



Department of Banking

**College ofAdministration and Finance
Science**

University of Cihan Sulimanya

Subject: English for Banking department

Course Book –

Lecturer's name: Khaldun W. Al-Nueimi

Academic Year: 2015/2016

Course Book

1. Course name	English
2. Lecturer in charge	Khaldun W. Al-Nueimi
3. Department/ College	Department of English/ College of Arts
4. Contact	e-mail: Tel:
5. Time (in hours) per week	For example Theory: 1 Practical: 1
6. Office hours	8
7. Course code	BAN21010
8. Teacher's academic profile	e.g Webpage, Blog, Moodle... or few paragraphs about not less than 100 words
9. Keywords	English, Marketing, Business
<p>10. Course overview:</p> <p>This course covers the following topics in English subjects related to Banking aspects on elementary and pre-intermediate levels:</p> <ul style="list-style-type: none"> -Teaching students specific techniques and strategies related to successful reading comprehension process and train them to be applied to the studied text. -Using relevant prior knowledge to make sense of the new information being read. <p>The course also, ask meaningful questions about the content of the text and the author's purpose of writing the text, in addition to, visualizing or evoking mental images based on the written words. The course determines importance or what relevant key ideas are and presenting them orally.</p> <p>Educators use many different strategies to improve a student's understanding of text. The so-called "good reader" is always thinking of questions, making connections, making inferences about what the story may mean, deciding whether a given piece of information is significant, summarizing what they have read so far, and trying to create understanding as they go. They also must fill-in meanings where the text did not seem correct to them or they were unable to decode a particular term. These "good readers" may not even be aware of the ongoing dialogue that they are carrying out in their mind, yet it is a crucial part of their ability to comprehend what they are reading. This dialogue within the mind is</p>	

called "metacognition" by educators, meaning that students are thinking about how they think. Such ongoing and simultaneous processing is often difficult for children with special needs, because their brain is often working "overtime" simply unpacking the sounds and changing them into speech.

Examples of Reading Comprehension Strategies

Skills that are important for comprehension:

1. Understand the words -- comprehend what the words mean
2. Find facts and details -- seek one or more pieces of information in the text
3. Find main ideas -- from the whole content, prioritize the overriding (primary) theme or idea
4. Figure out the sequence -- tell the order of events
5. Find cause-effect -- see how one person, action, or event triggers another; also, identify the "who" or "what" that occurs
6. Make inferences -- develop ideas or images based on what is read in the text

11. Course objective:

This course aims to Enable students to:

- Understand short passages of English spoken at normal speed.
- Answer questions which require short or extended answers.
- Write simple, compound and complex sentences.
- Write a short composition of about 150 words based on ideas that have been provided.
- familiar with a number of words that are often confused or misused and a limited number of idiomatic expressions.
- Generalize -- discern the relationship between single events and the larger situation or other events
- Identify tone/mood -- sense how the author was feeling and how he wanted the reader to feel while reading
- Identify "theme" -- see the "big picture" moral or abstract idea
- Identify characterization -- comprehend what makes characters act as they do
- Distinguish fact from fiction -- sort out what is real and what is part of the imaginary world created by the author
- Find bias or propaganda -- notice obvious or hidden bias

12. Student's obligation

Students are required to attend all the classes during the semester with the following obligations :

1. Students are required to participate in all class activities during the semester.
2. They should get engaged in both listening and speaking activities assigned by the lecturer. besides

The students should participate in mid and final exams.

13. Forms of teaching

Lectures take different forms of teaching including basic classroom interactions and also using modern technologies such as : data show, lab , and smart board.

14. Assessment scheme

Term Tests	Laboratory	Quizzes project	Presence	Final Exam
30	—	5 %	5 %	60 %

15. Student learning outcome:

The expected outcome of this course is to develop the students' skills (speaking, reading, and listening). This happens through introducing some reading passages full of some advanced terms.

It also is also expected that this course provides students with some grammatical, pronunciation, and syntactical rules that ,in turn, enable them to speak grammatically well.

The main of objective of the course:

1. Students' outcomes are shown in the development of reading and writing skills in accordance with the ALTE (Association of Language Testers in Europe) can-do statements. These statements describe what language users can typically do at different levels and in different contexts. Visit www.alte.org for further information.
2. Students are encouraged through autonomous learning by focusing on learner training.

16. Course Reading List and References:

- 1. Mascull, B. *Marketing Leader*. Addison Wesley Longman, England, 1967
- Tompkins, G.E. *Literacy in the early grades: A successful start for prek-4 readers* (3rd ed), Boston, Pearson, 2011
- English reading & Comprehension by Ian Gorden, 2001.

17. The Topics:**Lecturer's name**

Week	Topic
One	Introduction
Two	Careers: Theoretical considerations
Three	Careers: Practical analysis
Four	Selling online: Theoretical considerations
Five	Selling online: . Practical analysis
Six	Companies: Theoretical considerations

Seven	Companies: Practical analysis	
Eight:	Great ideas: Theoretical considerations	
Nine	Great ideas: Practical analysis	
Ten	Stress : Theoretical considerations	
Eleven	Stress : Practical analysis	
Twelve	Marketing Theoretical considerations	
Thirteen	Marketing Practical analysis	
Fourteen .		
Fifteen	Greetings/Reading	
Sixteen	Final Exams	

18. Practical Topics (If there is any)		
Comprehension contains practical tasks to help the students in reading comprehension, e.g. reading an article in different genres or in academic study.	Lecturer's name ex:(3-4 hrs) ex: 14/10/2015	

<p>19. Examinations: SAMPLE QUESTIONS AND ANSWERKEY:</p> <p>QUESTION ONE: Give another word or phrase to replace the following words: (10 Marks) (1) Accumulate. (2) Obligated. (3) Claimed. (4) Spotted. (5) Immediately.</p> <p>QUESTION TWO: Complete the following sentences by adding a suitable word to the end of each one: (10 Marks)</p> <p>1- What are you looking</p> <p>2- Where is your mother going</p> <p>3- Whom has the letter been sent</p> <p>4- This is the house I was born</p> <p>5- What does your decision depend</p> <p>QUESTION THREE: Choose the correct words in the following: (10 Marks)</p> <p>1- (Is) (Does) it worth five pound?</p> <p>2- Is this worth (buying) (to buy)?</p> <p>3- Your car (does) (is) not worth 5000\$.</p> <p>4- I don't think it is worth (to go) (going) to all the trouble.</p>		
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20. Extra notes:

NA

21. Peer review

I confirm that this course book was reviewed by me, Dr. Mukhalad Malik Yousif and I approve its effectiveness in the teaching of the 1st year comprehension.