and superlatives, transport, articles: a/ an, the, no article, collocation: verbs / adjectives + prepositions,obligation and prohibition: have to, must , should:							
Week 4	23rd-27th Feb	Ability and possibility: can, could, be able to, -ed /-ing adjectives;Past tenses: simple, continuous,perfect-Sport,.; Past and present habits and states: relationships							
Week 5	2nd-6th March	Passives (all tenses): cinema; Modals of deduction: might, can't, must: the body First conditional and future time clauses+ when, until, etc.,; EducationSecond conditional, choosing between conditionals: houses; Choosing between gerunds and infinitives: work; Reported speech: sentences and questions							
Week 6	9th-13th March	Shopping, making nouns from verbs, Third conditional: making adjectives and adverbs: Quantifiers: electronic devices Relative clauses: defining and non-defining, compound nouns, Question tags:crime							
Week 7	16th-20th March	MODULE 3 EXAM							
Week 8	23rd-27th March	START OF MODULE 4							
Week 9	30th March-3rd April	MODULE 4							
Week 10	4th-12th April	MODULE 4							
Week 11	13th-17th April	MODULE 4							
Week 12	20th-24th April	MODULE 4							
Week 13	27th-1st May	MODULE 4							
Week 14	4th-8th May	MODULE 4							
Week 15	11th-15th May	MODULE 4							
Week 15-16	16th-25th May	MODULE 4							
Evaluation Tools	Evaluation Tool		Quantity	Date		Weight in Total (%)		Weight in Semester Evaluation (%)	
	Exam		MODULE 3 EXAM	16.03.2026		90		90.0	
	Semester Evaluation								
	Quiz(ze)s		1			10		10.0	
	Project(s)								
	Homework								
Laboratory works									
Participation									
*** Lifelong Learning Programme (LLP) ***				Language of Instruction:				English	
Evaluation Tool	Quantity	Student Workload Hours		Evaluation Tool	Quantity	Student Workload Hours			
Theoretical lecturing hours (TLH)	120	240		Homework					
TLH self study				Project					
Quiz (Q)	1	1		Presentation					
Q preparation self study	1	1		Seminar					
Laboratory (L)				Tutorial					
L preparation work									
Module Exam (ME)	1	1							
ME preparation self study	1	30		FE preparation self study	1	30			
TOTAL :						60			
Recommended ECTS Credit (Total Hours / 30) :									

Course Code	Course Title	MODULAR SYSTEM	Weekly Course Hours			Credits	ECTS	Weekly Time Schedule
			20	hrs				
EPS100	INTERMEDIATE-PLUS (INTEGRATED SKILLS)							Monday-Friday:
Prerequisite					Prerequisite to			
Instructor						Office Hours Schedule	Monday-Friday:	
E-mail								
Phone						Office / Room No	CL Building-3rd Floor	
Teaching Assistant						Phone		
E-mail						Office / Room No		
Catalogue Descriptions	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans. Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.							
Objectives	The goal of this module is to make students reach CEFR Level B2+ .							
Learning Outcomes	1.Students will be able to understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. 2.Students will be able to understand spoken language without much effort. 3.Students will be able to understand long and complex factual and literary texts, appreciating distinctions of style. 4.Students will be able to understand specialised and longer technical instructions. 5.Students will be able to express themselves fluently and spontaneously without much obvious searching for expressions. 6.Students will be able to use English flexibly and effectively for social and professional purposes. 7. Students will be able to present clear, detailed descriptions of complex subjects integrating sub-themes and developing an appropriate conclusion. 8. Students will be able to express themselves in clear, well-structured texts, expressing points of view at some length.							
Programme Outcome Relations	PO1: 2 PO2: 2 PO3: 5 PO4: 2 PO5: 4 PO6: 2	PO7: 3 PO8: 1 PO9: 3 PO10: 2 PO11: 2 PO12: 2	PO13 : 2 PO14 : 3	(1) very low (2) low (3) medium (4) high (5) very high				
Textbooks and/or References	1	English File Intermediate-plus Fourth Edition Student's Book						
	2	English File Intermediate-plus Fourth Edition Workbook						
	3	Resource Pack						
	4							
WEEK	Date	TOPICS						Reference No - Section
Week 1	23rd-27th March	question formation, working out meaning from context, adjectives, adjective suffixes						
Week 2	30th March-3rd April	holidays, present tenses, shops and services, possessives						
Week 3	4th-12th April	past simple, past continuous, or used to, stages of life, prepositions, photography						
Week 4	13th-17th April	past simple, past continuous, or used to, stages of life, prepositions, photography future forms: will / shall and going to, rubbish and recycling, first and second conditionals						
Week 5	20th-24th April	DIY and repairs: paraphrasing, obligation, necessity, prohibition, advice, can, could, and be able to at a restaurant						
Week 6	27th-1st May	verb patterns, live entertainment, looking after yourself, have something done the passive; impersonal you, history						
Week 7	4th-8th May	reported speech, word families, uses of the past perfect, weddings						
Week 8	11th-15th May	be, do, and have: auxiliary and main verbs, British and American English, revision of verb forms exams						
Week 9	16th-25th May	MODULE 4 EXAM						
Evaluation Tools	Evaluation Tool		Quantity	Date	Weight in Total (%)	Weight in Semester Evaluation (%)		
	Exam		MODULE 4 EXAM		90	90.0		
	Semester Evaluation							
	Quiz(zes)		1		10	10.0		
	Project(s)							
	Homework							
	Laboratory works							
Participati on								
*** Lifelong Learning Programme (LLP) ***				Language of Instruction: English				
Evaluation Tool	Quantity	Student Workload Hours		Evaluation Tool	Quantity	Student Workload Hours		
Theoretical lecturing hours (TLH)	150	240		Homework				
TLH self study				Project				
Quiz (Q)	1	1		Presentation				
Q preparation self study	1	1		Seminar				
Laboratory (L)				Tutorial				
L preparation work								
Module Exam (ME)	1	1						
ME preparation self study	1	30		FE preparation self study	1	30		
TOTAL :						60		
Recommended ECTS Credit (Total Hours / 30) :								