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| study, including summaries, reports, CVs, cover letters, advertisements, specifications, emails, text messages, posts to forums, etc. | case study<br>independent study<br>lab sessions   | Lab Practical Exercises<br>presentations                                   |
| <b>(D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:</b>       |   |  |
| <b>Course Intended Learning Outcomes</b>  | <b>Teaching strategies</b>  | <b>Assessment Strategies</b>   |
| d1. Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.    | Lecture,<br>Tutorials<br>problem solving<br>case study<br>independent study<br>lab sessions | Assignments<br>Lab Practical Exercises<br>project reports<br>presentations |
| d2. Apply the acquired skills of English language in Information and Communication Technology.  | Lecture,<br>Tutorials<br>problem solving<br>case study<br>independent study<br>lab sessions | Assignments<br>Lab Practical Exercises<br>project reports<br>presentations |

| <b>IV. Course Content:</b>  |   |  |              |               |                                       |
|---|---|--|--------------|---------------|---------------------------------------|
| ● Distribution of Semester Weekly Plan of Course Topics/Items and Activities. |   |  |              |               |                                       |
| <b>A – Theoretical Aspect:</b>  |   |  |              |               |                                       |
| No.   | Units/Topics List                           | Sub Topics List  | No. of Weeks | contact hours | CILOs                                 |
| 1   | <b>Introduction</b>                         | - Introducing ESP (Field of Study)<br>- Introducing yourself and Others,<br>- Everyday Objects; Numbers; Greetings<br>- Parts of Speech (1)<br>Nouns, Types of Nouns, Plural<br>Forms of Nouns, Pronouns, Articles   | 1            | 3             | a1, a2,<br>b1<br>c2, d2               |
| 2   | <b>My Favourites (Personal Preferences)</b> | -Reading: (Select subject-related passage)<br>- Likes & Dislikes, Requests and Functions<br>- Parts of Speech (2) Adjectives, Order of Adjectives, Predicate Adjectives, Comparatives and Superlatives<br>- Writing Exercise: simple sentences about yourself and others and objects around. | 1            | 3             | a1, a2<br>b1, b2<br>c1, c2,<br>d1, d2 |

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| 3 | <b>Leisure Activities &amp; Shopping</b>                     | <ul style="list-style-type: none"><li>- Reading: Scanning for key words (Select subject-related passage)</li><li>- Asking about Time, social expressions</li><li>- Parts of Speech (3): Action and linking verbs, Intransitive verbs and transitive (indirect object, direct objects), adverbs and types of adverbs</li><li>- Writing Task</li></ul>   | 1 | 3 | a1, a2<br>b1, b2<br>c1, c2,<br>d1, d2 |
| 4 | <b>Where I Live (Rooms and Furniture), Town and Country;</b> | <ul style="list-style-type: none"><li>- Reading: Scanning for Information (Select subject-related passage)</li><li>- Polite Requests, Directions</li><li>- Types of Sentences<br/>1- Declarative sentences:<br/>a. Affirmative:<br/>b. Negative:<br/>2- Interrogative sentences<br/>a. wh-questions<br/>b. yes / no Questions<br/>3- Imperative sentences<br/>4- Phrases and Clauses Time clauses</li><li>- Writing Task</li></ul> | 1 | 3 | a1, a2<br>b1, b2<br>c1, c2,<br>d1, d2 |
| 5 | <b>The Way I Live (Lifestyle)</b>                            | <ul style="list-style-type: none"><li>- Reading: Making inferences (Select subject-related passage)</li><li>- Time and Tenses (1) Present simple, present continuous, present perfect, and present perfect continuous</li><li>- Writing Task</li></ul>   | 1 | 3 | a1, a2<br>b1, b2<br>c1, c2,<br>d1, d2 |
| 6 | <b>Special Occasions and Events</b>                          | <ul style="list-style-type: none"><li>-Reading: Understanding sentences (Select subject-related passage)</li><li>- Time and Tenses (2) Past simple, past continuous,</li><li>- Writing Task</li></ul>  | 1 | 3 | a1, a2<br>b1, b2<br>c1, c2,<br>d2     |
| 7 | <b>The Weather</b>   | <ul style="list-style-type: none"><li>-Reading: Learning about Context (Select subject-related passage)</li><li>- Making Suggestions</li><li>- Time and Tenses (3): Future Simple, Future Continuous, and Future Perfect</li><li>- Writing Task</li></ul>  | 1 | 3 | a1, a2<br>b1, b2<br>c1, c2,           |
| 8 | <b>Traveling Around</b>                                      | <ul style="list-style-type: none"><li>-Reading: Guessing Word Meanings (Select subject-related passage)</li><li>- Writing: Short Sequence</li><li>- Present Passive</li><li>- Writing Task</li></ul>   | 1 | 3 | a1, a2<br>b1, b2<br>c1, c2,<br>d2     |

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|    |   | Future Simple, Future Continuous, and<br>Future Perfect<br>- Writing Task  |   |   |                                       |
| 8  | Mid-Term Test                                       | Oral test<br>Written Test  | 1 | 3 | a1, a2<br>b1, b2<br>c1, c2,<br>d1, d2 |
| 9  | Traveling Around                                    | -Reading: Guessing Word Meanings<br>(Select subject-related passage)<br>- Writing: Short Sequence<br>- Present Passive<br>- Writing Task   | 1 | 3 | a1, a2<br>b1, b2<br>c1, c2,<br>d2     |
| 10 | I Can Do That!<br>(Everyday Problems<br>and Issues) | -Reading: Learning New Words in<br>Categories (Select subject-related<br>passage)<br>- Auxiliary Verbs of prediction (will,<br>may, might), abilities, permissions,<br>etc.<br>- Writing Task    | 1 | 3 | a1, a2<br>b1, b2<br>c1, c2,<br>d1, d2 |
| 11 | Describing Feelings                                 | -Reading: Comprehending Paragraphs<br>(Select subject-related passage)<br>-Giving advice, commands<br>- Writing paragraphs   | 1 | 3 | a1, a2<br>b1, b2<br>c1, c2,<br>d2     |
| 12 | A Change for the<br>Better!                         | -Reading: looking for topics (Select<br>subject-related passage)<br>- Past Perfect, Past Perfect<br>Continuous, Past Simple vs. Present<br>Perfect<br>- Writing short letters                    | 1 | 3 | a1, a2<br>b1, b2<br>c1, c2<br>d1,     |
| 13 | Technology and<br>Society                           | -Reading: looking for topics (Select<br>subject-related passage)<br>- Telephoning & Social Media<br>- Grammar: past tense passive<br>- Writing e-mails   | 1 | 3 | a1, a2<br>b1, b2<br>c1, c2<br>d1,     |
| 14 | Jobs and Careers, the<br>World of Work              | - Reading: looking for details (Select<br>subject-related passage)<br>- Job descriptions, interview and<br>requirements<br>-Modal verbs, should, must, will<br>shouldn't, must not<br>Writing CV | 1 | 3 | a1, a2<br>b1, b2<br>c1, c2<br>d2      |
| 15 | It's a Wonderful<br>World!                          | - Saying Goodbye<br>- Predictions & Future Developments<br>- Affixes, Prefixes, Suffixes<br>- Writing reports (1)  | 1 | 3 | a1, a2<br>b1, b2<br>c1, c2<br>d1      |

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## IX. Learning Resources:

- Written in the following order: (Author - Year of publication – Title – Edition – Place of publication – Publisher).

### 1- Required Textbook(s) ( maximum two ).

- Murphy, Raymond. **Essential Grammar in Use**. Cambridge University Press
- Harrison, Richard. **Keep Writing (Book 1)** Longman Group UK.
- Richards, Jack C & David Bohlke. **Speak Now 1 and 2** (Series) SB and WB. Oxford University Press, USA; UK ed. edition (June 28, 2012)
- Liz and John Soars. **New Headway Plus** (Series), Oxford University Press.

### 2- Essential References.

- Arnavete, M.& Barrel.( 1981). *Paragraph Development*. New Jersey: Prentice Hall.
- Azar, B.S. (2003). *Fundamentals of English Grammar* (3rd• Edition). New York: London.
- Eastwood, J. (2006). *Oxford Practice Grammar – Intermediate*. OUP.
- Glendinning, Eric H. (2007). *Technology 1 (Oxford English for Careers)*, New York: Oxford University Press.
- Ibboston, Mark. (2009). *Professional English in Use (Engineering)*. Cambridge: Cambridge University Press.
- Geldinning and Mc Ewan. (2006). *Oxford English for Information Technology*. OUP.
- Glendinning. E. and N. Glendinning. (2006). *Oxford English for Electrical and Mechanical Engineering*. OUP.

### 3- Electronic Materials and Web Sites etc.

1. [www.cambridge.org/elt](http://www.cambridge.org/elt)
2. [BBC English Language Learning Webpage](#)
3. [www.headwayplusonline.com](http://www.headwayplusonline.com)
- 4- Blackboard online Activities
- 5- CNN Learning Resources

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