



Department of Languages  
Smart Village Campus

LH 132

ESP II

Fall 2013

Course Outline

<b>Instructor:</b>											
<b>E-mail:</b>											
<b>Office:</b>											
<b>Off. Hrs:</b>											
<b>GTA:</b>											
<b>E-mail:</b>											
<b>Office:</b>											
<b>Off. Hrs:</b>											
<b>Objective:</b>	<ul style="list-style-type: none"> <li>• Develop the vocabulary of students in their field of specialization.</li> <li>• Develop understanding and application of reading skills.</li> <li>• Enable students to practice the language functions commonly used in English.</li> <li>• Develop the students' mastery of such essential reading skills as using reference, locating information, distinguishing major and minor points, finding main theme of a text.</li> <li>• Develop students' ability to communicate information with their peers.</li> </ul>										
<b>Text Book:</b>	<p><b>Text books, Supplementary Materials, Software and Hardware Requirements</b></p> <p><i>Cambridge English for Engineering</i> by Mark Ibboston Cambridge, 2008</p> <p><i>Writing Academic English</i> by Alice Oshima, Ann Hogue, Languar 1999</p> <p><i>Longman Preparation Course for the TOEFL Test</i> by Deborah Phillips, Pearson Corporation, 2003</p>										
<b>Grading:</b>	<p><u>Evaluating system</u></p> <table> <tr> <td>1- 7<sup>th</sup> Week Exam</td> <td>30 marks</td> </tr> <tr> <td>2- 12<sup>th</sup> Week Exam</td> <td>20 marks</td> </tr> <tr> <td>3- Tutorial Activity</td> <td>10 marks</td> </tr> <tr> <td>4- Final Exam</td> <td>40 marks</td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="border-top: 1px solid black;">100 marks</td> </tr> </table>	1- 7 <sup>th</sup> Week Exam	30 marks	2- 12 <sup>th</sup> Week Exam	20 marks	3- Tutorial Activity	10 marks	4- Final Exam	40 marks	Total	100 marks
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Total	100 marks										

Week of	E V E N T
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1	Sept.22 <sup>nd</sup>	Lecture	<p><b>Cambridge for Engineering</b>  <b>Unit 6: Technical development (pp.46-53)</b>  <u>Reading:</u>  Discussing technical requirements (ex 1-2c)  Suggesting ideas and solutions. (ex.5 - 6a , b)  <u>Vocabulary and Terminology:</u>  (ex. 3c-6 d-6e)  <u>Grammar(Supp):</u></p> <p><i>Skill 16: Invert the subject and verb with place expressions (pp. 132-3), Ex. 16 (p.134)</i>  <b>Skill 17:</b> Invert the subject and verb with negatives (pp.134-5), Ex.17 (p.136)</p>
		Tutorial	<p><b>Chapter 5: Chronological order Essay</b>  Process essay [p.81 to 84 ]  <b>Appendix D</b> [p.300-302]  <b>Chapter 11</b> parallel structures [179-180]  Practice 1[p.181-183]  <u>Suggested topic: (Simple outline)</u>  1. The process by which you begin to get used to another culture if you are going to study or work abroad.  2. The process of launching a new computer program that your company requires.  3. The procedures that engineers can take to save power in a newly-built factory</p>
2	Sept.29 <sup>th</sup>	Lecture	<p><b>Unit 6: Technical development cont.</b>  <u>Reading:</u>  Assessing feasibility (ex 8a, b-9 b)  Describing improvements and redesigns. (ex.11 - 12a , d)  <u>Vocabulary and Terminology:</u>  (ex. 9 e, f- 10-12 f, g – 13 a ,b,c)  <u>Grammar(Supp):</u></p> <p><i>Skill 18: Invert the subject and verb with conditionals (pp. 136-7), Ex. 18 (p.137-8)</i>  <b>Skill 19: Invert the subject and verb with comparisons (pp.138-9), Ex.19 (p.139)</b></p>
		Tutorial	<p><b>Chapter 5 (cont.): Chronological order Essay</b>  Thesis Statement [p.84] Practice 1 [p.85-86]  Transition signals[p.85] Practice 2 [p.87-88]  <b>Appendix D</b> [p.300-302]  <b>Chapter 11</b> parallel structures  Practice 2-4 [p.183-190]  <u>Suggested topic: peer editing of the previous topic</u>  .</p>
3	Oct.6 <sup>th</sup>	Lecture	<p><b>Unit 7 : Procedures and Precautions (pp 54 - 61)</b>  <u>Reading:</u>  Describing health and safety precautions.  (ex. 1 – 2 a, d, e)  Emphasizing the importance of precautions  (ex. 5 a, d – 6 a, c)  <u>Vocabulary and Terminology:</u>  (ex. 3a, 4, 5e, f)</p> <p><u>Grammar (Supp):</u></p> <p><i>TOEFL Exercise (Skills 15-19) (pp. 140-1); TOEFL Review Exercise (Skills 1-19) (pp. 141-2)</i>  <b>Skill 20: Make verbs agree (p. 144), Ex. 20 (p.145)</b></p>

		<b>Tutorial</b>	<p><b><u>Chapter 5 (cont.): Chronological order Essay</u></b>  Review [p. 88] + writing practice [p.89-93]  <b><u>Appendix D</u></b> [p.300-302]  <b><u>Chapter 11</u></b> parallel structures  Practice 5 + review [p.190-193]  <b><u>Suggested topic:</u></b> final copy of the previous topic</p>
	Oct.13th	<b>Holiday</b>	<b>Al-Adha Feast</b>
4	Oct.20 <sup>th</sup>	<b>Lecture</b>	<p><b><u>Unit 7 : Procedures and Precautions (Cont.)</u></b>  <b><u>Reading:</u></b>  Discussing Regulations and Standards.  (ex. 8 – 9 a, c, 10b - 11)  Working written instructions and notices  (ex. 12 a, 13a, b -14 a -15 a, b )  <b><u>Vocabulary and Terminology:</u></b>  (ex 9 c, 10 a)  <b><u>Grammar(Supp):</u></b></p> <p style="text-align: right;"><i>Skill 21: Make verbs agree after expressions of quantity (pp. 145-6), Ex. 21 (p.146)</i></p> <p><b>Skill 22:</b> Make inverted verbs agree (pp.146-7), Ex.22 (p.147)</p>
		<b>Tutorial</b>	<p><b><u>Chapter 6: Cause and Effect Essay</u></b>  [p. 94-98]  Organization - Practice 1 [p.98]  <b><u>Appendix E</u></b>  Research and documentation [p.303-306]  <b><u>Chapter 12Noun clauses</u></b>  Practice 1-3 [p.194-200]  <b><u>Suggested topic: (First draft)</u></b>  1. The causes and effects of most people being always stressed out.  2. The causes and effects of maintenance works in a factory.</p>
5	Oct.27 <sup>th</sup>	<b>Lecture</b>	<p><b><u>Unit 8: Monitoring and Control (pp 62 -69)</u></b>  <b><u>Reading:</u></b>  Describing automated systems (ex 1 ,3b )  Referring to measurable Parameters(ex 4 ,5b ,6c ,7a)  <b><u>Vocabulary and Terminology</u></b>  (ex. 2c,d,e -5a -6b)  <b><u>Grammar(Supp):</u></b></p> <p style="text-align: right;"><i>Skill 23: Make verbs agree after certain words (p. 148), Ex. 23 (p.148)</i></p> <p><b>TOEFL Exercise (Skills 20-23)</b> (pp.149-50), <b>TOEFL Review Exercise (Skills 1-23)</b> (pp.150-1)</p>
		<b>Tutorial</b>	<p><b><u>Chapter 12(cont.)</u></b>  Practice 2-5 [p.200-205]  <b><u>Suggested topic:</u></b> peer editing of the previous topic</p>
6	Nov.3 <sup>rd</sup>	<b>Lecture</b>	<p><b><u>Listening:</u></b>  <b><u>Unit 6:</u></b> 2a,b – 3 a, b – 6 c-9a, c, d – 12 b, c ,e  <b><u>Unit 7:</u></b> 2 b, c – 3b,c – 5 b, c – 6d – 9 b- 14 b  <b><u>Grammar(Supp):</u></b></p> <p style="text-align: right;"><i>Skill 24: Use parallel structure with coordinate conjunctions (p.152), Ex. 24 (p.153)</i></p> <p><b>Skill 25:</b> Use parallel structure with paired conjunctions (pp.153-4), Ex.25 (p.154)</p>

		<b>Tutorial</b>	<p><b>Lesson 6C Coffee break</b>  <b>Chapter 6 (cont.): Cause and Effect Essay</b>  Review + practice 6,7 [p.105-109]  <b>Appendix E</b>  [p.310-311]  <b>Chapter 12 (cont.)</b> Review [p.206-209]  <b>Suggested topic:</b> final copy of the previous topic</p>
7	Nov.10 <sup>th</sup>	<b>Lecture</b>	<b>Exam</b>
		<b>Tutorial</b>	<b>Exam</b>
8	Nov.17 <sup>th</sup>	<b>Lecture</b>	<p><b>Unit 8: Monitoring and Control (Cont.)</b>  <b>Reading:</b>  Discussing readings and trends (ex 8a,f ,9a,b -10a )  Giving approximate figures (ex 11a,b,e ,13)  <b>Vocabulary and Terminology</b>  (ex. 8c,e -10c -11d -12b,c)  <b>Grammar(Supp):</b>  <i>Skill 26: Use parallel structure with comparisons (pp.154-5), Ex. 26 (p.155)</i>  <b>TOEFL Exercise (Skills 24-26)</b> (pp.156-57), <b>TOEFL Review Exercise (Skills 1-26)</b> (pp.157-8)</p>
		<b>Tutorial</b>	<p><b>Chapter 7: Comparison and Contrast Essay</b>  Organization [p.111-114]+ Outline [p.115-116]  <b>Appendix F:</b>Editing [p.313-330]  <b>Chapter 13 Adverb clauses</b>  Practice 1+2 [210-214]  <b>Suggested topic: (First draft)</b>  1. Compare and contrast two ways of weight loss: one healthy, the other harmful.  2. Compare and contrast two different engineering activities that are dangerous (e.g., using hazardous substances, electrical installations, explosives, etc.).</p>
9	Nov.24 <sup>th</sup>	<b>Lecture</b>	<p><b>Unit 9: Theory and Practice (Pp 70 - 77.)</b>  <b>Reading:</b>  Explaining tests and experiments (ex.1 – 2a -3)  Exchanging views on predications and theories (ex. 4a,b -5d -6a)  <b>Vocabulary and Terminology:</b> (ex 2d,e -5a,b,c)  <b>Grammar(Supp):</b>  <i>Skill 27: Form comparatives and superlatives (pp.158-9), Ex. 27 (p.159)</i>  <b>Skill 28:</b> Use comparatives and superlatives (pp.159-60), Ex.28 (p.160)</p>
		<b>Tutorial</b>	<p><b>Chapter 7 (cont.): Comparison and Contrast Essay</b>  Signal words / practice 2,3[p.116-121]  <b>Appendix F</b>  (Editing check list) [p. 313-330]  <b>Chapter 13 adverb clauses</b>  Practice 3-4 [p.215-218]  <b>Suggested topic:</b> peer editing of the previous topic</p>

10	Dec.1 <sup>st</sup>	Lecture	<p><b>Unit 9: Theory and Practice (Cont.)</b>  <b>Reading:</b>  Comparing results with expectations (ex.7a,b,c -9a-10a,d -11)  Discussing causes and effects (ex. 12 -13a,b,c -14a,c)  <b>Vocabulary and Terminology:</b> (ex 8b -10c -13d,e)  <b>Grammar(Supp):</b></p> <p><i>Skill 29: Use the irregular –er structure (pp.160-1), Ex. 29 (p.161)</i>  <b>TOEFL Exercise (Skills 27-29)</b> (pp.162-3), <b>TOEFL Review Exercise (Skills 1-29)</b> (pp.163-4)</p>
		Tutorial	<p><b>Chapter 7 (cont.): Comparison and Contrast Essay</b>  Review + Practice 5 [p.122-123]  Application [p.124-126]  <b>Appendix F:</b> Editing check list [p. 313-330]  <b>Chapter 13 adverb clauses</b>  Practice 5-8 + review [p.219-229]  <b>Suggested topic: final copy of the previous topic</b></p>
11	Dec.8 <sup>th</sup>	Lecture	<p><b>Listening</b>  <b>Unit 8:</b> (ex.2a,b -3a-6a-8b,d-10b-11c-12a)  <b>Unit 9:</b>(ex. 2b,c-4c-8a-9b,c-10b-14b)  <b>Grammar(Supp):</b></p> <p><i>Skill 30: After have, use the past participle (pp.164-5), Ex. 30 (p.165)</i>  <b>Skill 31:</b> After be, use the Present participle or the past participle (pp.165-66), Ex.31 (p.166)</p>
		Tutorial	<p><b>Chapter 8: Paraphrase and Summary</b>  Paraphrase and plagiarism/ Practice 1-2 [p.127-136]  Summarizing +practice 4-6 [p.136-141]  <b>Chapter 14</b> adjective clause  Practice 1-7+ review [p.230-249]  <b>Chapter 10 types of sentences</b> Practice 1 [p.162-163]  <b>Suggested topic: first draft</b>  1. Some people believe that recycling results in low-quality products; others claim that recycling is an efficient way to protect the environment and save money. Argue for or against.  2. Burying computer waste in remote areas is less harmful to the environment than burning them. Argue for or against.</p>
12	Dec.15 <sup>th</sup>	Lecture	Quiz
		Tutorial	<p><b>30 min. quiz</b>  <b>Suggested topic: peer editing of the previous topic</b></p>
13	Dec.22 <sup>nd</sup>	Lecture	<p><b>Unit 10 Pushing the boundaries (pp. 78-85)</b>  <b>Reading:</b>  Discussing performance and suitability (ex.1a,b-3a,b)  Discussing Physical Forces (ex. 4a,b,d)  <b>Vocabulary and Terminology:</b> (ex. 2b,c)  <b>Grammar(Supp):</b>  <b>Skill 32:</b> After will, would, .. use the base form of the verb (p.166), Ex.32 (p.166)  <b>TOEFL Exercise (Skills 30-32)</b> (pp.167-8), <b>TOEFL Review Exercise (Skills 1-32)</b> (pp.168-9)</p>
		Tutorial	<p><b>Chapter 9: Argumentative essay</b>  organization[p.142] Practice 1 [p.142-146]  <b>Chapter 15: participle phrases</b>  Practice 1-3+ review [p.250-256]  <b>Suggested topic: final copy of the previous topic</b></p>

14	Dec.29 <sup>th</sup>	<b>Lecture</b>	<b><u>Unit 10 Pushing the boundaries (cont)</u></b> <b><u>Reading:</u></b> Discussing relative performance (ex.5a,b,c-6a,b) Describing Capabilities and Limitations (ex. 8a,c -9 a, b, d, e) <b><u>Vocabulary and Terminology:</u></b> (ex. 6e,f -8e,f) <b><u>Grammar(Supp):</u></b> <b>Skill 33:</b> Know when to use the past with the present (pp.169-70), Ex.33 (p.170)
		<b>Tutorial</b>	<b><u>Chapter 9 (cont.): Argumentative Essay</u></b> Introductory paragraph Practice 2-3 [p.147-149] Review+ Application [p.150-160] <b><u>Chapter 15 (cont.): participle phrases</u></b> Practice 4-5+review [p.257-264] <b><u>Suggested topic: editing and common mistakes</u></b>
15	Jan.5 <sup>th</sup>	<b>Lecture</b>	<b>Listening</b> Unit 10: (ex.2a,d-4c,e-6c,d-8b,d-9c)
		<b>Tutorial</b>	<b>Submission of final essay draft</b>
16	Jan.12 <sup>th</sup>	<b>Final Exam</b>	

Good Luck