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**Department of Business Administration**

**College of Administration and Economics**

**University of Salahlddin**

**Subject: General English Book**

**Course Book – (1st stage)**

**Lecturer's name MSc. Shaimaa Faiq Abood**

**Academic Year: 2021/2022**

**Course Book**

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| **1. Course name** | **General English Book** | |
| **2. Lecturer in charge** | **Shaimaa Faiq Abood** | |
| **3. Department/ College** | **Statistics Department/ Salahlddin** | |
| **4. Contact** | **e-mail: Shaimaa.abood@su.edu.krd**  **Tel: (optional)** | |
| **5. Time (in hours) per week** | **Theory: 2 hours**  **Practical: 1 hours** | |
| **6. Office hours** | **4 hours a week** | |
| **7. Course code** |  | |
| **8. Teacher's academic profile** | **Saimaa Faiq Abood**  **Bachelor of English Language / AL Mamoon University / Baghdad**  **Master in Applied Linguistics / UUM University /Malaysia**  **Academic Title: Lecturer**  **Web Site:** [**https://sites.google.com/site/aiwiraq/**](https://sites.google.com/site/aiwiraq/)  **Email:** [**shaimaa.abood@su.edu.krd**](mailto:shaimaa.abood@su.edu.krd) | |
| **9. Keywords** | **Academic English, 4 language skills, English Foundation** | |
| **10. Course overview:**  Before the start of the course the students will be taking a pretest to define their level of English, and at the end of the course they will have a posttest to know the improvement of their academic level in English.  Ways of teaching: we will be using different methods for teaching students and benefit them with what is necessary to learn, we will use methods such as:   * Using information technology methods such as (Data Show) using (Powerpoint), (Microsoft Word), and (Videos) which will help student with better view and understanding. * Definitions and comments. * The Graphs and drawings. * Discussion and problem solving. * Reading and listening. | | |
| **11. Course objective:**   1. Motivate students for more studying English language. 2. To encourage for composing poems and writing essay. 3. To develop the ability for grasping the theme of poem or English passage. 4. To encourage the students for writing the meaning or theme of poem or passage in their own words. 5. To develop the ability of appreciation of ideas and criticizing the thinking. 6. To develop the creativity of the students related to verbal ability and reasoning or fluency of language. 7. To develop the ability of understanding of other school subjects. 8. To develop the mastery of language for expressing his ideas, feelings and experiences. 9. To develop the ability of evaluation and analysis of language components. 10. To develop the values, moral and character of the students | | |
| **12. Student's obligation**  the role of students to be active in the class and their obligations throughout the academic year to attendance and completion of all tests, exams, assignments, reports , essays…etc | | |
| **13. Forms of teaching**  Ways of teaching: we will be using different methods for teaching students and benefit them with what is necessary to learn, we will use methods such as:   * Using information technology methods such as (Data Show) using (Powerpoint), (Microsoft Word), and (Videos) which will help student with better view and understanding. * Definitions and comments. * The Graphs and drawings. * Discussion and problem solving. * Reading and listening. | | |
| **14. Assessment scheme**  According to college policy, assessment and examination are done as follow: 1. (First course and second course exam)  - 20 marks for the midterm-exam.  - 5 marks for listening  - 15 marks speaking  –The final examination will be out of 60, testing the student’s ability to practice all 4 language skills academically.‌ | | |
| 15. Student learning outcome:  General English for University Students is specially designed to help students at Salahaddin University in getting to know the four skills of (Listening, Speaking, Reading, and Writing).  This book contains five themes. Each theme is divided into four sections, one for each skill. Each skill section has five core lessons, such as: (Vocabulary for the skill, Real- time practice, Learning skills, Grammar for the skill, and Applying skills).  In addition, there are three extra elements in each theme: (Everyday English, Knowledge quiz, and Portfolio). | | |
| **16. Course Reading List and References‌:**  The reference will be the book which is provided for the students, which is specially made for Salahaddin University. General English for University Students.  Philips T., Philips A., and Regan N., “General English for University Students- Course Book”, Lebanon, Garnet Education, 2013.  Philips T., Philips A., and Regan N., “General English for University Students- Work Book”, Lebanon, Garnet Education, 2013. | | |
| **17. The Topics:** | | **Lecturer's name** |
| **FEfUS** comprises 5 themes. Each theme is divided into 4 lessons, one for each skill (listening, speaking, reading, and writing). Each skill section has 5 lessons:  **For the first course/ Theme 1: Education System**  **Lesson 1** develops theme-related vocabulary and develops knowledge.  **Lesson 2** activates knowledge, and tests real-time skill application.  **Lesson 3** identifies and teaches new skills.  **Lesson 4** introduces useful, skill-based, syntactic grammar.  **Lesson 5** asks students to undertake a parallel activity to the first two lessons, applying the learning the section.  **Students will study themes 1, and 3**. | | **Shqimaa faiq**  **12 hours a week** |
| **Week 1, 2, 3, 4: Listening section**-  **Lesson 1** develops theme-related vocabulary and develops knowledge.  **Lesson 2** activates knowledge, and tests real-time skill application.  **Lesson 3** identifies and teaches new skills.  **Lesson 4** introduces useful, skill-based, syntactic grammar.  **Lesson 5** asks students to undertake a parallel activity to the first two lessons, applying the learning the section. | |  |
| **Week 5,6,7,8: peaking section-**  **Lesson 1** develops theme-related vocabulary and develops knowledge.  **Lesson 2** activates knowledge, and tests real-time skill application.  **Lesson 3** identifies and teaches new skills.  **Lesson 4** introduces useful, skill-based, syntactic grammar.  **Lesson 5** asks students to undertake a parallel activity to the first two lessons, applying the learning the section.  Ministry of Higher Education and Scientific research  **Week 9,10,11,12: Reading section-**  **Lesson 1** develops theme-related vocabulary and develops knowledge.  **Lesson 2** activates knowledge, and tests real-time skill application.  **Lesson 3** identifies and teaches new skills.  **Lesson 4** introduces useful, skill-based, syntactic grammar.  **Lesson 5** asks students to undertake a parallel activity to the first two lessons, applying the learning the section. | |  |
| **Week 13, 14, 15: Writing section-**  **Lesson 1** develops theme-related vocabulary and develops knowledge.  **Lesson 2** activates knowledge, and tests real-time skill application.  **Lesson 3** identifies and teaches new skills.  **Lesson 4** introduces useful, skill-based, syntactic grammar.  **Lesson 5** asks students to undertake a parallel activity to the first two lessons, applying the learning the section. | |  |
| **18. Practical Topics (If there is any)** | |  |
| Students will have listening and speaking classes. | | Shaimaa faiq  12 hours a week |
| **19. Examinations: these Questions are for example**   * + 1. **What is a person?**   Everyone is a body with a face. Everyone has a brain. Everyone has a personality. Everyone has normal behavior, things they do or say all the time. So everyone is a combination of four things. Which part of a person is the most important?  People often think: “my body is the most important thing.” They worry about their weight or their height. They say things like: “I don’t like my hair (or my mouth, or my ears, etc.).” people sometimes worry about their brains. They say things like: “I’m stupid because I can’t do maths (or remember names, or understand science, etc.).” people do not often think about their personality or their behavior. So, when people think about themselves, they usually think about the body and the brain.  However, most people rarely think about other people in that way. When people think about other people, they usually think about their personality and behavior. When they like someone, they often think things like: “he is a kind person. She is always happy. He often helps people. She never says bad things about people.” When they don’t like someone, they say things like: “he is unkind. She is always depressed. He never helps people. She always says bad things about people.”  Remember: when people think about you, they don’t think about your body or your brain. They think about your personality and your behavior. Don’t worry about your body or your brain. If you want people to like you, perhaps you need to change your personality and your behavior.  A. What is this topic about?  B. How do people think about themselves?  C. How does a person think about others?  D. What is people’s opinion on others?  E. A person is a combination of how many things?  F. What is the suggested advice in the text?  ***2.******True or false type of exams:***  **. Rewrite the sentences bellow correctly**.   1. I am like studying science. …………………………………………………………………………………. 2. I love teach young children new things. …………………………………………………………………….…………… 3. I enjoy to learn mathematics. ………………………………………………………………………………… 4. I want doing a course in medicine. ………………………………………………………………………………… 5. I hope becoming a doctor. …………………………………………………………………...……………   **Re write the following sentences with the correct grammatical form.**   1. everything read believe don’t you .   -----------------------------------------------------------------------------.   1. life parents the your managed past your in .   --------------------------------------------------------------------------------.  ***3. Multiple choices:***   * **Complete each sentence with a word or a phrase from the words or the phrases below. [Do not use all of them because there are extra ones].**   (details, revising, degree, introverts, hall of residence, advising, disagreeing, concerned, accommodation, behaviour, social distance, faculty, human race, permission, extroverts, fresher)   * + 1. A university student is called a ------------------------------ in the first year.     2. Young children are very--------------------- with bodies and brains.     3. Can people change their -----------------------?     4. ---------------------- like large groups and they have many friends.     5. Graduating means getting your ------------------------------- and leaving university.     6. -------------------------------- is telling someone what to do.     7. -------------------------------- and ------------------------------ are both places to live.   **Mach the words from A list to the correct meaning at B list.**  **A B**  Reward Research  Everybody Often  Qualification Wage  Aggressive Very old  Nursery Dealing with the money  Usually Everyone  Intelligence Skill  Bursar Prize  Ancient Crèche  Salary Violent  Smart | | |