



## 1. Title of the Module:

### English

## 2. Prelude and Competency :

The aim of this module is to introduce trainees to technical English related to their field of work. As a matter of fact, trainees have not had any contact with the language during their higher education that lasted, at least, for three years. Therefore, an review of general English lessons, taught in high school, is necessary to help trainees refresh their background linguistic knowledge. hence, the module is divided into two main parts; the first semester aims to enhance the linguistic skills of trainees including general English basic grammar, vocabulary, functions and writing skills. The second semester, on the other side, focuses more on technical topics related to the trainees field of work. The choice of the topics and language skills goes hand in hand with the trainees' needs and the trainers of scientific departments recommandations. Trainers are highly invited to focus on related topics in the different teaching/learning opportunities.

The main objective is to enhance the written and oral communicative competencies of trainees in addition to enriching their technical terminology.

## 3. Objectives :

By the end of the module, trainees should be able to :

- Improve the trainees' linguistic background knowledge and boost their language professioncy.
- Introduce trainees to technical English related to school labs.
- Help trainees understand user guides and notes of different machines, devices and equipments used in the labs.
- Acquire oral and written professional communication skills.

## 4. Prerequisite :

- A pre-intermediate level of English language.
- Basic knowledge of technical terminology.

## 5. TIME CREDIT

Module components.	Courses	Case studies Activities	others	Assessment	Time Credit
	Total Credit Hours	15	15		4
Percentage.	44%	44%		12%	100%

## 6. MODULE CONTENT

UNITS	TOPICS	TARGETED SKILLS	TIME
1	All about me	<b>Reading</b> : Read about a famous figure in science. <b>Speaking</b> : Fully introduce oneself. talk about daily routines and habits/ likes and dislikes. <b>Writing</b> : Write a paragraph about your daily routine. <b>Listening</b> : Listen to a conversation. <b>Grammar</b> : Verb to 'be' in the present/ present simple tense.	3 hours
2	Current events and Issues	<b>Grammar</b> : Present progressive. <b>Speaking</b> : Discussion/ debate/ expressing opinion/ agreeing... <b>Writing</b> : Write a paragraph about international events. <b>Reading</b> : Read a text for the main idea. <b>Listening</b> : Listen to a dialogue.	3 hours
3	Material and equipments	<b>Grammar</b> : Modal verbs (can, should, must, may, need.....) <b>Reading</b> : Transporting chemical products <b>Speaking</b> : Making a complaint <b>Writing</b> : Dos and don'ts safety guide <b>Listening</b> : A telephone conversation.	3 hours
4	Memories	<b>Grammar</b> : 'Be' in the past, regular, irregular verbs. <b>Reading</b> : Scan a text for main ideas. <b>Speaking</b> : Speak about past incidents/ expressing apology <b>Writing</b> : Write a short story in the past/ describe a past event. <b>Listening</b> : Listen to a song.	3 hours
5	Where is it ?	<b>Grammar</b> : Prepositions of time, place and movements. <b>Reading</b> : Skim a text for details. <b>Speaking</b> : Making a polite request. <b>Writing</b> : Describe a working place. <b>Listening</b> : Stress and pronunciation.	3 hours
6	The future of science and technology	<b>Grammar</b> : Future with will and 'be going to' <b>Reading</b> : Unique scientific inventions. <b>Speaking</b> : Give a short talk about one of the inventions (inventor, use, importance, risks.....) <b>Writing</b> : Write a plan for a future event. <b>Listening</b> : Giving a short presentation techniques/ video	3 hours
7	How does it look like ?	<b>Grammar</b> : Comparative and superlative Quantifiers / colors/ shapes/ size..... <b>Reading</b> : Summarize a text <b>Speaking</b> : Describing objects in the lab. <b>Writing</b> : Linking words and concessions.	3 hours

		<b>Listening</b> :Listening to a description of an event.	
8	Environment issues	<b>Grammar</b> : Present perfect/ pastperfect <b>Reading</b> : the human wonderful body. <b>Speaking</b> : Making suggestions. <b>Writing</b> : Write an email. <b>Listening</b> : Video viewing (the animal kingdom .....)	3 hours
9	What if ?	<b>Grammar</b> : Conditionals 0,1, and 3 <b>Reading</b> : Inferencing <b>Speaking</b> : Expressing wishes/ regret. <b>Writing</b> : Cause and effect.	3 hours
10	Test me	Get ready for the exam : review, recap, .....	3 hours

## 7. Module implementation :

### a. Methods of implementation :

The aim of this model is to enhance the communicative competencies of trainees. Also, to help them improve their linguistic competencies to be able to easily read and understand notes, user guides and emails related to physics, science, biology and geology. The focus is to enrich the trainees terminology related to their field of studies and work.

#### ➤ **Activities and mode of work.**

- Courses
- Case studies.
- Pair-work.
- Group-work.
- Class discussion.
- Lecturettes.

#### ➤ **Tools and supports :**

Variety of activities and tasks will be provided to trainees in additions to lessons and lectruettes provided by ,both, trainees and the trainer. These activities include :

- Case studies.
- Presentations.
- Discussions.
- Demonstrations.

### b. EVALUATION :

Assessing learners aims to evaluate the learning process. It should go hand in hand with the module objectives. A variety of assessment methods is provided to satisfy the different learning needs. Trainees are required to sit for a diagnostic test to highlight the learning needs and design activities that cater for the needs. A formative assessment mode is carried out to evaluate the learning process and provide possible changes and modifications related to the

teaching. Finally, a mid-term and the end of the semester exam to evaluate the learning process vis a vis the module objectives.

- Mid-term test : (25%)
- Final exams : (75%)