



هيئة تقويم التعليم

Education Evaluation Commission

المركز الوطني للتقويم والاعتماد الأكاديمي

National Center for Academic Accreditation and Evaluation

COURSE SPECIFICATION (CS)

**Course Name: English Intensive Course
Course Code: Eng. 019**

Institution	King Khalid University	Date. 13.11.2018
College/Department: Faculty of Languages and Translation/ English Language Center (ELC)		

A. Course Identification and General Information

1. Course title and code: Intensive English Course - Eng. 019		
2. Credit hours: 6		Contact Hours: 20 Hours per week
3. Program(s) in which the course is offered.		
<ul style="list-style-type: none"> • College of Medicine • College of Pharmacy • College of Dentistry • College of Applied Medical Sciences 		
4. Name of faculty member responsible for the course:		
5. Level/year at which this course is offered: Level 1		
5. Pre-requisites for this course (if any) N/A		
7. Co-requisites for this course (if any) N/A		
8. Location if not on main campus: Graiger Campus, Mahala Campus. Alsamer Campus		
9. Mode of Instruction (mark all that apply)		
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage? 85%
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage? *15%
c. supportive e-learning	<input type="checkbox"/>	What percentage? <input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage? <input type="text"/>
f. other	<input type="checkbox"/>	What percentage? <input type="text"/>
* Comments: Synchronous method should be adopted. 15 % marks should be allocated for online activities.		

B. Objectives

1. What is the main purpose for this course?

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

- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
- Identify sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Distinguish the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Express themselves in most situations likely to arise while travelling in an area where the language is spoken.
- Produce simple connected text on topics that are familiar or of personal interest.
- Discuss experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
- Write short, simple notes, messages and simple connected text on topics which are familiar or of personal interest describing experiences and impressions.
- Use medical terminology with patients and medical colleagues effectively.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

a. For better Communicative English competence (CEC) students should be given chance to speak a lot whether in the class oriented activities or in some sort of general participation, such as; quizzes, debates, recitation, involvement in publishing articles, making wall magazines and so on.

b. Students are encouraged to learn English through extra-curricular activities i.e. debate/ spelling bee competitions

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description: Intensive English course is intended to improve English language proficiency among medical students at the **A2 and B1 Levels** of the CEFR. It also aims at familiarizing students with medical terminology and communication related to medical field.

1. Topics to be covered		
Listening and Speaking	No. of Weeks	Contact hours
<p>Book 2: Unit 1: PLACES</p> <p>Reading 1: Rise of the megacities (Geography)</p> <p>Reading 2: Homestay holidays (Travel and Tourism)</p> <p>Vocabulary: Vocabulary to describe places (e.g. exciting, interesting, polluted, noisy, boring)</p> <p>Grammar: Nouns, verbs and adjectives; Grammar for writing: Sentence structure 1: subject + verb; <i>There is/There are</i></p> <p>Writing: Academic writing skills: capital letters and full stops; Write descriptive sentences; describe the place where you live. Write about the positives and negatives.</p>	1	5
<p>Book 2: Unit 2: FESTIVALS AND CELEBRATION</p> <p>Reading 1: Celebrate! (Sociology)</p> <p>Reading 2: Muscat Festival (Cultural Studies)</p> <p>Vocabulary: Vocabulary to describe festivals (e.g. lucky, culture, traditional, history, highlights)</p> <p>Grammar: Prepositions of time and place: on, in, at; Adverbs of frequency; Grammar for writing 2: Sentence structure 2: subject and verb order; Prepositional phrases</p> <p>Writing: Academic writing skills: Paragraph organization 1: organizing sentences into a paragraph; Write a descriptive paragraph; describe a festival or special event</p>	1	5
<p>Book 2: Unit 3: SCHOOLS AND EDUCATION</p> <p>Reading 1: La Masia: the best footballers in the world (education)</p>	1	5

<p>Reading 2: My Princeford experience (education)</p> <p>Vocabulary: Vocabulary to describe education (e.g. a principal, a lecturer, a lab, a graduate, an office)</p> <p>Grammar: Education nouns; Plural nouns; Grammar for writing: Subject pronouns; <i>because</i> and <i>so</i></p> <p>Writing: Academic writing skills: Paragraph organization 2: topic and supporting sentences; Write a descriptive paragraph. Writing task; describe your education</p>		
<p>Book 2: Unit 4: THE INTERNET AND TECHNOLOGY</p> <p>Reading 1: Someone's always watching you online ... (Information Technology)</p> <p>Reading 2: Video games (Information Technology)</p> <p>Vocabulary: Vocabulary to describe the internet and technology (e.g. an online game, a computer program, a chat room, internet banking, a smartphone)</p> <p>Grammar: Compound nouns; Giving opinions; Grammar for writing: <i>and</i>, <i>also</i> and <i>too</i>; <i>but</i> and <i>however</i></p> <p>Writing: Academic writing skills: Topic sentences; Write a one-sided opinion paragraph; The internet has made our lives better. Do you agree or disagree?</p>	1	5
<p>Book 2: Unit 5: LANGUAGE AND COMMUNICATION</p> <p>Reading 1: Writing systems (Linguistics)</p> <p>Reading 2: Language change: a study guide (Linguistics)</p> <p>Vocabulary: Vocabulary to describe language and communication (e.g. sign, symbol, information, money, word)</p> <p>Grammar: Countable and uncountable nouns; Articles:</p>	1	5

<p><i>a, an or no article; Grammar for writing: Quantifiers: some, many, a lot of, a few, a little</i></p> <p>Writing: Academic writing skills: Supporting sentences; Giving examples: <i>like, such as</i> and <i>for example</i>; Write a descriptive paragraph; how is your language different from 50 years ago? Describe the way that people speak and write your language has changed.</p>		
<p>Book 2: Unit 5: WEATHER AND CLIMATE</p> <p>Listening 1: A news report on the climate of the Western Ghats tropical rainforest (Geography)</p> <p>Listening 2: A discussion between two students who are preparing a survey about the weather and people's moods (Psychology and Social Sciences)</p> <p>Vocabulary: Verb collocations</p> <p>Grammar: Review of future forms</p> <p>Speaking: Preparation for speaking: Linking words to explain cause and consequence;</p> <p>Speaking task: Create and complete a survey about the use of land and how it affects the climate. Present the results of the survey to your classmates.</p>	1	5
<p>Book 2- Unit 7 - SPORTS AND COMPETITION</p> <p>Listening 1: A panel discussion about the scoring system in Taekwondo (Sports science)</p> <p>Listening 2: A presentation about unusual sports (Sports science)</p> <p>Vocabulary: Vocabulary for sport (e.g. golf, gloves, rink) Adverbs</p> <p>Grammar: Review of the Present perfect</p> <p>Speaking: Preparation for speaking: Phrases to talk about advantages and disadvantages, to explain that you don't understand and to ask for further explanation;</p> <p>Speaking task: Have a panel discussion about sport and money. Talk about advantages and disadvantages.</p>	1	5

<p>Book 2- Unit 8- BUSINESS</p> <p>Listening 1: A conversation about wasting time at work (Business studies, Sociology)</p> <p>Listening 2: A discussion between a mentor and a student about interview techniques (Business studies)</p> <p>Vocabulary: Multi-word verbs</p> <p>Grammar: Review of comparatives</p> <p>Speaking: Preparation for speaking: Phrases to give advice;</p> <p>Speaking task: Think of some solutions to a work or study problem and give advice to someone.</p>	1	5
<p>Book 2 - Unit 9 - PEOPLE</p> <p>Listening 1: A conversation between two students about two remarkable people (History)</p> <p>Listening 2: A seminar discussion about inventions with unusual designs (Industrial design)</p> <p>Vocabulary: <i>-ed</i> and <i>-ing</i> adjectives</p> <p>Grammar: Suffixes</p> <p>Speaking: Preparation for speaking: Phrases and questions to talk about the appearance and functions of objects;</p> <p>Speaking task: Describe an object. Talk about what it looks like and its functions. Consider its advantages and disadvantages</p>	1	5
<p>Book 2-Unit 10 - SPACE AND THE UNIVERSE</p> <p>Listening 1: A radio programme about space travel (Space studies)</p> <p>Listening 2: A discussion about the International Space Station (Space studies)</p> <p>Vocabulary: Travel verbs and nouns with similar meanings; Word building</p> <p>Grammar: Conditionals</p> <p>Speaking: Preparation for speaking: Using body language to show interest Phrases to invite others to speak, interrupt or continue speaking;</p> <p>Speaking task: Plan a conference about space</p>	1	5

exploration. Discuss and find solutions to any possible problems		
<p>Book 3- Unit 1 -ANIMALS</p> <p>Listening 1: A podcast with a veterinary student (Biology)</p> <p>Listening 2: A debate about using animals for work</p> <p>Vocabulary: Word families (e.g. analysis, analyze, analytical, analytically)</p> <p>Grammar: Modals for obligation and suggestions (have to, have got to, should, need to, must, ought to); Contrasting ideas (e.g. but, yet, however)</p> <p>Speaking: Preparation for speaking: Preparing an opening statement for a debate, using signposting language to help the audience; Pronunciation for speaking: Introducing examples; Speaking task: Give an opening statement in a debate: Using animals for entertainment should be banned.</p>	1	5
<p>Book 3- Unit 2- CUSTOMS AND TRADITIONS</p> <p>Listening 1: A radio programme about changing customs in the modern world (Sociology)</p> <p>Listening 2: A discussion about new social-networking habits (Culture)</p> <p>Vocabulary: Suffixes (e.g. -al, -ise, -able, -ful, -less)</p> <p>Grammar: Dependent prepositions</p> <p>Speaking: Preparation for speaking: Taking turns in a discussion Using adverbs for emphasis;</p> <p>Pronunciation for speaking: Phrases to emphasize agreeing and disagreeing (e.g. I strongly believe that ... , I completely disagree that ...);</p> <p>Speaking task: How has modern technology changed the way we interact with each other? What are the positive and negative aspects of this influence?</p>	1	5
<p>Book 3-Unit 3 - HISTORY</p> <p>Listening 1: A discussion about major historical finds (History)</p> <p>Listening 2: A lecture about Sultan Mehmed II (History)</p>	1	5

<p>Vocabulary: Synonyms (e.g. soldiers, warriors, find, discover)</p> <p>Grammar: Relative clauses</p> <p>Speaking: Preparation for speaking: Talking about past events; Pronunciation for speaking: Past tense regular verbs /t/ /d/ /id/ Talking about time; Speaking task: Give a presentation about a famous historical figure or a historical event</p>		
<p>Book 3- Unit 4- TRANSPORT</p> <p>Listening 1: A radio programme about fear of flying (Psychology)</p> <p>Listening 2: A focus-group discussion about cycling (Sociology)</p> <p>Vocabulary: Talking about achievement (e.g. challenge, goal, attitude)</p> <p>Grammar: Comparing things (e.g. by far, considerably more, definitely more)</p> <p>Speaking: Preparation for speaking: Expanding ideas and giving examples of personal experiences;</p> <p>Speaking task: Take part in a group discussion about using your mobile phone while walking.</p>	1	5
<p>Book 3- Unit 5 - ENVIRONMENT</p> <p>Listening 1: A lecture about agriculture (Ecology)</p> <p>Listening 2: A debate about nuclear energy (politics)</p> <p>Vocabulary: Negative prefixes (e.g. un-, in-, im-)</p> <p>Grammar: Modals to express opinions (e.g. might be, could, may)</p> <p>Speaking: Preparation for speaking: Linking ideas Talking about advantages and disadvantages;</p> <p>Speaking task: You are a member of a city council that has to decide how to develop a large piece of land. Argue for or against building a new shopping centre.</p>	1	5
<p>Book 3: Unit 5: HEALTH AND FITNESS</p> <p>Listening 1: A radio programme about healthy lifestyles (Fitness)</p>	1	5

<p>Listening 2: Health advertisements (Health)</p> <p>Vocabulary: Phrasal verbs (e.g. go out, bring up, take up)</p> <p>Grammar: Talking about preferences (e.g. I'd rather, I'd prefer)</p> <p>Speaking: Preparation for speaking: Planning to persuade someone; Using imperatives; Using adjectives; Speaking task: Create an advertisement for an alternative treatment.</p>		
<p>Book 3: Unit 7 DISCOVERY AND INVENTION</p> <p>Listening 1: A talk about inventions (Discovery) Listening 2: A lecture about mobile phone apps (Invention)</p> <p>Vocabulary: Phrases with make (e.g. make a discovery, make sure, make a difference)</p> <p>Grammar: Passive forms</p> <p>Speaking: Preparation for speaking: Outlining a topic; Organizing ideas; Explaining how something is used; Speaking task: Give a presentation about an invention or discovery that has changed our lives.</p>	1	5
<p>Book 3: Unit 8: FASHION</p> <p>Listening 1: A discussion about clothes (Fashion) Listening 2: Interview with a designer (Business)</p> <p>Vocabulary: Idioms and fixed expressions (e.g. I see what you mean, give me a hand, at long last)</p> <p>Grammar: Talking about the future</p> <p>Speaking: Preparation for speaking: Asking for opinions and checking information; Focusing on information that follows; Speaking task: Interview people to find out attitudes towards uniforms and dress codes.</p>	1	5

<p>Book 3: Unit 9: ECONOMICS</p> <p>Listening 1: A radio programme about millionaire lifestyles (Sociology)</p> <p>Listening 2: A discussion about whether college students should be paid for good grades (Economics))</p> <p>Vocabulary: Collocations with pay, save and money (e.g. pay in cash, save energy, borrow money)</p> <p>Grammar: Conditional sentences</p> <p>Speaking: Preparation for speaking: Using -ing verb forms to talk about actions; Asking someone to explain in more detail; Speaking task: Debate whether young people should have credit cards.</p>	1	5
<p>Book 3: Unit 10: THE BRAIN</p> <p>Listening 1: An interview about what makes a genius (Psychology)</p> <p>Listening 2: A formal conversation about brain health (Health)</p> <p>Vocabulary: Collocations with mind (e.g. mind your own business, never mind, speak your mind)</p> <p>Grammar: Modal verbs for giving advice (If I were you, I would ...; You should ...; You ought to ...)</p> <p>Speaking: Preparation for speaking: Asking for and giving advice; Using -ing verb forms to talk about actions; Speaking task: Ask for and give advice on how to study effectively and what type of courses to consider.</p>	1	5
2. Course components (total contact hours per semester): 100		
Reading and Writing	No. of Weeks	Contact hours
<p>Book 2: Unit 1: PLACES</p> <p>Reading 1: Rise of the megacities (Geography)</p> <p>Reading 2: Homestay holidays (Travel and Tourism)</p>	1	5

<p>Vocabulary: Vocabulary to describe places (e.g. exciting, interesting, polluted, noisy, boring)</p> <p>Grammar: Nouns, verbs and adjectives; Grammar for writing: Sentence structure 1: subject + verb; <i>There is/There are</i></p> <p>Writing: Academic writing skills: capital letters and full stops; Write descriptive sentences; describe the place where you live. Write about the positives and negatives.</p>		
<p>Book 2: Unit 2: FESTIVALS AND CELEBRATION</p> <p>Reading 1: Celebrate! (Sociology)</p> <p>Reading 2: Muscat Festival (Cultural Studies)</p> <p>Vocabulary: Vocabulary to describe festivals (e.g. lucky, culture, traditional, history, highlights)</p> <p>Grammar: Prepositions of time and place: on, in, at; Adverbs of frequency; Grammar for writing 2: Sentence structure 2: subject and verb order; Prepositional phrases</p> <p>Writing: Academic writing skills: Paragraph organization 1: organizing sentences into a paragraph; Write a descriptive paragraph; describe a festival or special event</p>	1	5
<p>Book 2: Unit 3: SCHOOLS AND EDUCATION</p> <p>Reading 1: La Masia: the best footballers in the world (education)</p> <p>Reading 2: My Princeford experience (education)</p> <p>Vocabulary: Vocabulary to describe education (e.g. a principal, a lecturer, a lab, a graduate, an office)</p> <p>Grammar: Education nouns; Plural nouns; Grammar for writing: Subject pronouns; <i>because</i> and <i>so</i></p> <p>Writing: Academic writing skills: Paragraph organization 2: topic and supporting sentences; Write a descriptive paragraph. Writing task; describe your education</p>	1	5

<p>Book 2: Unit 4: THE INTERNET AND TECHNOLOGY</p> <p>Reading 1: Someone’s always watching you online ... (Information Technology)</p> <p>Reading 2: Video games (Information Technology)</p> <p>Vocabulary: Vocabulary to describe the internet and technology (e.g.an online game, a computer program, a chat room, internet banking, a smartphone)</p> <p>Grammar: Compound nouns; Giving opinions; Grammar for writing: <i>and, also</i> and <i>too; but</i> and <i>however</i></p> <p>Writing: Academic writing skills: Topic sentences; Write a one-sided opinion paragraph; The internet has made our lives better. Do you agree or disagree?</p>	1	5
<p>Book 2: Unit 5: LANGUAGE AND COMMUNICATION</p> <p>Reading 1: Writing systems (Linguistics)</p> <p>Reading 2: Language change: a study guide (Linguistics)</p> <p>Vocabulary: Vocabulary to describe language and communication (e.g. sign, symbol, information, money, word)</p> <p>Grammar: Countable and uncountable nouns; Articles: <i>a, an</i> or <i>no</i> article; Grammar for writing: Quantifiers: <i>some, many, a lot of, a few, a little</i></p> <p>Writing: Academic writing skills: Supporting sentences; Giving examples: <i>like, such as</i> and <i>for example</i>; Write a descriptive paragraph; how is your language different from 50 years ago? Describe the way that people speak and write your language has changed.</p>	1	5
<p>Book 2- Unit 6: WEATHER AND CLIMATE</p> <p>Reading 1: Extreme weather (Geography)</p> <p>Reading 2: Surviving the Sea of Sand (Environmental Science)</p> <p>Vocabulary: Vocabulary to describe temperatures and graphs (e.g. high, low, rise, drop, an increase, a decrease)</p>	1	5

<p>Grammar: Collocations with temperature; Describing a graph; Grammar for writing: Comparative and superlative adjectives</p> <p>Writing: Academic writing skills: Introductory sentences for descriptive paragraphs about a graph; Writing task type: Write sentences to describe a graph. Writing task: Describe a graph</p>		
<p>Book 2: Unit 7: SPORTS AND COMPETITION Reading 1: Five strange sports (Sports Science) Reading 2: Tough man: a race to the limit (Sports Science)</p> <p>Vocabulary: Vocabulary to describe prepositions of movement (e.g. past, through, across, along, over)</p> <p>Grammar: Prepositions of movement; Grammar for writing: Subject and verb agreement</p> <p>Writing: Academic writing skills: Ordering events in a process; Eliminating irrelevancies; Writing task type: Write a process paragraph; Writing task: Write a process paragraph to describe the Sydney triathlon.</p>	1	5
<p>Book 2: Unit 8: BUSINESS Reading 1: Are you ready for the world of work? (Human Resources) Reading 2: You can choose your grandma! (Business)</p> <p>Vocabulary: Vocabulary to describe business (e.g. set up, a business partner, an employee, employ, a product)</p> <p>Grammar: Collocations with business; Business vocabulary Grammar for writing: Past and present tenses; Clauses with when</p> <p>Writing: Academic writing skills: Adding detail; Writing task type: Write a narrative paragraph; Writing task: Write a narrative paragraph about the business history of Google</p>	1	5
<p>Book 2: Unit 9: PEOPLE Reading 1: Respect! (Sociology) Reading 2: People I admire (Sociology)</p> <p>Vocabulary: Vocabulary to describe people (e.g. reliable,</p>	1	5

<p>talented, patient, sensible, selfish)</p> <p>Grammar: Noun phrases with of Adjectives to describe people; Grammar for writing: Subject and object pronouns; Possessive adjectives</p> <p>Writing: Academic writing skills: Concluding sentences Writing task type: Write an explanatory paragraph; Writing task: Describe a person you admire and explain why.</p>		
<p>Book 2: Unit 10: SPACE AND THE UNIVERSE</p> <p>Reading 1: Alien Planet (Space Science)</p> <p>Reading 2: Life on other planets (Space Science)</p> <p>Vocabulary: Vocabulary to describe giving evidence and supporting an argument (e.g. studies, reports, research, an expert)</p> <p>Grammar: Giving evidence and supporting an argument; should and it is important to; Grammar for writing: Developing sentence structure; Infinitive of purpose</p> <p>Writing: Academic writing skills: Essay organization; Writing task type: Write a balanced opinion essay. Writing task: Exploring space is very expensive. Some people think that it is too expensive. However, other people think it is a good way for governments to spend our money. Discuss both points of view and give your opinion.</p>	1	5
<p>Book 3: Unit 1: ANIMALS</p> <p>Reading 1: Endangered species (zoology)</p> <p>Reading 2: Losing the battle for survival (zoology)</p> <p>Vocabulary: Academic adjectives 1 (e.g. common, healthy, endangered)</p> <p>Grammar: Comparative adjectives; Grammar for writing: Word order, using and, but and whereas</p> <p>Writing: Academic writing skills: Punctuation: capital letters, full stops, commas; Writing task type: Write two comparison paragraphs; Writing task: Compare and contrast the two sharks in the diagram.</p>	1	5

<p>Book 3: Unit 2: CUSTOMS AND TRADITIONS</p> <p>Reading 1: Customs around the world (Sociology) Reading 2: A British wedding (Cultural studies)</p> <p>Vocabulary: Academic adjectives 2 (e.g. brief, certain, obvious)</p> <p>Grammar: Avoiding generalizations with <i>can</i> and <i>tend to</i>; Adverbs of frequency; Grammar for writing: Adding detail for interest; Prepositional phrases</p> <p>Writing: Academic writing skills: Essay structure; Writing task type: Write three descriptive paragraphs; Writing task: Describe the laws and traditions concerning weddings. Have there been any changes in recent years?</p>	1	5
<p>Book 3: Unit 3: HISTORY</p> <p>Reading 1: Museum brochures (History) Reading 2: Should we teach history? (Education)</p> <p>Vocabulary: Academic vocabulary (e.g. display, document, period)</p> <p>Grammar: Making suggestions; Grammar for writing: Stating opinions; Linking contrasting sentences with <i>but</i>, <i>however</i>, <i>although</i> and <i>on the other hand</i></p> <p>Writing: Academic writing skills: Write an introduction Writing task type: Write a balanced opinion essay. Writing task: Should museums be free or should visitors pay for admission? Discuss.</p>	1	5
<p>Book 3: Unit 4: TRANSPORT</p> <p>Reading 1: Masdar: The future of cities? (Transport management)</p> <p>Reading 2: Solving traffic congestion (Urban planning)</p> <p>Vocabulary: Collocation (e.g. traffic congestion, public</p>	1	5

<p>transport, rush hour); Academic synonyms (e.g. prevent, select, consider)</p> <p>Grammar: Grammar for writing: First conditional • Using if ... not and unless</p> <p>Writing: Academic writing skills: Write a conclusion</p> <p>Writing task type: Write a problem–solution essay based on a map. Writing task: Describe the traffic problems in this city and outline the advantages and disadvantages of the suggested solutions.</p>		
<p>Book 3: Unit 5: ENVIRONMENT</p> <p>Reading 1: Our changing planet (Physical geography)</p> <p>Reading 2: What are the causes of deforestation and what are its effects on the natural environment? (Natural sciences)</p> <p>Vocabulary: Academic vocabulary (e.g. annual, issue, predict) Topic vocabulary (e.g. deforestation, climate change, flood)</p> <p>Grammar: Grammar for writing: Cause and effect; Using because and because of</p> <p>Writing: Academic writing skills: Write a topic sentence;</p> <p>Writing task type: Write two cause–effect paragraphs;</p> <p>Writing task: Outline the human causes of climate change. What effects will these have on the planet?</p>	1	5
<p>Book 3: Unit 6: HEALTH AND FITNESS</p> <p>Reading 1: Keep fit (Medicine)</p> <p>Reading 2: Tackling obesity (Nutrition)</p> <p>Vocabulary: Academic verbs and nouns (e.g. injure, suffer, encourage); Collocation (e.g. life expectancy, serious illness, junk food)</p> <p>Grammar: Grammar for writing: Giving reasons; Giving examples with such as, for instance, for example, especially</p> <p>Writing: Academic writing skills: Write supporting sentences; Writing task type: Write a problem-solution essay; Writing task: What can people do to live longer?</p>	1	5

<p>What can a government do to increase the average life expectancy of its country's citizens?</p>		
<p>Book 3: Unit 7: DISCOVERY AND INVENTION</p> <p>Reading 1: The magic of mimicry (Science and technology) Reading 2: The world of tomorrow (Product design)</p> <p>Vocabulary: Understanding prefixes (e.g. misunderstand, underperform, unsafe)</p> <p>Grammar: Making predictions with will, could and won't Grammar for writing: Relative clauses; Advantages and disadvantages</p> <p>Writing: Academic writing skills: Edit for common errors; Writing task type: Write an advantage–disadvantage essay; Writing task: Choose one new area of technology or invention and outline its advantages and disadvantages</p>	1	5
<p>Book 3: Unit 8: FASHION</p> <p>Reading 1: Is fast fashion taking over? (Retail management) Reading 2: Offshore production (Human resources)</p> <p>Vocabulary: Hyponyms (e.g. fashion and clothing, beauty products and cosmetics) Homonyms (e.g. approach, volume, goal)</p> <p>Grammar: Grammar for writing: Prepositional phrases (e.g. apart from, rather than, along with); Counter-arguments (e.g. argue, claim, insist, state)</p> <p>Writing: Academic writing skills: Cohesion; Coherence Writing task type: Write a balanced opinion essay; Writing task: Fashion is harmful. Discuss.</p>	1	5
<p>Book 3: Unit 9: ECONOMICS</p> <p>Reading 1: How should you invest your money? (Business) Reading 2: How times have changed (Economics)</p> <p>Vocabulary: Academic vocabulary (e.g. economy, finance, industry); Synonyms (e.g. purchase and buy, domestic and</p>	1	5

<p>household)</p> <p>Grammar: Grammar for writing: Describing graphs – noun phrases and verb phrases; Using prepositions and conjunctions to add data ; Writing approximations of numerical data (e.g. nearly, more than, approximately)</p> <p>Writing: Academic writing skills: Writing a description of a graph; Writing task type: Write an explanatory paragraph describing a graph; Writing task: Describe both graphs and explain the data.</p>		
<p>Book 3: Unit 10: THE BRAIN</p> <p>Reading 1: Tricks played by the brain (Psychology)</p> <p>Reading 2: Mind control (Neurology)</p> <p>Vocabulary: Medical language (e.g. surgery, vaccination, treatment,) Academic verbs (e.g. recover, care, confirm)</p> <p>Grammar: Grammar for writing: Passive (in narrative tenses and with modal verbs)</p> <p>Writing: Academic writing skills: Writing a description of a process; Writing task type: Write a process paragraph</p> <p>Writing task: Explain how the body responds to changes in temperature.</p>	1	5
<p>2. Course components (Total contact hours per semester) : 100</p>		

English in Medicine	No. of weeks	Contact Hours
<p>Unit 1 Taking a history 1</p>	2	10
<p>Unit 2 Taking a history 2</p>	2	10
<p>Unit 3 Examining a patient</p>	2	10
<p>Unit 4 Special examinations</p>	2	10
<p>Unit 5 Investigations</p>	2	10
<p>Unit 6</p>	2	10

Making a diagnosis		
Unit 7 Treatment	2	10
Unit 8 Appendix 2: Common medical abbreviations	2	10
Unit 9 Appendix 4; A broad equivalence of positions in the NHS and US hospital systems	2	10
Unit 10 Appendix 5: Useful addresses	2	10
2. Course components (Total contact hours per semester) : 100		

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	300					* 300
Credit	6					6

* Total contact hours in a semester.

3. Additional private study/learning hours expected for students per week.	7
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
On the table below are the five NQF Learning Domains, numbered in the left column. <p>First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). Second, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. Third, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)</p>

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1	<ol style="list-style-type: none"> 1. To define different terminologies used in branches of medical sciences; 2. To acquire the rules of spelling and pronunciation; 3. To know different forms of writing; 4. To acquire the basic grammatical structures of English; 5. To identify different stress and intonation patterns 	<ul style="list-style-type: none"> • In – class discussion (student participation). • Moving from simple to complex problem solving exercises on grammar • Activities-based teaching: • <u>Writing Strategy:</u> Free, Guided, and Controlled • <u>Reading Strategy:</u> Skimming, Scanning, Silent, Model Reading • <u>Grammar Strategy:</u> Class work/practice Quizzes • <u>Listening Strategy:</u> Pre-Listening, While-Listening and Post Listening • For developing Speaking skill students would be given opportunities to talk on the topics related to the provided lesson. 	<ul style="list-style-type: none"> • Classroom worksheets • Weekly Quizzes (Wr.+Gr+R+L). • 1st & 2nd Progress Tests (PT). • Mock exams (Wr.+Gr+L+R) for 1st , 2nd PT and final exam • Regular class/ homework assignments.
2.0	Cognitive Skills		
2.1	<p>Cognitive skills to be developed</p> <ol style="list-style-type: none"> 1. The ability to analyze sentence structure by identifying various grammatical components and their function in sentences. 2. Understanding contextual vocabulary and summarizing. Apprehensible writing. 3. Interpret facts, compare, contrast 4. Order, group, infer causes 5. Comprehension of conversations of native speakers of English 5. Predict consequences 7. Understanding structure 8. Use methods, concepts in new situations 9. Use different types of listening for different purposes/tasks 10. Use proper English expressions and vocabulary in real life situations 11. Write naturally 12. Solve problems using required skills or knowledge 13. Transform sentence into different forms Organization of parts 14. Recognition of hidden meanings 15. Identification of components 15. Correction the errors and mistakes 	<ul style="list-style-type: none"> • Silent reading; • Model reading; • Skimming; • Scanning; • Summarizing; • Stress and intonation patters in reading; • Correction of pronunciation; • Group work for discussion; • Pair work for practice; • Communicative techniques; • Practical usage; • Correction strategy; • Language games for practice of rules; • Interactive method; • Communicative approach; • Student-cantered Approach; • Comprehension exercises; • Deductive/ Inductive teaching; • Language games. 	<ul style="list-style-type: none"> • Classroom Worksheet • Quizzes • Home Assignments • Mock tests • Progress tests/ Final Exam

	17. Use old ideas to create new ones 18. Predict, draw conclusions 19. Generalize rules from given sentences 20. Discriminate between ideas 21. Compare and discriminate between different structures 22. Verify authenticity of grammar rules		
3.0	Interpersonal Skills & Responsibility		
3.1	1. Ability to communicate in an appropriate and accurate language. 2. Improving academic and social interactions among students; and their ability to use the knowledge of different skills in spoken and written discourse. 3. Peer correction, discussion, group work, development of social and argumentative skills, team spirit, expressing creative ideas.	<ul style="list-style-type: none"> Encourage pair, group and combined learning activities; Group work for the development of social and argumentative skills; Pair work for expressing subjective and creative ideas; Individual Presentation; Group Discussion. 	<ul style="list-style-type: none"> Testing and evaluation Intra-group and intra-personal competitions Language games Student Presentations
4.0	Communication, Information Technology, Numerical		
4.1	<ol style="list-style-type: none"> The ability to use technology for language learning, communication and research. The ability to use the internet for reading and discussions The ability to use different language learning software. The skill in utilizing Blackboard tools such as online forums, online assignments, course mail, etc for learning and communication and participation in virtual class. 	<ul style="list-style-type: none"> Students will be encouraged to use internet, e-learning and different language learning software's. Students will be given training on the use of Blackboard tools. Different types of groups are assigned to search reading/listening/grammar/writing materials on the internet and asked to create blogs/wikis/journal/discussion forums/course messages in Blackboard. 	<ul style="list-style-type: none"> Self and peer review; student presentation; group and pair work in the classroom. Blackboard-based (University e-learning platform) assignments/quizzes/blogs/wikis/journal/discussion forums. Weekly Assignment to be submitted on Blackboard -based course message.
5.0	Psychomotor	N/A	
5.1	N/A	N/A	N/A

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)							
	1.1	1.2		2.1		3.2		4.1
1.1								

2.1									

6. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	First Progress Test	Week 6	17%
2	Second Progress Test	Week 12	18 %
3	Online Activities	Throughout the Semester	15%
4	Final Examination	Week 16	50%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

For students' individual academic consultation and study related assistance, about 7 to 10 office hours are allocated in the time table of each faculty member.

E. Learning Resources

1. Required Text(s):

- Dimond-Bayir , Stephanie.(2014) Unlock Level 2- Listening and Speaking Skills Student's Book. Cambridge University Press. ISBN: 9781107635623.
- Ostrowska , Sabina.(2014) Unlock Level 3- Listening and Speaking Skills Student's Book. Cambridge University Press. ISBN: 9781107676107.
- O'Neill, Richard. (2014). Unlock Level 2-Reading and Writing Skills Student's Book. Cambridge University Press. ISBN 9781107644090.
- Westbrook , Carolyn. (2014). Unlock Level 3-Reading and Writing Skills Student's Book. Cambridge University Press. ISBN 9781107637573.
- Glendinning , Eric H. & Holmström, Beverly. (2005). English in Medicine: A Course in Communication Skills. Cambridge University Press. ISBN 9780521606660.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) <ul style="list-style-type: none"> • Lecture rooms need to be facilitated with computers, MMP, etc • Language labs
2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> • Smart Boards in the classrooms • Internet connectivity in the classrooms • Updated audio/video software installed in the all computers of the classroom. e.g. Java/video player/adobe reader software
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"> • Overhead projector • Headphones

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Following strategies can be effective to obtain students' feedback: <ul style="list-style-type: none"> • Direct interaction of administration with the students. • Evaluation of students' learning outcomes (Result performance) • General observation of teachers' working performance. • Questionnaire • Other feedback tools • Individual interviews
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none"> • Teachers' performance related questionnaire by the Department or the Instructor. • Peer evaluation among teachers • Discussion within the group of faculty teaching the course • Meetings with course coordinator.
3 Processes for Improvement of Teaching <ul style="list-style-type: none"> • Effective planning • Effective supervision • Implementation of effective planning and supervision. • Availability of all teaching related sources e.g. dedicated and competent faculty members, appropriate academic resources, and material. • Training workshops • e-learning workshops for the faculty in English • Giving them liberty to use their own methods and approaches.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

Re-evaluation of students tests and assignments can be an effective step to improve the quality of learning outcomes.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- a. Students' periodical class survey
- b. Teachers' Training Workshops
- c. Effective supervision and monitoring.

Name of Course Coordinator: _____

Signature: _____

Date Received: _____