

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information				
معلومات المادة الدراسية				
Module Title	English Language 2		Module Delivery	
Module Type	Basic learning activities		<input checked="" type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar	
Module Code	UD21			
ECTS Credits	2			
SWL (hr/sem)	50			
Module Level	UGII	Semester of Delivery		
Administering Department	All	College	All	
Module Leader			e-mail	
Module Leader's Acad. Title			Module Leader's Qualification	
Module Tutor	Name(if available)		e-mail	E-mail
Peer Reviewer Name	Name		e-mail	E-mail
Scientific Committee Approval Date	3/11/2024		Version Number	1.0

Relation with other Modules			
العلاقة مع المواد الدراسية الأخرى			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Objectives أهداف المادة الدراسية	The module aims at enabling students to learn and understand the written and spoken form of English. It also aims at teaching functional English to learners and honing their reading, writing and listening skills>
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	<ol style="list-style-type: none"> 1. Read and understand simple texts in English. 2. Answer simple comprehension questions and match sentences about texts. 3. Reconstruct texts by reordering sentences. 4. Understand the main idea of a text. 5. Identify specific information in a text. Writing and paraphrasing paragraphs.
Indicative Contents المحتويات الإرشادية	Indicative content includes the following. i) Grammar has a core place in language teaching and learning. ii) A wide variety of practice tasks in all the four skills are essential to language learning. iii) Everyday expressions, particularly of spoken English, also need a place in the syllabus. These can be functional, social, situational or idiomatic.

Learning and Teaching Strategies

استراتيجيات التعلم والتعليم

Strategies	Headway's trusted methodology combines solid grammar and practice, vocabulary development, and integrated skills with communicative role-plays and personalization. Authentic material from a variety of sources enables students to see new language in context, and a range of comprehension tasks, language and vocabulary exercises, and extension activities practice the four skills. 'Everyday English' and 'Spoken grammar' sections practice real-world speaking skills, and a writing section for each unit at the back of the book provides models for students to analyze and imitate.
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Student Workload (SWL)

الحمل الدراسي للطالب محسوب لـ ١٥ اسبوعا

Structured SWL (h/sem) الحمل الدراسي المنتظم للطالب خلال الفصل	33	Structured SWL (h/w) الحمل الدراسي المنتظم للطالب أسبوعيا	2.2
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطالب خلال الفصل	17	Unstructured SWL (h/w) الحمل الدراسي غير المنتظم للطالب أسبوعيا	1.1
Total SWL (h/sem) الحمل الدراسي الكلي للطالب خلال الفصل	50		

Module Evaluation					
تقييم المادة الدراسية					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	4	20% (5)	3 , 6,8,11	LO #1...#3, #4...#6, #7, #9... #11
	Assignments	2	10% (5)	5 and 12	LO #3, #4 and #6, #7
	Projects / Lab.				
	Report	1	10% (10)	13	LO #5, #8 and #10
Summative assessment	Midterm Exam	1hr	10% (10)	7	LO #1 - #7
	Final Exam	2hr	50% (50)	15	All
Total assessment			100% (100 Marks)		
Delivery Plan (Weekly Syllabus)					
المنهاج الاسبوعي النظري					
	Material Covered				
Week 1	Course Introduction (Course material and objectives, learning outcomes, lessons and assessment discussed with the learners).				
Week 2	Unit 1. Getting to know you Reading: People, the great communicators' - the many ways we communicate Listening: Neighbours - Steve and Mrs Snell talk about each other as neighbours Speaking: Information gap - Joy Darling Writing: Informal letters - A letter to a pen friend Grammar: Tenses: present, past and future				
Week 3	Unit 2. The way we live Reading: 'Living in the USA' - three people talk about their experiences Listening: You drive me mad (but I love you)! - what annoys you about the people in your life? Speaking: Information gap - people's Lifestyles. Exchanging information about immigrants to the USA Writing: Linking words, but, however. Describing a person Grammar: Present tense , present continuous				
Week 4	Unit 3. It all went wrong Reading: 'The burglars' friend'. Newspaper stories. A short story - 'The perfect crime Listening: A radio drama - 'The perfect crime Speaking: Information gap - Zoe's party. Telling stories Writing: Linking words: while, during, and for. Writing a story Grammar: Past tenses: Past Simple and past continuous				
Week 5	Unit 4. Let's go shopping! Reading: 'The best shopping street in the world' Listening: 'My uncle's a shopkeeper' , Buying things Speaking: Town survey - the good things and bad things about living in your town, Discussion - attitudes to shopping p Writing: Filling in forms Grammar: Quantity , Articles				
Week 6	Assessment Test 1. Feedback and Remedial Work				

Week 7	Unit 5. What do you want to do? Reading: 'Hollywood kids - growing up in Los Angeles ain't easy' Listening: A song - You've got a friend Speaking: What are your plans and ambitions? Being a teenager Writing: Writing a postcard Grammar: Verb patterns 1, future intentions
Week 8	Unit 6. Tell me! What's it like? Reading: A tale of two millionaires' - one was mean and one was generous Listening: Living in another country — an interview with a girl who went to live in Sweden Speaking: Information gap – comparing cities Writing: Relative clauses 1 who/that/which/where. Describing a place Grammar: Comparative and superlative adjectives big, bigger, biggest, good, better, best
Week 9	Unit 7. Famous couples Reading: Celebrity interview from Hi! Magazine with the pop star and the footballer who are in love Listening: An interview with the band Style Speaking: Mingle - Find someone who ... Role play - interviewing a band Writing: Relative clauses 2 who/ which/ that as the object. Writing a biography Grammar: Present Perfect and Past Simple
Week 10	Unit 8. Do's and don'ts Reading: Problems and suggestions Listening: Holidays in January - three people's advice on what to do in their country in January Speaking: Jobs - a game. Discussion - house rules, Asking questions about place Writing: Writing letters- Formal letters Grammar: have (got) to, should, must
Week 11	Assessment Test 2. Feedback and Remedial Work
Week 12	Unit 9. Going places Reading: The world's first megalopolis - a city of 40 million people Listening: Life in 2050 - an interview with Michio Kaku, Professor of Theoretical Physics Speaking: What will you do? Discussion - what will life be like in the 21st century? Writing: Linking words 2, Advantages and disadvantages Grammar: Time and conditional clauses
Week 13	Unit 10. Scared to death Reading: 'Don't look down' - walking on a dangerous footpath, 'Into the wild' Listening: When I was young p80 It was just a joke - a boy called Jamie kidnapped his friend Speaking: 'When I was young' - talking about your childhood Writing: Writing letters Formal and informal letters 1 Grammar: Verb patterns 2 manage to do, used to do, go walking, Infinitives, Purpose
Week 14	Unit 11. Things that changed the world Reading: Three plants that changed the world - tobacco, sugar and cotton Listening: The world's most common habit: chewing gum Speaking: Exchanging information about three plants Writing: Writing a review of a book or film Grammar: Passive
Week 15	Unit 12. Dreams and reality Reading: The vicar who's a ghostbuster Listening: An interview with a woman who heard voices Speaking: Giving advice - If I were you, I'd..... Writing: Writing letters Expressions in different kinds of letters Grammar: Second conditional

Delivery Plan (Weekly Lab. Syllabus)	
المنهاج الاسبوعي للمختبر	
	Material Covered
Week 1	
Week 2	
Week 3	
Week 4	

Learning and Teaching Resources		
مصادر التعلم والتدريس		
	Text	Available in the Library?
Required Texts	New Headway Pre-Intermediate by:John and Liz Soars. Oxford University Press	Yes
Recommended Texts	None	
Websites	https://apoyanblog.wordpress.com/wp-content/uploads/2016/09/new-headway-pre-intermediate-students-book.pdf	

Grading Scheme				
مخطط الدرجات				
Group	Grade	التقدير	Marks %	Definition
Success Group (50 - 100)	A - Excellent	امتياز	90 - 100	Outstanding Performance
	B - Very Good	جيد جدا	80 - 89	Above average with some errors
	C - Good	جيد	70 - 79	Sound work with notable errors
	D - Satisfactory	متوسط	60 - 69	Fair but with major shortcomings
	E - Sufficient	مقبول	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	راسب (قيد المعالجة)	(45-49)	More work required but credit awarded
	F – Fail	راسب	(0-44)	Considerable amount of work required
Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.				