

Course Specifications

Course Title:	Intensive English Course
Course Code:	Eng-011
Program:	Science, Computer, Engineering, Business Administration & Humanities
Department:	English Language Center
College:	Faculty of Languages & Translation
Institution:	King Khalid University

Table of Contents

A. Course Identification	3
6. Mode of Instruction (mark all that apply)	3
B. Course Objectives and Learning Outcomes	5
3. Course Learning Outcomes	5
C. Course Content	7
D. Teaching and Assessment	16
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	16
2. Assessment Tasks for Students	18
Marks Distribution Chart.....	19
E. Student Academic Counseling and Support.....	20
F. Learning Resources and Facilities	20
1. Learning Resources	21
2. Facilities Required.....	21
G. Course Quality Evaluation	22
H. Specification Approval Data	22

A. Course Identification

1. Credit hours:			
2. Course type			
a.	University <input checked="" type="checkbox"/>	College <input type="checkbox"/>	Department <input type="checkbox"/>
			Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	
3. Level/year at which this course is offered: Level 1			
4. Pre-requisites for this course (if any): N/A			
5. Co-requisites for this course (if any): N/A			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		85%
2	Blended		
3	E-learning		15%
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	180
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	180
Other Learning Hours*		
1	Study	

2	Assignments	7
3	Library	
4	Projects/Research Essays/Theses	
5	Others(specify)	
	Total	7

*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

Intensive English Language course is designed to enhance and enrich English language proficiency among learners at the **A1 and A2 Levels** of the Common European Framework of Reference for Languages (CEFR). It is also intended to develop the academic skills and language that will lead the learners to success in their studies. The course follows the integrated approach.

2. Course Main Objective

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

- Develop English language skills- Listening, Speaking, Reading & Writing.
- Recognize familiar words, very basic phrases as well as the highest frequency vocabulary related to personal and family information, shopping, local area, employment).
- Identify familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
- Distinguish specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, short simple and personal letters.
- Discuss familiar topics, personal details and routine tasks.
- Use simple phrases and sentences to describe places, family, people, living conditions and educational background.
- Write a short, simple postcards, notes, messages, fill in forms with personal details, and compose short paragraphs and simple personal letter.
- Use reading strategies (Previewing/Skimmming/ Scanning) in simple everyday material.
- Express opinions and ideas in everyday situations.
- Identify basic grammar and construct very simple sentences.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Define familiar everyday and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).	
1.2	Identify personal details such as where they live, people they know and things they have.	
1.3	Recognize simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters	
1.4	State in simple terms aspects of their background, immediate environment and matters in areas of immediate need.	
2	Skills :	
2.1	Use familiar everyday and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).	
2.2	Express themselves and describe personal details such as where they live, people they know and things they have.	
2.3	Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters	
2.4	Describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.	
3	Competence:	
3.1	Develop language skills: listening, speaking, reading and writing.	
3.2	Use reading strategies (Previewing/ Skimming/ Scanning) in simple everyday material.	
3.3	Interpret listening and reading texts.	

CLOs		Aligned PLOs
3.4	Offer group presentations and assignments.	
3.5	Ask open-ended questions.	
3.6	Use tasks and activities that foster critical thinking.	
3.7	Compose grammatically correct paragraphs.	

C. Course Content

1. Topics to be covered	
Listening and Speaking	Contact hours
Book1: Unit 1 -PEOPLE Listening 1: Introductions (Communications) Listening 2: Presentations about famous people (Anthropology) Vocabulary: Family Jobs Countries and nationalities Grammar: Subject pronouns and possessive adjectives The verb be Speaking: Preparation for speaking: Introducing and starting a talk Pronunciation for speaking: Syllable stress Speaking task: Tell your group about a famous person from your country.	4
Book1: Unit 2 - SEASONS Listening 1: A talk about different seasons (Meteorology) Listening 2: Presentations about landscapes (Geography) Vocabulary: Seasons Weather Colours Adjectives Grammar: There is ... / There are ... Speaking: Preparation for speaking: Giving a talk Describing visuals Pronunciation for speaking: Sentence stress Pauses Speaking task: Describe photos of a place you want to visit.	4

<p>Book1: Unit 3- LIFESTYLE</p> <p>Listening 1: Conversations about different lifestyles (Sociology)</p> <p>Listening 2: An interview (Anthropology / Education)</p> <p>Vocabulary: Verb collocations</p> <p>Grammar: The present simple • Statements • Questions</p> <p>Speaking: Preparation for speaking: Prepositions of time Pronunciation for speaking: Present simple –s and –es endings Speaking task: Interview students for a survey.</p>	4
<p>Book1: Unit 4 - PLACES</p> <p>Listening 1: A presentation about a new smartphone app (History / Geography)</p> <p>Listening 2: Following directions (Geography)</p> <p>Vocabulary: Places</p> <p>Grammar: Prepositions of place The imperative</p> <p>Speaking: Preparation for speaking: Giving directions Asking for directions Pronunciation for speaking: Phrases Speaking task: Ask for and give directions in a university town.</p>	4
First Progress Test (FPT)	
<p>Book1: Unit 5 -JOBS</p> <p>Listening 1: A formal conversation asking for advice (Business / Management)</p> <p>Listening 2: A discussion about job applicants (Career Services)</p> <p>Vocabulary: Comparative adjectives</p> <p>Grammar: Have to / has to Should</p> <p>Speaking: Preparation for speaking: Comparing Asking for and giving opinions and reasons Pronunciation for speaking: Weak sounds in comparatives Pronouncing consonants in have to, have, has to, has (e.g. /f/, /v/, /z/, /s/) Speaking task: Choose a person for a job.</p>	4

<p>Book1: Unit 6- HOMEANDBUILDINGS</p> <p>Listening 1: A radio interview about restaurants (Architecture)</p> <p>Listening 2: A discussion about buildings (Architecture)</p> <p>Vocabulary: Furniture</p> <p>Grammar:</p> <p>Speaking: Preparation for speaking: Reasons, opinions and agreement • Giving reasons • Giving an opinion • Asking for an opinion • Agreeing and disagreeing Speaking task: Discuss ideas for a new café.</p>	4
<p>Book1: Unit 7 - FOOD AND CULTURE</p> <p>Listening 1: A classroom discussion about food culture (History / Sociology)</p> <p>Listening 2: A student presentation on food culture and changing habits (History / Sociology)</p> <p>Vocabulary: Food</p> <p>Grammar: The past simple 1 • Statements • Yes/No questions and short answers • Irregular verbs</p> <p>Speaking: Preparation for speaking: Introducing a report Talking about surveys Pronunciation for speaking: The letter u Speaking task: Report the results of a survey.</p>	4
<p>Book1: Unit 8 - TRANSPORT</p> <p>Listening 1: A talk about the London Underground (Engineering / Urban planning)</p> <p>Listening 2: Two student presentations about traffic problems (Engineering / Urban planning)</p> <p>Vocabulary: Verbs for transport</p> <p>Grammar: The past simple 2 • More irregular verbs Because / So</p> <p>Speaking: Preparation for speaking: Describing a topic Describing a problem Describing a solution Describing results Pronunciation for speaking: -d / -ed in regular past simple verbs Speaking task: Describe a transport problem, a solution and a result.</p>	4

<p>Book 2: Unit 1: PLACES</p> <p>Listening 1: A podcast about homes around the world (Geography)</p> <p>Listening 2: A profile of Stanley Park in Vancouver, Canada (Urban planning)</p> <p>Vocabulary: Descriptive adjectives</p> <p>Grammar: Review of the past simple</p> <p>Speaking: Speaking skills: Signposting an opinion Organizing information for a presentation Pronunciation for speaking: Connecting speech Speaking task: Give a presentation about an interesting place</p>	4
Second Progress Test (SPT)	
<p>Book 2: Unit 2: FESTIVALS AND CELEBRATIONS</p> <p>Listening 1: Interviews about three cultural festivals (Social sciences)</p> <p>Listening 2: A discussion about Thanksgiving in the US and Canada (Cultural studies)</p> <p>Vocabulary: Collocations with go to, take, and have</p> <p>Grammar: Review of present tense question forms Present continuous</p> <p>Speaking: Speaking skills: Making suggestions Agreeing and disagreeing Speaking task: Choose an event from a festival and persuade your group to go to it</p>	4
<p>Book 2: Unit 3: THE INTERNET AND TECHNOLOGY</p> <p>Listening 1: A student radio programme about developments in robotics (Sociology)</p> <p>Listening 2: A news report about how computers affect memory (Psychology)</p> <p>Vocabulary: Vocabulary for technology</p> <p>Grammar: can / be able to</p> <p>Speaking: Speaking skill: Giving a spoken report Giving additional and contrasting information Speaking task: Present a report about a device or technology</p>	4

<p>Book 2: Unit 4: WEATHER AND CLIMATE</p> <p>Listening 1: A student discussion on how weather affects people's moods (Psychology and Social sciences)</p> <p>Listening 2: A news report on global warming and its effects on rainforests (Geography, Environmental science)</p> <p>Vocabulary: Verb collocations</p> <p>Grammar: Future forms • Decisions and plans (will, be going to, present continuous) • Predictions (will, be going to) Gerunds and infinitives</p> <p>Speaking: Speaking skill: Linking words to explain cause and effect Speaking task: Give a presentation about climate change</p>	4
Reading and Writing	Contact hours
<p>Book 1: Unit 1: PEOPLE</p> <p>Reading 1: A profile of a famous person (Communications) Reading 2: A very tall man! (book extract) (Anthropology)</p> <p>Vocabulary: Family vocabulary</p> <p>Grammar: Nouns and verbs Singular and plural nouns Grammar for writing: Subject pronouns The verb be Possessive adjectives</p> <p>Writing: Academic writing skills: Writing simple sentences: • subject + verb • capital letters • full stops Writing task type: Write descriptive sentences Writing task: Write a profile of your family</p>	8
<p>Book 1: Unit 2: SEASONS</p> <p>Reading 1: An article about the coldest city in the world (Geography)</p> <p>Reading 2: Cuban climate and weather (website) (Meteorology)</p> <p>Vocabulary: Vocabulary for climate, weather and seasons</p> <p>Grammar: Nouns and adjectives Noun phrases Grammar for writing: Prepositions Prepositional phrases</p> <p>Writing: Academic writing skills: Punctuation: • capital letters • commas Word order: subject–verb–adjective Writing task type: Write descriptive sentences Writing task: Write about the weather in your city or town.</p>	8

<p>Book 1: Unit 3: LIFESTYLE</p> <p>Reading 1: Meet the Kombai (book review) (Anthropology) Reading 2: Student timetable (Sociology / Education)</p> <p>Vocabulary: Collocations for free-time activities Vocabulary for study</p> <p>Grammar: Time expressions Grammar for writing: Parts of a sentence The present simple</p> <p>Writing: Academic writing skill: Main ideas and details Writing task type: Write descriptive sentences Writing task: Write about the life of a student in your class.</p>	8
<p>Book 1: Unit 4: PLACES</p> <p>Reading 1: A world history of maps (History) Reading 2: The Maldives (fact file) (Geography)</p> <p>Vocabulary: Vocabulary for places</p> <p>Grammar: Noun phrases with of Grammar for writing: There is / There are, Articles</p> <p>Writing: Academic writing skills: Capital letters and spelling Paragraph structure: topic sentences Writing task type: Write a descriptive paragraph Writing task: Write facts about your country.</p>	8
First Progress Test (FPT)	
<p>Book 1: Unit 5: JOBS</p> <p>Reading 1: Find_my_job.com (Business and management) Reading 2: Job emails (Business and management)</p> <p>Vocabulary: Vocabulary for jobs</p> <p>Grammar: Adjective phrases Grammar for writing: Must and have to The pronoun you</p> <p>Writing: Academic writing skills: Joining sentences with and: • simple sentences • compound sentences Writing task type: Write a descriptive paragraph Writing task: Write an email about a job.</p>	8

<p>Book 1: Unit 6: HOMES AND BUILDINGS</p> <p>Reading 1: Architect's world: expert interview (Architecture) Reading 2: Skyscrapers (Architecture)</p> <p>Vocabulary: Vocabulary for buildings</p> <p>Grammar: Pronouns Adjectives Grammar for writing: Comparing quantities Comparative adjectives</p> <p>Writing: Academic writing skills: Spelling: double consonants Compound sentences with but Supporting sentences and details Writing task type: Write a comparative paragraph Writing task: Write a comparison of two buildings.</p>	8
<p>Book 1: Unit 7: FOOD AND CULTURE</p> <p>Reading 1: Tea: A world history (History) Reading 2: Ten of the best by cuisine (Hospitality management)</p> <p>Vocabulary: Vocabulary for food and drink</p> <p>Grammar: Can and cannot Countable and uncountable nouns Grammar for writing: Subject–verb agreement Determiners: a, an and some</p> <p>Writing: Academic writing skills: Concluding sentences Error correction Writing task type: Write a descriptive paragraph Writing task: Write about a popular food in your country</p>	8
<p>Book 1: Unit 8: TRANSPORT</p> <p>Reading 1: Transport survey (Transport and logistics) Reading 2: Transport in Bangkok: Report (Urban planning)</p> <p>Vocabulary: Transport collocations</p> <p>Grammar: Superlative adjectives Quantifiers Grammar for writing: Sentence word order: subject–verb–object Linking sentences with pronouns</p> <p>Writing: Academic writing skill: Giving reasons with because and results with so Writing task type: Write an explanatory paragraph Writing task: Write a paragraph explaining the results of a survey about transport.</p>	8

<p>Book 2: Unit 1: PLACES</p> <p>Reading 1: Rise of the megacities (Geography)</p> <p>Reading 2: Homestay holidays: a home away from home (Travel and Tourism)</p> <p>Vocabulary: Vocabulary to describe places (e.g. modern, cheap, expensive, noisy)</p> <p>Grammar: Nouns and adjectives Countable and uncountable nouns Articles: a, an, zero article Grammar for writing: • Simple sentences 1: Subject + verb • There is / There are</p> <p>Writing: Academic writing skills: Capital letters and punctuation Writing task type: Write descriptive sentences Writing task: Describe the place where you live. Write about its positives and its negatives.</p>	8
Second Progress Test (SPT)	
<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, highlight)</p> <p>Grammar: Prepositions of time and place Adverbs of frequency Grammar for writing: Simple sentences 2: • Objects and extra information • Prepositional phrases</p> <p>Writing: Academic writing skills: Paragraph organization: organizing sentences into a paragraph Writing task type: Write a descriptive paragraph Writing task: Describe a festival or special event.</p>	8
<p>Book 2: Unit 3: THE INTERNET AND TECHNOLOGY</p> <p>Reading 1: Someone's always watching you online ... (Information Technology)</p> <p>Reading 2: Video games for kids: win or lose? (Information Technology)</p> <p>Vocabulary: Vocabulary to describe the internet and technology (e.g. a computer program, a smartphone)</p> <p>Grammar: Compound nouns Giving opinions Grammar for writing: • Connecting ideas: And, also and too Compound sentences , However</p> <p>Writing: Academic writing skills: Topic sentences Writing task type: Write a one-sided opinion paragraph Writing task: The internet wastes our time. It does not help us do more work. Do you agree or disagree?</p>	8

Book 2: Unit 4: WEATHER AND CLIMATE Reading 1: Extreme weather (Geography) Reading 2: Surviving the sea of sand: how to stay alive in the Sahara Desert (Environmental Science) Vocabulary: Collocations with temperature Vocabulary to describe a graph Grammar: Grammar for writing: • Comparative and superlative adjectives Writing: Academic writing skills: Topic sentences for descriptive paragraphs about a graph Supporting sentences Giving examples: like, such as and for example Writing task type: Write a paragraph describing data from graphs Writing task: Compare the weather in two places, using information from graphs.	8
Total	180

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Define familiar everyday and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).	<ul style="list-style-type: none"> • Using scaffolding approach; • Applying PPP (Presentation, Practice and Product) method; • Lectures in classroom; • Demonstrations; • Buzz Group Activity; • Role Play Activity; • In – class discussion (student participation); • Activity-based teaching; 	<ul style="list-style-type: none"> • Homework Assignments; • Quizzes; • Class Tests; • Online (Blackboard/ Cambridge Learning Management System (CLMS)) assignments, blogs, discussion forums; e-quizzes; • First/ Second Progress Tests; • Final examination.
1.2	Identify personal details such as where they live, people they know and things they have.		
1.3	Recognize simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters		
1.4	State in simple terms aspects of their background, immediate environment and matters in areas of immediate need.		
2.0	Skills		
2.1	Use familiar everyday and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).	<ul style="list-style-type: none"> • Using scaffolding approach; • Applying PPP (Presentation, Practice and Product) method; • Lectures in classroom; • Demonstrations; • Buzz Group Activity; • Role Play Activity; • In – class discussion (student participation); • Activity-based 	<ul style="list-style-type: none"> • Homework Assignments; • Quizzes; • Class Tests; • Online (Blackboard / Cambridge Learning Management System (CLMS)) assignments, blogs, discussion forums; e-quizzes; • Speaking & Writing Projects; • First/ Second
2.2	Express themselves and describe personal details such as where they live, people they know and things they have.		
2.3	Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.4	Describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.	teaching; <ul style="list-style-type: none"> Free, Guided, and Controlled Writing Strategies. 	Progress Tests; <ul style="list-style-type: none"> Final examination.
3.0	Competence		
3.1	Develop language skills: listening, speaking, reading and writing.	<ul style="list-style-type: none"> Pair Activity. The Buzz group activity Role play activity; In-class discussion among students students presentations and free writing strategy 	<ul style="list-style-type: none"> Interviews Presentations Homework Assignments Group assignments Blackboard / Cambridge Learning Management System (CLMS): Discussion forums/ wikis/ Blogs; Tests Speaking & Writing Projects First/ Second Progress Tests Final examination.
3.2	Use reading strategies (Previewing/ Skimming/ Scanning) in simple everyday material.		
3.3	Interpret listening and reading texts.		
3.4	Offer group presentations and assignments.		
3.5	Ask open-ended questions.		
3.6	Use tasks and activities that foster critical thinking.		
3.7	Compose grammatically correct paragraphs.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score	
1	First Progress Test	Week 6	17%	50 %
2	Second Progress Test	Week 12	18 %	
3	Online Activities	Throughout the Semester	15%	

#	Assessment task*	Week Due	Percentage of Total Assessment Score
4	Speaking Exam (If number of students are less than 30 in a class.) (If there are more than 30 students in a class, there will not be any speaking exam due to the large number of students. Speaking marks should be included in the online activities.)	Throughout the Semester	
5	Final Examination	Week 16	50%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

Marks Distribution Chart

Skills	First Progress Test (FPT) Total Marks= 17	Second Progress Test (SPT) Total Marks= 18	Final Examination (FE) Total Marks = 50
Reading & Writing (including grammar)	FPT = 12 marks	SPT =12 marks	FE = 30 marks
Listening	FPT = 5 marks	SPT = 6 marks	FE= 20 marks
Speaking (If number of students in a class are less than 30.)	5 marks		N/A
Online Activities (If number of students in a class are more than 30, the 5 marks of Speaking skill will be included in the online activities.)	10 marks		N/A
Total	FPT + SPT + Online Activities/ Speaking= 50 marks		FE= 50
Grand Total	100 marks		

Remarks: Grades out of 100 marks

A+ = 95 - 100

A = 90 - 94

B+ = 85 - 89

B = 80 - 84

C+ = 75 - 79

C = 70 - 74

D+ = 65 - 69

D = 60 - 64

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

7 office hours are allocated.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> White N.M., Peterson Susan, Jordan Namncy, Sowton Chris. (2019) Unlock Level 1- Listening, Speaking & Critical Thinking Student's Book. 2nd Edition. Cambridge University Press. ISBN: 9781108567275. Stephanie Dimond-Bayir, Kimberley Russell, with Chris Sowton. (2019) Unlock Level 2 Listening, Speaking & Critical Thinking Student's Book. (Units 1-4). 2nd Edition. Cambridge University Press. ISBN: 9781108567299. Ostrowska Sabina, Adams Kate, Sowton Chris. (2019). Unlock Level 1-Reading, Writing, & Critical Thinking Student's Book. 2nd Edition. Cambridge University Press. ISBN: 9781108681612. Richard O'Neill, Michele Lewis, with Chris Sowton (2019) Unlock Level 2 Reading, Writing, & Critical Thinking Student's Book. (Units 1-4). 2nd Edition. Cambridge University Press. ISBN: 9781108690270.
Essential References Materials	Cambridge Advanced Learner's Dictionary
Electronic Materials	Cambridge Learning Management System (CLMS) https://www.cambridgelms.org/main
Other Learning Materials	N/A

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> Projector with speakers fixed above the white board in ELC classrooms Or TV/ screen display HDMI wifi connection. High speed Internet connections in class Listening Labs
Technology Resources (AV, data show, Smart Board, software, etc.)	
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment; Achievement of course learning outcomes; Quality of learning resources	Faculty members, students, course coordinator	<ul style="list-style-type: none">• Survey• Interviews

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	