

وزارة التعليم العالي والبحث العلمي جهاز  
الإشراف والتقويم العلمي  
دائرة ضمان الجودة والاعتماد الأكاديمي

## استمارة وصف البرنامج الأكاديمي للعام الدراسي ٢٠٢٤\_٢٠٢٥ للكليات والمعاهد

الجامعة : جامعة شط العرب الأهلية

الكلية /المعهد : الكلية التقنية الهندسية

القسم العلمي : قسم هندسة تقنيات الأجهزة الطبية

تاريخ ملء الملف : 2025/8/4

التوقيع :

اسم المعاون العلمي: أ.د. كامل حسين السوردي

التاريخ :

4/8/2025

الأستاذ الدكتور  
كامل حسين السوردي  
كيمياء تحليلية

التوقيع :

اسم رئيس القسم : د. نزار هادي

التاريخ : 2025 /8/4



دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي: التاريخ

/ /

التوقيع

مصادقة السيد العميد

أ.م.د. مازن عبداللّه علوان

عميد الكلية التقنية الهندسية

# MODULE DESCRIPTION FORM

## نموذج وصف المادة الدراسية

Module Information				
معلومات المادة الدراسية				
Module Title	English Language 1		Module Delivery	
Module Type	Basic		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar	
Module Code	MTU1002			
ECTS Credits	2			
SWL (hr/sem)	50			
Module Level	UGI	Semester of Delivery		1
Administering Department	MIET	College	EETC	
Module Leader	Sarah Amer Dawood		e-mail	Sarah.aldoori@mtu.edu.iq
Module Leader's Acad. Title	Lecturer Assistant	Module Leader's Qualification	MSc.	
Module Tutor		e-mail		
Peer Reviewer Name	Amal Ibrahim	e-mail	Aml.alzubedy@mtu.edu.iq	
Scientific Committee Approval Date	8/11/2023	Version Number	1.0	

Relation with other Modules			
العلاقة مع المواد الدراسية الأخرى			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

## Module Aims, Learning Outcomes and Indicative Contents

### أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

<p><b>Module Aims</b> أهداف المادة الدراسية</p>	<p>The module aims of English Language (1) are designed to help learners at the beginner – pre-intermediate level develop their English language skills and achieve specific learning objectives, By the end of this course, students will:</p> <ol style="list-style-type: none"> <li>1. Grammar Mastery: Develop a strong command of grammar rules, including possessive forms, question words, pronouns, prepositions, present simple, past simple, present continuous, past continuous, comparative and superlative adjectives, verb patterns, modal verbs (have/got to, should, must), time and conditional clauses, present perfect, past perfect, reported statements, and more.</li> <li>2. Vocabulary Expansion: Expand their vocabulary in various contexts, covering numbers, family members, rooms and furniture, locations in and out of town, food and dining, parts of speech, synonyms, antonyms, and phrasal verbs.</li> <li>3. Everyday English Proficiency: Develop practical language skills for everyday communication, including greetings, introductions, short answers, conversations, and expressions commonly used in daily life.</li> <li>4. Reading Comprehension: Improve their reading comprehension skills through the analysis of diverse texts, including stories, articles, and informative content on a wide range of topics.</li> <li>5. Writing Competence: Enhance their writing abilities by composing informal letters, using linking words, writing reviews of books or films, and crafting stories.</li> <li>6. Critical Thinking and Analysis: Develop critical thinking skills by analyzing and discussing texts, comparing and contrasting information, and drawing conclusions from reading materials.</li> <li>7. Cultural Awareness: Gain cultural insights through readings and discussions about various cultures and places around the world, fostering a broader worldview.</li> <li>8. Effective Communication: Improve their ability to express ideas clearly and confidently in both spoken and written forms, making them effective communicators in English.</li> <li>9. Language Assessment: Prepare for assessments, including a midterm exam, by reviewing and demonstrating their understanding of grammar, vocabulary, and reading comprehension.</li> <li>10. Independent Learning: Develop independent learning skills, enabling them to continue improving their English language proficiency beyond the course.</li> <li>11. Language Fluency: Work towards achieving fluency in English, allowing them to engage in conversations, express thoughts, and write coherently with ease.</li> <li>12. Cultural Competency: Build cultural competence and sensitivity through exposure to diverse texts and discussions about different cultures and lifestyles.</li> </ol> <p>These course goals reflect the overarching objectives of the English class and provide a clear direction for student learning and language development throughout the 15-week course.</p>
<p><b>Module Learning Outcomes</b> مخرجات التعلم للمادة الدراسية</p>	<p>The learning outcomes for English (1) 15-week English class syllabus:</p> <ol style="list-style-type: none"> <li>1. Students will comprehend and discuss texts on different topics</li> <li>2. Students will expand their vocabulary related to various topics</li> <li>3. Students will acquire vocabulary related to Various topics</li> <li>4. Students will be able to write letters , and reviews.</li> </ol>

	<p>5. Students will be able to use possessive forms correctly in sentences, indicating ownership.</p> <p>6. Students will master question words, pronouns, and prepositions.</p> <p>7. Students will distinguish between present simple and past simple tenses.</p> <p>8. Students will learn about the present continuous, present simple vs. continuous, and have &amp; have got.</p> <p>9. Students will study the past continuous and quantity and articles.</p> <p>10. Students will understand comparative and superlative adjectives.</p> <p>11. Students will focus on verb patterns, future intentions, and present perfect and past simple tenses.</p> <p>12. Students will study modal verbs (have/got to, should, must).</p> <p>13. Students will learn about time and conditional clauses.</p> <p>14. Students will cover present perfect continuous, present perfect simple vs. continuous, past perfect for clarification, and reported statements</p>
<p><b>Indicative Contents</b> المحتويات الإرشادية</p>	<p>Beginners book :</p> <p><b>Grammar</b> : Possessive ( CH1,2,4)</p> <p><b>Vocabulary</b> – numbers –( CH1, 2, 5) -- the family (Ch4)</p> <p><b>Every day English</b>-all (Ch1,3)</p> <p><b>Reading</b>- where are they (Ch2) , The Chairty Walk, (Ch3) , My best Friend,(Ch4) ..... (2 hours)</p> <p><b>Grammar</b> : Question words ( CH 7) – Pronouns (Ch7) – Prepositions (Ch8)</p> <p><b>Vocabulary</b> – Rooms and Furniture –( CH8) – in and out of Town (Ch4), Saying Years (ch9)</p> <p><b>Every day English</b>-all (Ch 9)</p> <p><b>Reading</b>- A Postcard from San Fransisco (Ch7) , Vancouver , the best city in the world, (Ch8) , It is a Jacksin Pollock ,(Ch9) ..... (2 hours)</p> <p><b>Grammar</b> : Present Simple (Ch5,6)- Past Simple (Ch9,10)</p> <p><b>Vocabulary</b> – <b>shopping, food, in a restaurant</b> (ch12)</p> <p><b>Every day English</b>-all (Ch 14)</p> <p><b>Reading</b>- The internet (Ch11) , You are what you eat (Ch12) , This week is different (Ch13) , Life’s big events (Ch14) ..... (2 hours)</p> <p>Pre-intermediate book:</p> <p><b>Grammar</b> : -</p> <p><b>Vocabulary</b> – Parts of speech (ch1,3, 7)</p> <p><b>Every day English</b>-Social expressions (Ch 1)</p> <p><b>Reading</b>- People the great communicators (Ch1)</p> <p><b>Writing</b>- A letter to a pen friend (informal) (Ch1) ..... (2 hours)</p> <p><b>Grammar</b> : - Present continuous – Present simple vs. continuous- have &amp;have got (ch2)</p> <p><b>Vocabulary</b> –</p> <p><b>Every day English</b>-Making conversation (Ch 2)</p> <p><b>Reading</b>- Living in the USA (Ch2)</p> <p><b>Writing</b>- Linking words (Ch2,3) ..... (2 hours)</p> <p><b>Grammar</b> : - Past continuous (ch3) – Quantity and Articles (Ch4)</p> <p><b>Vocabulary</b> –</p> <p><b>Every day English</b>-</p> <p><b>Reading</b>- The burglar’s friend – The thief, his mother and 2 billion – Sherlock Holmes the three students (Ch3)</p> <p><b>Writing</b>- ..... (2 hours)</p> <p><b>Grammar</b> : - comparative and superlative adj (ch6)</p> <p><b>Vocabulary</b> – synonyms and antonyms (ch6)</p> <p><b>Every day English</b>-</p> <p><b>Reading</b>- Markets around the world(Ch4)</p> <p><b>Writing</b>- ..... (2 hours)</p> <p><b>Grammar</b> :</p>

	<p><b>Vocabulary:</b>  <b>Every day English:</b>  <b>Reading-</b> Hollywood Kids (Ch5) – A tale of two millionaires (ch6)  <b>Writing-</b> ..... (2 hours)  <b>Grammar :</b> Verb Patterns (Ch5) – Future intentions (Ch5)- Present Perfect and Past simple (ch7)  <b>Vocabulary:</b>  <b>Every day English:</b>  <b>Reading:</b>  <b>Writing:</b> Relative clauses (ch6,7) ..... (2 hours)  <b>Grammar :</b> have (got)to, should, must (ch8)  <b>Vocabulary: -</b>  <b>Every day English:</b> Short Answers (ch7) – At the doctor’s (ch8)  <b>Reading-</b> Celebrity interview from Hi (Ch7)  <b>Writing-</b> ..... (2 hours)  <b>Grammar :</b> Time and conditional clauses (ch9)  <b>Vocabulary: -</b>  <b>Every day English:</b> In a hotel (ch9)  <b>Reading-</b> Problem page (Ch8)  <b>Writing-</b> Formal letter (ch8) ..... (2 hours)  <b>Grammar :</b>  <b>Vocabulary: -</b>  <b>Every day English:</b> Exclamation (ch11) – saying goodbye (ch14)  <b>Reading-</b> The world’s first megalopolis (Ch9)  <b>Writing-</b> writing a review of a book or a film (ch11)..... (2 hours)  <b>Grammar :</b>  <b>Vocabulary:</b> Phrasal verbs (ch12)- word formation (ch3)  <b>Every day English:</b> Social expressions (ch12)  <b>Reading-</b> Super volcano (Ch12)  <b>Writing-</b> writing a story (ch14)..... (2 hours)  <b>Grammar :</b> present perfect continuous (ch13) - Present perfect simple vs continuous (ch13)- Past perfect for clarification (ch14) – Reported statement (ch14)  <b>Vocabulary:</b>  <b>Every day English:</b>  <b>Reading-</b> A funny way to earn a living (Ch13)  <b>Writing-</b> ..... (2 hours)</p>
<p style="text-align: center;"><b>Learning and Teaching Strategies</b>  استراتيجيات التعلم والتعليم</p>	
<b>Strategies</b>	<p>The learning and teaching strategies for the English Language (Beginner) module may include:</p> <ol style="list-style-type: none"> <li>1. Interactive Language Practice: Engage learners in communicative activities that promote active participation and language practice. This can include pair work, group discussions, role-plays, and language games.</li> <li>2. Authentic Materials: Incorporate authentic materials such as videos, audio recordings, and reading texts that reflect real-life language use. This helps learners develop their listening, speaking, reading, and writing skills in authentic contexts.</li> <li>3. Task-Based Learning: Design tasks and projects that require learners to use the target language to accomplish specific goals or solve problems. This promotes meaningful language use and encourages critical thinking and problem-solving skills.</li> </ol>

	<p>4. Visual Aids and Multimedia: Utilize visual aids, charts, diagrams, and multimedia resources to support language learning and comprehension. Visuals can enhance understanding, aid in vocabulary acquisition, and provide context for language use.</p> <p>5. Error Correction and Feedback: Provide timely and constructive feedback on learners' language production to help them identify and correct errors. Encourage self-correction and peer correction to foster a supportive learning environment.</p>
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<b>Student Workload (SWL)</b> الحمل الدراسي للطالب محسوب لـ ١٥ اسبوعا			
<b>Structured SWL (h/sem)</b> الحمل الدراسي المنتظم للطالب خلال الفصل	33	<b>Structured SWL (h/w)</b> الحمل الدراسي المنتظم للطالب أسبوعيا	2
<b>Unstructured SWL (h/sem)</b> الحمل الدراسي غير المنتظم للطالب خلال الفصل	17	<b>Unstructured SWL (h/w)</b> الحمل الدراسي غير المنتظم للطالب أسبوعيا	1
<b>Total SWL (h/sem)</b> الحمل الدراسي الكلي للطالب خلال الفصل	50		

<b>Module Evaluation</b> تقييم المادة الدراسية					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Quizzes</b>	2	10% (10)	3, 12	LO #1-6 and 1,2,4,10-12
	<b>Assignments</b>	2	10% (10)	4, 10	LO # 1-7 and 1-11
	<b>Discussion</b>	2	10% (10)	continuous	1-14
	<b>Onsite assignment</b>	5	10% (10)	continuous	1-14
<b>Summative assessment</b>	<b>Midterm Exam</b>	2 hours	10% (10)	7	LO # 1-9
	<b>Final Exam</b>	3 hours	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b> المنهاج الأسبوعي النظري	
	<b>Material Covered</b>
<b>Week 1</b>	<b>Grammar</b> : Possessive ( CH1,2,4) <b>Vocabulary</b> – numbers –( CH1, 2, 5) -- the family (Ch4) <b>Every day English</b> -all (Ch1,3) <b>Reading</b> - where are they (Ch2) , The Chairty Walk, (Ch3) , My best Friend,(Ch4)
<b>Week 2</b>	<b>Grammar</b> : Question words ( CH 7) – Pronouns (Ch7) – Prepositions (Ch8) <b>Vocabulary</b> – Rooms and Furniture –( CH8) – in and out of Town (Ch4), Saying Years (ch9) <b>Every day English</b> -all (Ch 9)



	<b>Reading-</b> A Postcard from San Fransisco (Ch7) , Vancouver , the best city in the world (Ch8) , It is a Jacksin Pollock (Ch9)
<b>Week 3</b>	<b>Grammar :</b> Present Simple (Ch5,6)- Past Simple (Ch9,10) <b>Vocabulary – shopping, food, in a restaurant</b> (ch12) <b>Every day English-</b> all (Ch 14) <b>Reading-</b> The internet (Ch11) , You are what you eat (Ch12) , This week is different (Ch13) , Life's big events (Ch14)
<b>Week 4</b>	<b>Vocabulary –</b> Parts of speech (ch1,3, 7) <b>Every day English-</b> all (Ch 1) <b>Reading-</b> People the great communicators (Ch1) <b>Writing-</b> A letter to a pen friend (informal) (Ch1)
<b>Week 5</b>	<b>Grammar :</b> - Present continuous – Present simple vs. continuous- have &have got (ch2) <b>Every day English-</b> Making conversation (Ch 2) <b>Reading-</b> Living in the USA (Ch2) <b>Writing-</b> Linking words (Ch2,3)
<b>Week 6</b>	<b>Grammar :</b> - Past continuous (ch3) – Quantity and Articles (Ch4) <b>Reading-</b> The burglar's friend – The thief, his mother and 2 billion – Sherlock Holmes the three students (Ch3)
<b>Week 7</b>	<b>Midterm</b>
<b>Week 8</b>	<b>Grammar:</b> - comparative and superlative adj (ch6) <b>Vocabulary –</b> synonyms and antonyms (ch6) <b>Reading-</b> Markets around the world(Ch4)
<b>Week 9</b>	<b>Reading-</b> Hollywood Kids (Ch5) – A tale of two millionaires (ch6)
<b>Week 10</b>	<b>Grammar :</b> Verb Patterns (Ch5) – Future intentions (Ch5)- Present Perfect and Past simple (ch7) <b>Writing:</b> Relative clauses (ch6,7)
<b>Week 11</b>	<b>Grammar :</b> have (got)to, should, must (ch8) <b>Every day English:</b> Short Answers (ch7) – At the doctor's (ch8) <b>Reading-</b> Celebrity interview from Hi (Ch7)
<b>Week 12</b>	<b>Grammar :</b> Time and conditional clauses (ch9) <b>Every day English:</b> In a hotel (ch9) <b>Reading-</b> Problem page (Ch8) <b>Writing-</b> Formal letter (ch8)
<b>Week 13</b>	<b>Every day English:</b> Exclamation (ch11) – saying goodbye (ch14) <b>Reading-</b> The world's first megalopolis (Ch9) <b>Writing-</b> writing a review of a book or a film (ch11)
<b>Week 14</b>	<b>Vocabulary:</b> Phrasal verbs (ch12)- word formation (ch3) <b>Every day English:</b> Social expressions (ch12) <b>Reading-</b> Super volcano (Ch12) <b>Writing-</b> writing a story (ch14)
<b>Week 15</b>	<b>Grammar :</b> present perfect continuous (ch13) - Present perfect simple vs continuous (ch13)- Past perfect for clarification (ch14) – Reported statement (ch14) <b>Reading-</b> A funny way to earn a living (Ch13)

## Learning and Teaching Resources

مصادر التعلم والتدريس

	Text	Available in the Library?
<b>Required Texts</b>	Soars, J., Soars, L. (2014). New Headway Plus: Beginner Student's Book. United Kingdom: Oxford University Press.	Yes

	• Soars, J., Soars, L. (2006). New Headway Plus: Pre-intermediate. United Kingdom: Oxford University Press.	
<b>Recommended Texts</b>	Audio CDs or Online Audio: Recordings of listening exercises, dialogues, and pronunciation practice. Beginner workbook Pre-intermediate Workbook	No
<b>Websites</b>		

<b>Grading Scheme</b> مخطط الدرجات				
Group	Grade	التقدير	Marks (%)	Definition
<b>Success Group (50 - 100)</b>	<b>A</b> - Excellent	امتياز	90 - 100	Outstanding Performance
	<b>B</b> - Very Good	جيد جدا	80 - 89	Above average with some errors
	<b>C</b> - Good	جيد	70 - 79	Sound work with notable errors
	<b>D</b> - Satisfactory	متوسط	60 - 69	Fair but with major shortcomings
	<b>E</b> - Sufficient	مقبول	50 - 59	Work meets minimum criteria
<b>Fail Group (0 - 49)</b>	<b>FX</b> - Fail	راسب (قيد المعالجة)	(45-49)	More work required but credit awarded
	<b>F</b> - Fail	راسب	(0-44)	Considerable amount of work required
<b>Note:</b> Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.				