

<b>Department</b>	Public Studies	<b>Major</b>	All Majors					
<b>Course Name</b>	English Language 3	<b>Course Code</b>	ENG 103					
<b>Prerequisites</b>	ENG 102	<b>Credit Hours CRH</b>	3		CTH		4	
			L		P		T	
<b>Course Description:</b>								
This course provides trainees with the core language and skills they need to communicate successfully in their specializations. This includes the technical concepts, topics, illustrations, and grammatical structures. It helps trainees build knowledge and confidence in using English in technical and vocational contexts.								
<b>General Objective:</b>								
The course aims to consolidate student's previous knowledge of English, and bring it up to a pre-intermediate level which enables them continue courses related to their particular majors.								
<b>Detailed Objectives:</b>								
<b>By the end of the course, trainees will demonstrate their abilities to do the following :</b>								
1-	Communicate using work and major-related technical terms and vocabulary.							
2-	Understand simple dialogues, instructions, and descriptions about simple technical topics, objects and processes							
3-	Read various types of technical texts and charts with reasonable comprehension using a variety of reading skills such as skimming, scanning, and reading for details.							
4-	Utilize all available information such as graphs, charts, diagrams, and pictures to understand texts.							
5-	Write short guided texts using relevant vocabulary, basic sentence structure, reasonably correct spelling, and punctuation.							
<b>Safety Procedures:</b>								
1-	The interns must follow the instructions of safety.							
2-	The interns must follow the Islamic ethics in maintaining the cleanliness and safety of the place.							

SYLLABUS		
Hours	Contents	Instructional Objectives Students will learn and practice the following Language forms and functions:
8	<p><b>Unit 1: Action</b></p> <p>1.1 Teamwork : describing a series of actions, giving a series of instructions</p> <p>1.2 Training : Reporting jobs in progress, reporting jobs completed</p> <p>2.3 Method: discussing how things work, describing method</p>	<ul style="list-style-type: none"> <li>• Name parts of devices</li> <li>• Write a checklist of instructions</li> <li>• Identify actions from pictures</li> <li>• Grammar: Revisions of present simple and imperative, present continuous and present perfect,</li> <li>• Make dialogues from checklists</li> <li>• Make a set of instructions for doing a job</li> <li>• Ask and answer questions</li> <li>• Learn to explain how to activate or start devices (<i>by+ gerund or by+ means of</i>)</li> <li>• Vocabulary: Phrasal verb (take off the tires/take them off, pump in, switch off ), Maintenance (adjust, lower, raise, tighten), Equipment (flap, hose, jack, nozzle) and Activation devices: cord, lever, screen, sensor</li> </ul>
8	<p><b>Unit 2: Work</b></p> <p>2.1 Routines: describing Routines, explaining future plans, job descriptions</p> <p>2.2 Plans: stating plans and intentions, arranging a meeting by phone, writing emails ...</p> <p>2.3 New Job: talking about your CV, job adverts and interviews ...</p>	<ul style="list-style-type: none"> <li>• Use the present simple for regular or routine events, job descriptions, and processes</li> <li>• Use the present continuous for current actions and future plans</li> <li>• Vocabulary: assistant, crew, operator, supervisor, etc</li> <li>• Use "<i>going to</i>" for future plans and intentions</li> <li>• Write a short job description</li> <li>• Make a plan</li> <li>• Write a short CV</li> <li>• Role play a job interview</li> <li>• Vocabulary: Headings on a CV (experience, qualification, training), Work tasks (hold, inspect, meet, run)</li> </ul>

SYLLABUS		
Hours	Contents	Instructional Objectives Students will learn and practice the following Language forms and functions:
4	<p><b>Review Unit A:</b></p> <p>Trainees will review and practice form, meaning, and use of the instructional content of units 1 &amp; 2.</p>	<ul style="list-style-type: none"> <li>• Match pictures with instructions</li> <li>• Write a progress report</li> <li>• Complete dialogues</li> <li>• Write a job description</li> <li>• Write a job interview</li> <li>• Recognize devices from description</li> <li>• Correct mistakes</li> <li>• Make a plan</li> <li>• Practice writing a CV</li> <li>• Research a job</li> </ul>
8	<p><b>Unit 3: Comparison</b></p> <p>3.1 Limits: Explaining dimension limits, comparing two items</p> <p>3.2 products: Asking, offering and checking specifying requirements</p> <p>3.3 Equipment : Comparing three or more items, collaborative problem solving , reporting on a meeting</p>	<ul style="list-style-type: none"> <li>• Use the comparative form of adjectives</li> <li>• Reply to an email</li> <li>• Role play phone conversations between customer and service staff</li> <li>• Use "one" to avoid repetition</li> <li>• Use "<i>too + adjective</i>" or <i>not + adjective + enough</i>" to explain a problem</li> <li>• Identify language functions</li> <li>• Practice making comparisons</li> <li>• Use the superlative form of adjectives</li> <li>• Write a short report</li> <li>• Vocabulary: adjectives to describe Dimension (high, long, wide, etc), Specifications (diameter, height, length)</li> </ul>
8	<p><b>Unit 4: Processes</b></p> <p>4.1 Infrastructure : Describing a process</p> <p>4.2 Manufacturing :Expressing purpose, Describing two parallel processes</p>	<ul style="list-style-type: none"> <li>• Write a description of a process using the passive</li> <li>• Use the correct form of verbs</li> <li>• Write headings of process stages (beginning with verb + ing)</li> </ul>

SYLLABUS		
Hours	Contents	Instructional Objectives Students will learn and practice the following Language forms and functions:
	4.3 Communications: Describing a process	<ul style="list-style-type: none"> <li>• Use "to + verb" to express the purpose of an action</li> <li>• Practice speed reading</li> <li>• Use "who" and "which" properly</li> <li>• Identify the difference between active and passive sentences</li> <li>• Vocabulary: Stages in a process (casting, cooling, cutting, etc), Car assembly(axle , body , chassis), Sequence(finally, first, next, etc)</li> <li>• Use hyphens</li> </ul>
4	<p><b>Review Unit B:</b></p> <p>Trainees will review and practice form, meaning, and use of the instructional content of units 3&amp; 4.</p>	<ul style="list-style-type: none"> <li>• Make comparisons</li> <li>• Identify language functions</li> <li>• Practice using "one"</li> <li>• Match descriptions to vehicles</li> <li>• Convert instructions to a process description</li> <li>• Make a list of instructions</li> <li>• Make a set of headings</li> <li>• Use hyphens(-)</li> <li>• Ask and answer questions</li> <li>• Practice using the passive form</li> </ul>
8	<p><b>Unit 5: Descriptions</b></p> <p>5.1 Uses: Describing use of function</p> <p>5.2 Appearance: Describing shape and appearance</p> <p>5.3 Definitions: Giving a definition</p>	<ul style="list-style-type: none"> <li>• Describe the shape and appearance of things</li> <li>• Form adjectives from nouns</li> <li>• Identify names of objects</li> <li>• Ask questions (appearance, dimensions, use, materials, properties) to recognize an object</li> <li>• Use "which", "who", and "that" properly</li> <li>• Give a definition of a device</li> <li>• Vocabulary: look like, is shaped like, in the shape of, circular, and names of shapes</li> </ul>
8	<p><b>Unit 6: Procedures</b></p> <p>6.1 Safety: Describe safety hazards, Explaining safety procedures, expressing necessity</p>	<ul style="list-style-type: none"> <li>• Describe safety hazards</li> <li>• Use modals and passive form to write safety rules</li> </ul>

SYLLABUS		
Hours	Contents	Instructional Objectives Students will learn and practice the following Language forms and functions:
	6.2 Emergency: Brainstorming, recommending action 6.3 Directions: Giving directions to a location, following directions	<ul style="list-style-type: none"> <li>• Explain safety labels</li> <li>• Identify the difference between "must" and "should"</li> <li>• Ask and answer questions</li> <li>• Explain safety procedures</li> <li>• Brainstorm a rescue plan</li> <li>• Provide recommendations</li> <li>• Give directions to a location</li> <li>• Follow directions</li> <li>• Vocabulary: Warehouse (aisle, fork, pallet, ramp), Warning labels (fragile, keep frozen, keep upright), Rescue first aid (artificial respiration, causality, treatment)</li> </ul>
4	<b>Review Unit C</b> Trainees will review and practice form, meaning, and use of the instructional content of units 5 & 6.	<ul style="list-style-type: none"> <li>• Describe the function of each item of equipment</li> <li>• Make definitions</li> <li>• Change instructions into passive</li> <li>• Describe the appearance and function of devices</li> <li>• Use the correct form of verbs</li> <li>• Change instructions into the passive</li> </ul>
4	<b>Final Exam</b>	
64	<b>Total</b>	

Textbooks	Bonamy, D. (2008) Technical English 2.
Additional Readings and Teaching Aids.	1. Course Book Audio CD. 2. Workbook with Audio CD
References:	Oxford Word Power Dictionary