



كلية : الاداب

القسم او الفرع :قسم اللغة الانجليزية

المرحلة: دبلوم

أستاذ المادة : أ.م.د. علي صباح جميل

اسم المادة باللغة العربية : مهارات اكاديمية مستوى 1

اسم المادة باللغة الإنكليزية : Headway Academic Skills Level 1

اسم المحاضرة الأولى باللغة العربية: حياة الطالب

اسم المحاضرة الأولى باللغة الإنكليزية : Student Life

The aims of the lecture are the following:

The students will be able to:

- 1- Read a text by using different methods of reading.**
- 2- Describe people in details.**
- 3- Use punctuation (capital letter, full stop, and question marks).**
- 4- Link ideas by using conjunctions (and, but, to).**
- 5- Use present simple tense.**

An introduction is presented to students concerning the aims of reading.

(P.4 Student Book).

The aim of this section is to get students to think about reading: the reading they do in their studies but also outside their study environment. They will be encouraged to think about the types of texts they have to read and the different skills they use to read each text type.

The procedures are to focus students' attention on the heading How do you read? and ask:

- What makes a good reader?**
- How does a good reader read?**
- Are you a good reader? Why?/Why not?**

Draw students' attention to the picture of the man on page 4 and the

woman on page 5. Ask:

- Where is the man (woman) and what is he (she) doing?
- Is this a good place to read? Why/Why not?
- Read the questions quickly with the class. Deal with any vocabulary difficulties.

Students complete the quiz individually, then compare their answers with a partner. Go through the questions with the class and discuss their answers.

BACKGROUND INFORMATION - READING

Point out the following:

- It is good to be able to read anywhere, but for study purposes it is best to have a quiet place where you have access to dictionaries, notepaper, pens, etc.
- The speed of reading depends of what you are reading. Sometimes you do need to read slowly and carefully. Elicit one or two examples from the class (e.g. reading a textbook, understanding instructions).
- If you check every new word in a dictionary it slows you down. Often you do not need to understand every word, and sometimes you can guess the meaning of a word from the words around it.
- Read through the words in the box briefly. Give students time to complete the table individually.
- Check the answers with the class. Point out that the same text can be read in different ways. For example, we read a textbook

quickly to find out if it will be useful, or we read it slowly to remember everything.

- Students read the instructions and then read the magazine article. Students compare their answers in pairs. Point out that sometimes we need to read a text slowly and remember it- for example, when learning a poem or definition.

- Students read the instructions and the Study Skill. Refer students back to the text in exercise

- Give students time to complete the exercise. Check the answers with the class.

- Draw the students' attention to the cartoon. Ask:

- Where is this woman? What is she trying to do?

Elicit the answer that she is in a library (or bookshop). She is trying to choose a book quickly (because her son is crying).

EXTENSION ACTIVITY

Ask students to make a list of things they have read in the last week (in any language), including various types of text on the Internet. Then ask them to decide how they read that text- Did they read it quickly or slowly? Did they skim it or scan it? Did they try to remember things? Students compare their answers in pairs, then check answers with the whole class.