

Ministry of Higher Education and Scientific research



**Language and Translation Centre**

**University of Salahaddin**

**Subject: Pre-Intermediate Level**

**Course Book – *Cutting Edge***

**Lecturer's Name: Nabaz I. Hamad**

**Academic Year 2022-2023**

## Course Book

<b>1. Course name</b>	<b>Pre-Intermediate</b>
<b>2. Lecturer in charge</b>	<b>Nabaz I. Hamad</b>
<b>3. Department/ College</b>	<b>language and translation Centre of Salahaddin University-Erbil</b>
<b>4. Contact</b>	e-mail: <a href="mailto:nabazismael@yahoo.com">nabazismael@yahoo.com</a> <a href="mailto:Nabaz.hamad@su.edu.krd">Nabaz.hamad@su.edu.krd</a> Tel: 0750 2191314
<b>5. Time (in hours) per week</b>	<b>For example Theory:</b> <b>Practical:</b>
<b>6. Office hours</b>	<b>Availability of the lecturer to the student during four days of week:</b> <b>2 hours per week:</b> <b>Tuesday 11.30</b> <b>Thursday 10.30, 11.30 and 12.30.</b>
<b>7. Course code</b>	
<b>8. Teacher's academic profile</b>	<p>I have been teaching at university of Salahaddin-College of Languages-English department for 7 years. I have also translated thousands of articles, documents and written papers. I have published 8 researches in the international academic journals nationally and internationally. Teaching the following subjects at Salahaddin University College of Languages- English Department:</p> <ul style="list-style-type: none"> <li>A. Morphology</li> <li>B. Conversation</li> <li>C. Grammar</li> <li>D. Vocabulary</li> <li>E. Comprehension</li> <li>F. Composition</li> <li>G. Translation</li> </ul> <p>Being the English Department Coordinator to do the followings:</p>

	<p>H. Arranging the department's timetable.</p> <p>I. Being the head of the department whenever the head is not present.</p> <p>J. Supervising the three employees of the department.</p> <p>K. Arranging the department's meetings.</p> <p>L. Cooperating with the department's scientific committee.</p> <p>Managing all the other issues of the department.</p> <p>I have also taught these courses At Language and Translation Centre:</p> <ul style="list-style-type: none"> <li>- Elementary (3) times</li> <li>- Pre-intermediate (4) times</li> </ul>
<p><b>9. Keywords</b></p>	
<p><b>10. Course overview:</b></p> <p>Language Centres are essential part of each and every university worldwide. Having a university without Language Centre is fully doubted.</p> <p>In our Language Centre at Salahaddin University, we practically start the academic year 1<sup>st</sup> September all the way to the end of academic year in the beginning of July we run 3 to 5 courses like that.</p> <p>Our course last 8 weeks, 6 weeks teaching, 1 week preparation for the final exam and 1 week is the final exam. In those 6 weeks of teaching, we have 96 hours with five to 6 hours each day within 3 days of week.</p> <p>In each our courses, we work on two aspects: One is teaching the students English language skills and components like grammar, vocabulary, listening, reading comprehension, writing and speaking. The other one is preparing them for the final exam of the course as the questions are centrally prepared by the The Ministry of Higher Education and Scientific Research of KRG.</p> <p>For the first aspect we depend on our curriculum book (Cutting Edge) for the</p>	

Grammar, Vocabulary, Listening, Reading Comprehension, Writing and Speaking as the book is one of the most suitable programmes for teaching and learning English by non-native teachers and learners prepared by the University of Cambridge. The book has all the necessary explanations, samples, audio, video, exercises, extra activities, guiding tips...etc. Further, I personally prepare each lecture by getting benefit from other sources to enrich each lecture topic in the best way possible. I also prepare a simple exam, taking 10 minutes at the end of each unit so that the students and evaluate themselves to what extend they have understood that unit and to familiarize them with final exam questions on each unit. Moreover, at the end of each course we have a comprehensive mocking test to make the students revise the whole course and make the students fully prepared for the final exam.

**Class division:**

- 10 minutes collective revision of the previous lecture (key points)
- Two hours grammar
- 1 hour reading comprehension
- 30 minute vocabulary
- 30 minutes Listening
- 30 minutes writing
- 30 minutes speaking

**11. Course objective:**

To teach the students various aspect of English language, such as: spelling, pronunciation, classes, derivatives and making sentences and other primary materials. One of my main objectives is to enhance the students' language skills at the level of speaking and writing as well. Moreover, enriching the students' vocabularies, particularly meta-language ones. I also aim at guiding the students to be familiar for building sentences based on the grammatical rules and structures. More objectives are found in the following points:

1. To increase understanding of texts.
2. To improve their grammar and sentence construction.
3. To understand the meaning of the English new words in contextually a

passage.

4. To enable them using the new words in sentences.
5. To develop interest in reading English passages.
6. To develop self-study habit.
7. To enhance competencies in writing compositions based on the texts.

### **12. Student's obligation**

I divide the course obligations into the following points:

- Attending all the lectures.
- Punctuality
- Respect
- Participation
- Speaking in English language
- Daily studying as at the beginning of everyday's class we revise the last lecture's main points in 8 to 10 minutes.
- Providing more examples for whatever we study.

### **13. Forms of teaching**

The course lectures depend on the following means of teaching and learning:

- Mainly using power point and slides.
- Using wireless presenter to pinpoint and specify what and where we are on the slides.
- Secondly using white board for giving more examples, notes, new words and more clarifications.
- several colour whiteboard markers.
- The course book entitled (Cutting Edge-Pre-Intermediate).
- Group Working inside the class.
- playing specific types of short videos to focus and test Comprehension.

The Students are heavily centralised in participating and managing the class, while the lecturer is a helper, guide, director, enricher, facilitator and remaining master of the situation.

### **14. Assessment scheme**

The course assessment is based on the following means of evaluation.

- Daily participation
- Daily homework
- Daily revision
- weekly exam

- End of course mocking test

Note: the full assessment and passing is done by the Ministry of Higher Education and Scientific Research as the exam date, questions and markings are anonymously and centrally done by their team across the entire Kurdistan.

### **15. Student learning outcome:**

The following outcomes are expected to be achieved:

- Students will have gained detailed knowledge about how the English language is structured, and you can describe it by using a theoretical framework
  - Students will have raised your awareness of how vocabulary contributes to the meaning of sentences and texts.
  - Students are able to account for the distinction between form and usage in language
  - Students will have learned how to describe language in an analytical and precise manner
  - Students will have developed your ability to use correct and idiomatic English.
- Students understand the basic steps of English language.
- Students develop a stronger command of key English
- Students develop confidence in using English language.
- they will realize how that, even if it is limited, English language skill will help them now and later.

### **16. Course Reading List and References:**

#### **Primary sources**

1. Cunningham, S., Moor, P. & Araminta, C. 2013. Cutting Edge: Pre-Intermediate. Pearson

#### **Secondary sources**

1. Each Lecture handout that I prepare, from the book, other useful sources and internet.
2. The Final Exam Example at the end of each unit.

3. Nation. P. (2009). *4000 Essential English Words (1)*. Compass Publishing.
4. Nation. P. (2009). *4000 Essential English Words (2)*. Compass Publishing
5. Nation. P. (2009). *4000 Essential English Words (3)*. Compass Publishing

<b>17. The Topics:</b>	<b>Lecturer's name</b>
<p>I divide the topics that I teach every hour in every week in the form below:</p> <ol style="list-style-type: none"> <li>1. From September to the end of October course 1</li> <li>2. From November to end December course 2</li> <li>3. From January to March course 3</li> </ol> <p><b><u>Week 1-Day 1:</u></b></p> <p><b>Unit 1</b></p> <p><b>Study 1: Wh questions (Question Words)</b></p> <p><b>Study 2-A: Frequency Words and Phrases in English</b></p> <p><b>Study 2-B: Frequency Adverbs</b></p> <p><b>Reading Section</b></p> <p><b>Vocabulary list</b></p> <p><b>Final Exam Examples</b></p> <p><b><u>Week 1-Day 2</u></b></p> <p><b>Unit 2</b></p> <p><b>Study1, A: Past simple with main verb</b></p> <p><b>Study 1, B: Past Simple with Be</b></p> <p><b>Study 2: Prepositions of Time - at, in, on</b></p> <p><b>Reading Section</b></p>	<p>Nabaz. I Hamad 16 hours</p> <p>From the 1st of September to the end of June</p>

**Vocabulary list**

**Final Exam Examples**

**Week 1, Day3:**

**Unit 3**

**Study 1: Sentence Connectors (linkers)**

**Study 2: Some Modal Verbs (Helping Verbs)**

**Reading Section**

**Vocabulary list**

**Final Exam Examples**

**Week 2, Day1:**

**Unit 4**

**Study 1: Present Simple Vs. Present Continuous**

**Study 2: Present Continuous**

**Reading Section**

**Vocabulary list**

**Final Exam Examples**

**Week 2, Day2:**

**Unit 5**

**Study 1: Comparative and Superlative Adjectives**

**Study 2: Has got\have got**

**Reading Section**



**Vocabulary list**

**Final Exam Examples**

**Week 2, Day 3**

**Unit 6**

**Study 1: Plan & Intentions**

**Study 2: Future (Prediction)**

**Reading Section**

**Vocabulary list**

**Final Exam Examples**

**Week 3, Day1**

**Unit 7**

**Study 1: Present Perfect**

**Study 2: Present Perfect Vs. Past Simple**

**Reading Section**

**Vocabulary list**

**Final Exam Examples**

**Week 3, Day2**

**Unit 8:**

**Study 1: Using Articles**

**Study 2: Quantifiers with Countable and Uncountable Nouns**

**Reading Section**

**Vocabulary list**

**Final Exam Examples**

**Week 3, Day3**

**Writing**

**Listening**

**Speaking**

**Vocabulary list**

**Final Exam Examples**

**Week 4, Day 1**

**Unit 9**

**Study 1: Future (will)**

**Study 2 2: The First Conditional**

**Reading Section**

**Vocabulary list**

**Final Exam Examples**

**Week 4, Day 2**

**Unit 10**

**Study 1: Past Simple & Past Continuous**

**Study 2: Used to**

**Reading Section**

**Vocabulary list**

**Final Exam Examples**

**Week 4, Day 3**

**Writing**

**Listening**

**Speaking**

**Vocabulary list**

**Final Exam Examples**

**Week 5, Day 1**

**Unit 11**

**Study 1 : Like\Would like**

**Study 2: The Second if Conditional**

**Reading Section**

**Vocabulary list**

**Final Exam Examples**

**Week 5, Day 2**

**Unit 12**

**Study 1: Present Simple Passive**

**Study 2: Past Simple Passive (past time)**

**Reading Section**

**Vocabulary list**

**Final Exam Examples**

**Week 5, Day 3**

**Writing**

**Listening**

**Speaking**

**Vocabulary list**

**Final Exam Examples**

**Week 6, Day 1**

**Unit 13**

**Study 1: Present Perfect Continuous**

**Study 2: Present Perfect Continuous VS. Present Perfect Simple**

**Reading Section**

**Vocabulary list**

**Final Exam Examples**

**Week 6, Day 2**

**Unit 14 (The End)**

**Study: Past Perfect**

**Reading Section**

**Vocabulary list**

**Final Exam Examples**

<p><b><u>Week 6, Day 3</u></b></p> <p><b><u>Note:</u> it is the last day, so we have a very general mocking test including all the skills in the form of the final exam questions.</b></p> <p><b>This is comprehensive test extremely useful and helps them to</b></p> <ol style="list-style-type: none"> <li>1. Make them revise</li> <li>2. See where they are weak</li> <li>3. Familiarize them with the final exam style</li> <li>4. Psychologically prepare them so that they are neither shocked nor afraid in the final exam</li> <li>5. Guiding them how manage and divide the exam time.</li> </ol> <p><b><u>In the last 30 minutes:</u></b></p> <ul style="list-style-type: none"> <li>- Taking about their revision and preparation for final exam.</li> <li>-Clarifying final exam form.</li> <li>-Giving them chance if they have any comments, notes, suggestions...for teaching this course next time.</li> </ul>	
<p><b>18. Practical Topics (If there is any)</b></p>	
<p>There is not any real practical topics for this lecture, what we do is only students' group work, seminar and writing paragraphs as well as playing roles to conduct what we study in Vocabulary.</p>	<p>Nabaz I. Hamad</p>
<p><b>19. Examinations:</b></p> <p>The exam questions are centrally prepared in the following groups and types of question within each group, plus the marks they carry:</p> <p><b><u>Group 1 listening (10 marks)</u></b></p> <p>Consists of the following types of questions:</p> <ul style="list-style-type: none"> <li>• Matching.</li> <li>• Multiple choices.</li> <li>• Sentence completion.</li> <li>• Short answer question.</li> </ul>	

**Groups 2 Reading (25 marks)**

Consists of the following types of questions:

1. State whether the following sentences are True or False.
2. State whether the following sentences are True or False and correct the false ones.
3. Find the Mistakes in these sentences, if there is any.
4. Correct these false sentences.

**Group 3 Grammar (25 marks)**

- Multiple choice
- Transformation
- Gap-filling
- Matching
- Cloze
- True / False
- Open questions
- Error correction

Or Consists of the following types of questions:

1. Put the given words in the box in the following gaps.
2. Circle the correct answer, A, B or C.
3. In each sentence there are two options, underline the correct answer.
4. In the following sentences there are two choices, cross out the one that doesn't work in the sentence.
5. Match the given word in B to the gaps of the sentences in A.
6. Fill in the gaps with the correct form of the bracketed verbs.

**Group 4 Vocabulary (20 marks)**

- Identification. After the word is presented, the student is supposed to identify it through a definition or a synonym. ...
- Multiple-response. You present a test word and offer several definitions or synonyms of which one is correct. ...
- Matching.

Or these types:

1. **Synonym** - We show you a word, and you pick the word that is closest in meaning to the given word.
2. **Antonym** - We show you a word and you pick the word that has the *opposite* meaning.
3. **Definition** - We show you a word, you pick the definition of that word.
4. **Image** - We show you a word and four images. You choose the best picture for that word.
5. **Fill in the Blank** - We show you a sentence that is missing one word, you pick the best word that fits in the blank.
6. **Sentence Definition** - We show you a sentence, highlighting one word, you pick the definition of the word using context clues from the sentence.
7. **Sentence Synonym** - We show you a sentence, highlighting one word, you pick a word that could be substituted for the highlighted word, using context clues from the sentence.
8. **Polysemous Sentence Synonym** - Similar to sentence synonym, but for words that have multiple meanings. You'll really have to read carefully, since the correct answer can only be gleaned from a close reading of the text.
9. **Apply the Meaning** - These questions require you to apply the knowledge you have of a word to answer a simple real-world question.
10. **Spelling** - In this spelling-bee style question, you have to spell the word. You can see the definition of a word (with the word itself missing), and hear it pronounced.

### **Group 5 Writing (20 marks)**

- Writing paragraphs based on the prompts given in the question
- A descriptive\ evaluative statement to write paragraphs on

### **20. Extra notes:**

#### **The responsibility of the teacher**

-A teacher that already has experience in teaching English as a Second Language (ESL), can exploit their background in language teaching. they should recognize the ways in which their teaching skills can be adapted for the teaching of English for English department students. Moreover, they will need to look for content specialists

for help in designing appropriate lessons in the subject matter field they are teaching.

**The flexibility of the teacher** They need to be practically flexible in dealing with situations, the students as well as administrating the class. They should also be elastic in reducing few final topics due to the insufficiency of time, or few more complementary clues to any topic if that is necessary.

## 21. Peer review

## پیداچوونہوی ھاوہل

This course book has to be reviewed and signed by a peer. The peer approves the contents of your course book by writing few sentences in this section.

*(A peer is person who has enough knowledge about the subject you are teaching, he/she has to be a professor, assistant professor, a lecturer or an expert in the field of your subject).*

ئہم کورسبووکہ دہبیت لہ لایہن ھاوہلکی ئەکادیمیہوہ سہیر بکریت و ناوہرۆکی بابہتہکانی کورسہکە پەسەند بکات و جەند  
ووشەپەک بنوسیت لەسەر شیاوی ناوہرۆکی کورسہکە و واژووی لەسەر بکات.  
ھاوہل ئەو کەسەپە کە زانیاری ھەبیت لەسەر کورسہکە و دہبیت پلہی زانستی لہ مامۆستا کەمتر نەبیت.