



Ministry of Higher Education and Scientific Research -
Iraq
Al-Mustaqbal University
College of Engineering
Department of Prosthetics and Orthotics Engineering



MODULE DESCRIPTOR FORM

نموذج وصف المادة الدراسية

Module Information			
معلومات المادة الدراسية			
Module Title	اللغة الانجليزية II		Module Delivery
Module Type	SUPPORTIVE		<input checked="" type="checkbox"/> Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code			
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	2	Semester of Delivery	
Administering Department		College	
Module Leader	Mariam Ghassan Ghaffar	e-mail	mariam.ghassan.ghaffar@uomus.edu.iq
Module Leader's Acad. Title	Asst. Lec.	Module Leader's Qualification	MSc.
Module Tutor			
Peer Reviewer Name		e-mail	
Review Committee Approval	20/1/2025	Version Number	1.0

Relation With Other Modules

العلاقة مع المواد الدراسية الأخرى

Prerequisite module	English Language I	Semester	1
Co-requisites module		Semester	

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Aims أهداف المادة الدراسية	<p>Module Aims The module aims to help elementary-level learners build a strong foundation in English language skills through engaging, practical, and age-appropriate lessons. By the end of this course, students will:</p> <p>1) Grammar Basics:</p> <p>Understand and use essential grammar points such as the present simple, present continuous, past simple, future with "going to," questions, negatives, and basic modals (e.g., can/can't).</p> <p>2) Vocabulary Building:</p> <p>Learn key vocabulary related to everyday topics, such as family, food, daily routines, hobbies, weather, and common places. Practice using descriptive words (e.g., colors, sizes, and feelings) and action verbs in context.</p> <p>3) Everyday Communication:</p> <p>Develop simple conversation skills for everyday situations, such as introducing oneself, asking for directions, ordering food, and talking about likes and dislikes. Gain confidence in using polite expressions like greetings, requests, and thank-you phrases.</p> <p>4) Reading Skills:</p> <p>Improve reading comprehension by working with short, simple texts like stories, dialogues, and basic informational passages. Learn to recognize keywords and understand the main idea of a text.</p> <p>5) Writing Practice:</p> <p>Practice writing simple sentences and short paragraphs about familiar topics, such as describing a friend, writing a postcard, or creating a daily routine. Focus on using basic punctuation, capitalization, and linking words (e.g., and, but, because).</p> <p>6) Listening and Speaking Confidence:</p>
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	<p>Build listening skills by understanding basic spoken English in common contexts, such as instructions, stories, and conversations. Improve pronunciation and fluency through speaking practice and repetition of simple dialogues.</p> <p>7) Fun and Cultural Awareness: Explore different cultures and traditions through stories, songs, and games, fostering curiosity and appreciation for diversity.</p> <p>8) Effective Communication: Develop the ability to express simple ideas clearly and confidently in both spoken and written forms. Practice organizing thoughts for clearer communication during conversations and basic written tasks.</p> <p>9) Assessment Preparation: Prepare for language reviews and simple assessments by practicing grammar, vocabulary, and reading tasks. Learn basic test-taking strategies to help them feel confident during exams.</p> <p>10) Independent Learning: Foster habits for independent learning by encouraging students to review vocabulary, listen to English songs, or watch simple videos outside of class. Introduce them to resources such as picture dictionaries, flashcards, and apps to support continued learning.</p> <p>11) Language Fluency: Build towards basic fluency, enabling students to participate in simple conversations, understand common topics, and write short, meaningful messages.</p> <p>12) Cultural Competency: Enhance cultural understanding by exploring themes of daily life, food, and celebrations from different countries. Encourage respectful communication and curiosity about the world around them.</p> <p>This adjusted framework ensures that elementary-level learners can meet achievable goals while building the skills and confidence needed for future success.</p>
<p>Module Learning Outcomes</p> <p>مخرجات التعلم للمادة الدراسية</p>	<p>Module Learning Outcomes At the end of this module, students will:</p> <p>(1) Reading and Comprehension: Understand and discuss short and simple texts on familiar topics, improving their ability to read and analyze basic information. Identify main ideas and key details in stories, dialogues, and everyday passages.</p> <p>(2) Vocabulary Development: Expand their vocabulary with common words and phrases related to daily life, actions, and descriptive details (e.g., colors, feelings, sizes). Use simple expressions, synonyms, and antonyms to talk and write about familiar topics.</p>

	<p>(3 Writing Skills:</p> <p>Write simple sentences and short texts, such as personal stories, descriptions, and basic comparisons.</p> <p>Use basic linking words like and, but, and because to connect ideas clearly.</p> <p>(4 Grammar Usage:</p> <p>Use auxiliary verbs (do, does, did) correctly in questions, negatives, and statements.</p> <p>Apply basic modal verbs (can, must, should) to express ability, necessity, and advice.</p> <p>Use comparative and superlative adjectives (e.g., bigger, the best) to describe and compare objects or situations.</p> <p>(5 Tense and Future Intentions:</p> <p>Use common verb tenses, such as present simple, present continuous, past simple, and future (going to), to express actions and plans.</p> <p>Understand and use basic verb patterns, like want to or like + verb-ing.</p> <p>(6 Present Perfect and Actions:</p> <p>Use the present perfect tense to describe recent experiences and actions (e.g., I have finished my homework).</p> <p>(7 Basic Reported Speech:</p> <p>Learn to report simple statements (e.g., She said she was tired) .</p> <p>(8 Speaking and Communication:</p> <p>Discuss every day and hypothetical situations using simple phrases and correct grammar.</p> <p>Participate in basic conversations confidently, practicing fluency and clarity.</p> <p>(9 Cultural Awareness:</p> <p>Explore cultural diversity through simple texts and discussions, fostering respect and curiosity about different ways of life.</p> <p>This version is simplified for elementary learners while maintaining the core focus on practical skills and achievable learning goals.</p>
<p>Indicative Contents المحتويات الإرشادية</p>	<p>Elementary Book (Based on "New Headway Plus: Elementary Student's Book")</p> <p>Total Hours: 21 hours</p> <p>Week 1 (2 hours)</p> <p>Grammar: Auxiliary Verbs</p> <p>Focus: Usage of to be, do, and have in simple sentences and questions.</p> <p>Vocabulary: Everyday Expressions</p> <p>Examples: Greetings, introducing oneself, common phrases (How are you? Nice to meet you).</p>

Reading: "It's a Wonderful Day!"
Simple text about daily life and routines.
Writing: Basic sentences using auxiliary verbs (e.g., I am a student. She does her homework.).

Week 2 (2 hours)

Grammar: Present Simple
Focus: Daily routines and habits.
Vocabulary: Common Activities
Examples: eat breakfast, play football, watch TV.
Reading: "Happy Days!"
A short text about daily schedules.

Week 3 (2 hours)

Grammar: Present Continuous
Focus: Actions happening now.
Vocabulary: Actions and Activities
Examples: reading, running, cooking.
Reading: "What Are They Doing?"
A story about activities happening at the moment.

Week 4 (2 hours)

Grammar: Past Simple
Focus: Talking about past events using regular and irregular verbs.
Vocabulary: Telling Stories
Examples: Words for past events (yesterday, last week, went, saw).
Reading: "A Day to Remember."
A simple narrative about a fun day in the past.
Writing: Write a short story using past simple tense.

Week 5 (2 hours)

Grammar: Present Perfect
Focus: Describing experiences and recent actions.
Vocabulary: Experiences and Achievements
Examples: been, done, tried, never, ever.
Reading: "Have You Ever?"
A text about people sharing their experiences.

Week 6 (2 hours)

Grammar: Future Forms
Focus: Using going to and will for plans and predictions.

	<p>Vocabulary: Plans and Predictions Examples: tomorrow, next week, plan, think. Reading: “What’s Next?” A story about someone’s plans for the future.</p>
<p>Learning and Teaching Strategies استراتيجيات التعلم والتعليم</p>	
<p>Strategies</p>	<p>Learning and Teaching Strategies for the English Language Course Interactive Language Practice: Engage learners in communicative activities that promote active participation and practical language use. Strategies include pair work, group discussions, role-plays, and language games, which are designed to foster speaking and listening skills in an engaging and supportive environment.</p> <p>Use of Authentic Materials: Integrate authentic materials such as videos, audio recordings, and reading texts that reflect real-life language use. These materials help learners develop their listening, speaking, reading, and writing skills by exposing them to various dialects, accents, and real-world contexts.</p> <p>Task-Based Learning: Design tasks and projects that require learners to use the target language to accomplish specific objectives or solve problems. This approach promotes meaningful language use, encouraging learners to think critically and develop problem-solving skills while using English in practical scenarios.</p> <p>Visual Aids and Multimedia: Utilize visual aids, such as charts, diagrams, and multimedia resources, to enhance language learning and comprehension. These tools aid in vocabulary acquisition, provide context, and support understanding, making abstract concepts more concrete and accessible.</p> <p>Error Correction and Feedback: Provide timely and constructive feedback on learners’ language production, focusing on both strengths and areas for improvement. Encourage self- correction and peer correction, fostering a supportive learning environment where students can learn from their mistakes and from each other. This approach helps build confidence and promotes a growth mindset.</p>

Student Workload (SWL)

الحمل الدراسي للطالب

Structured SWL (h/sem) الحمل الدراسي المنتظم للطالب خلال الفصل	33	Structured SWL (h/w) الحمل الدراسي المنتظم للطالب أسبوعياً	2
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطالب خلال الفصل	17	Unstructured SWL (h/w) الحمل الدراسي غير المنتظم للطالب أسبوعياً	1
Total SWL (h/sem) الحمل الدراسي الكلي للطالب خلال الفصل	50		

Module Evaluation

تقييم المادة الدراسية

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	3	15% (15)	5, 10, 14	LO #1, 2, 8 and 7
	Assignments	3	15% (15)	2, 9, 13	LO # 3, 4, 6 and 7
	Projects / Lab.				
	Report	1	10% (10)	14	LO # 1-7
Summative assessment	Midterm Exam	2 hours	10% (10)	7	LO # 1-4
	Final Exam	3 hours	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

المنهاج الأسبوعي النظري

Material Covered	
Week 1	<p>Grammar: to be (affirmative, negative, and questions) Example: I am a student. Are you happy?</p> <p>Vocabulary: Greetings and introductions (Hello, How are you? Good morning.)</p> <p>Reading: A simple text introducing characters.</p> <p>Writing: Basic sentences using to be.</p>
Week 2	<p>Grammar: Present Simple (affirmative and negative) Example: She eats breakfast. He doesn't play football.</p> <p>Vocabulary: Daily routines (wake up, eat, work, sleep).</p> <p>Reading: A day in the life of a student.</p> <p>Writing: Write about your daily routine.</p>
Week 3	<p>Grammar: Present Continuous (I am reading. He is playing.)</p>

	<p>Vocabulary: Actions (reading, cooking, talking, running). Reading: A story about what people are doing at the moment. Speaking: Practice asking, What are you doing?</p>
Week 4	<p>Grammar: Past Simple (regular verbs) Example: I visited my grandmother. She played soccer. Vocabulary: Time expressions for the past (yesterday, last week). Reading: A story about someone's weekend. Writing: Write a paragraph about what you did last weekend.</p>
Week 5	<p>Grammar: Past Simple (irregular verbs) Example: She went to the park. They ate pizza. Vocabulary: Common irregular verbs (go, eat, see, buy). Reading: A story using irregular verbs. Speaking: Talk about your favorite memory.</p>
Week 6	<p>Grammar: Present Perfect (experiences) Example: I have visited France. Have you ever traveled? Vocabulary: Life experiences (visited, tried, seen). Reading: "Have You Ever?" – a simple text about travel. Writing: Write a few sentences about places you have visited.</p>
Week 7	<p>Grammar: going to (future plans) Example: I'm going to study tonight. Vocabulary: Future plans and activities (study, visit, travel). Reading: A text about weekend plans. Speaking: Talk about your plans for next week.</p>
Week 8	<p>Grammar: Modal verbs (can, must, should) Example: You must do your homework. You can go outside. Vocabulary: Words for advice and permission (must, can, should). Reading: A short story about rules at school. Speaking: Give advice to a classmate.</p>
Week 9	<p>Grammar: Comparatives and Superlatives (bigger, the biggest) Example: This book is better than that one. This is the best movie. Vocabulary: Adjectives for comparisons (tall, short, fast, slow). Reading: A text comparing cities. Writing: Write about two things you like and compare them.</p>
Week 10	<p>Grammar: First Conditional (If it rains, I will stay home.) Vocabulary: Hypothetical situations (if, will, when). Reading: "What Happens Next?" – a story with conditional examples. Speaking: Practice making sentences with "if."</p>
Week 11	<p>Grammar: Passive Voice (simple present and past) Example: The homework was done. The cake is made. Vocabulary: Words for describing actions (done, made, built). Reading: A story with passive voice examples. Writing: Describe how something is made (e.g., your favorite food).</p>
Week 12	<p>Grammar: Relative Clauses (This is the book that I read.) Vocabulary: Descriptions (that, who, which). Reading: "Tell Me About It!" – a descriptive text.</p>

	Speaking: Practice using relative clauses to describe things.
Week 13	Grammar: Present Perfect Continuous (I have been reading for two hours.) Vocabulary: Time expressions (for, since, all day). Reading: A story about someone's daily habits. Writing: Write a few sentences about an activity you've been doing.
Week 14	Grammar: Reported Speech (He said he was tired.) Vocabulary: Reporting verbs (said, told, asked). Reading: A short story with reported speech examples. Speaking: Practice reporting a classmate's answers.
Week 15	Revise grammar topics (to be, present simple, past simple, modals). Practice vocabulary and reading comprehension. Mock exam with speaking and writing practice.

Learning and Teaching Resources

مصادر التعلم والتدريس

	Text	Available in the Library?
Required Texts	Headway elementary student's book by John and Liz Soars (fifth edition).	Yes
Recommended Texts	<ul style="list-style-type: none"> Audio CDs or Online Audio: Recordings of listening exercises, dialogues, and pronunciation practice. 	Yes
Websites	Collage E- Library	

APPENDIX:

GRADING SCHEME مخطط الدرجات				
Group	Grade	التقدير	Marks (%)	Definition
Success Group (50 - 100)	A - Excellent	امتياز	90 – 100	Outstanding Performance
	B - Very Good	جيد جدا	80 – 89	Above average with some errors
	C –Good	جيد	70 – 79	Sound work with notable errors
	D - Satisfactory	متوسط	60 – 69	Fair but with major shortcomings
	E - Sufficient	مقبول	50 – 59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	مقبول بقرار	(45-49)	More work required but credit awarded
	F – Fail	راسب	(0-44)	Considerable amount of work required
Note:				
<p>Note: 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.</p>				



ملاحظة: هذا النموذج تم وضعه وتقديمه من قبل مديرية ضمان الجودة في وزارة التعليم العالي والبحث العلمي