



Ministry of Higher Education and  
Scientific Research - Iraq  
Al-Mansour University College  
Department of Communication Engineering



## MODULE DESCRIPTION FORM

### نموذج وصف المادة الدراسية

Module Information			
معلومات المادة الدراسية			
Module Title	English Language 2		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	MUC23		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	UGII	Semester of Delivery	
Administering Department	BSc - COMM	College	Al-Mansour University College
Module Leader		e-mail	
Module Leader's Acad. Title		Module Leader's Qualification	
Module Tutor	Name(if available)	e-mail	E-mail
Peer Reviewer Name	Name	e-mail	E-mail
Scientific Committee Approval Date	01/06/2023	Version Number	1.0

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



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<b>Module Aims, Learning Outcomes and Indicative Contents</b> أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية	
<b>Module Objectives</b> أهداف المادة الدراسية	The module aims at enabling students to learn and understand the written and spoken form of English. It also aims at teaching functional English to learners and honing their reading, writing and listening skills>
<b>Module Learning Outcomes</b> مخرجات التعلم للمادة الدراسية	1. Read and understand simple texts in English. 2. Answer simple comprehension questions and match sentences about texts. 3. Reconstruct texts by reordering sentences. 4. Understand the main idea of a text. 5. Identify specific information in a text. Writing and paraphrasing paragraphs.
<b>Indicative Contents</b> المحتويات الإرشادية	Indicative content includes the following. i) Grammar has a core place in language teaching and learning. ii) A wide variety of practice tasks in all the four skills are essential to language learning. iii) Everyday expressions, particularly of spoken English, also need a place in the syllabus. These can be functional, social, situational or idiomatic.

<b>Learning and Teaching Strategies</b> استراتيجيات التعلم والتعليم	
<b>Strategies</b>	Headway's trusted methodology combines solid grammar and practice, vocabulary development, and integrated skills with communicative role-plays and personalization. Authentic material from a variety of sources enables students to see new language in context, and a range of comprehension tasks, language and vocabulary exercises, and extension activities practice the four skills. 'Everyday English' and 'Spoken grammar' sections practice real-world speaking skills, and a writing section for each unit at the back of the book provides models for students to analyze and imitate.

<b>Student Workload (SWL)</b> الحمل الدراسي للطلاب محسوب لـ ١٥ اسبوعا			
<b>Structured SWL (h/sem)</b> الحمل الدراسي المنتظم للطلاب خلال الفصل	33	<b>Structured SWL (h/w)</b> الحمل الدراسي المنتظم للطلاب أسبوعيا	2.2
<b>Unstructured SWL (h/sem)</b> الحمل الدراسي غير المنتظم للطلاب خلال الفصل	17	<b>Unstructured SWL (h/w)</b> الحمل الدراسي غير المنتظم للطلاب أسبوعيا	1.1
<b>Total SWL (h/sem)</b> الحمل الدراسي الكلي للطلاب خلال الفصل	50		



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Module Evaluation					
تقييم المادة الدراسية					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	4	20% (5)	3 , 6,8,11	LO #1...#3, #4...#6, #7&#8, #9... #11
	Assignments	2	10% (5)	5 and 12	LO #3, #4 and #6, #7
	Projects / Lab.				
	Report	1	10% (10)	13	LO #5, #8 and #10
Summative assessment	Midterm Exam	1hr	10% (10)	7	LO #1 - #7
	Final Exam	2hr	50% (50)	15	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)	
المنهاج الاسبوعي النظري	
	Material Covered
Week 1	Course Introduction (Course material and objectives, learning outcomes, lessons and assessment discussed with the learners).
Week 2	Unit 1. Getting to know you Reading: People, the great communicators' - the many ways we communicate Listening: Neighbours - Steve and Mrs Snell talk about each other as neighbours Speaking: Information gap - Joy Darling Writing: Informal letters - A letter to a pen friend Grammar: Tenses: present, past and future
Week 3	Unit 2. The way we live Reading: 'Living in the USA' - three people talk about their experiences Listening: You drive me mad (but I love you)! - what annoys you about the people in your life? Speaking: Information gap - people's Lifestyles. Exchanging information about immigrants to the USA Writing: Linking words, but, however. Describing a person Grammar: Present tense , present continuous
Week 4	Unit 3. It all went wrong Reading: 'The burglars' friend'. Newspaper stories. A short story - 'The perfect crime Listening: A radio drama - 'The perfect crime Speaking: Information gap - Zoe's party. Telling stories Writing: Linking words: while, during, and for. Writing a story Grammar: Past tenses: Past Simple and past continuous



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<b>Week 5</b>	<b>Unit 4. Let's go shopping!</b> <b>Reading:</b> 'The best shopping street in the world' <b>Listening:</b> 'My uncle's a shopkeeper', Buying things <b>Speaking:</b> Town survey - the good things and bad things about living in your town, Discussion - attitudes to shopping p <b>Writing:</b> Filling in forms <b>Grammar:</b> Quantity, Articles
<b>Week 6</b>	<b>Assessment Test 1. Feedback and Remedial Work</b>

<b>Week 7</b>	<b>Unit 5. What do you want to do?</b> <b>Reading:</b> 'Hollywood kids - growing up in Los Angeles ain't easy <b>Listening:</b> A song - You've got a friend <b>Speaking:</b> What are your plans and ambitions? Being a teenager <b>Writing:</b> Writing a postcard <b>Grammar:</b> Verb patterns 1, future intentions
<b>Week 8</b>	<b>Unit 6. Tell me! What's it like?</b> <b>Reading:</b> A tale of two millionaires' - one was mean and one was generous <b>Listening:</b> Living in another country — an interview with a girl who went to live in Sweden <b>Speaking:</b> Information gap – comparing cities <b>Writing:</b> Relative clauses 1 who/that/which/where. Describing a place <b>Grammar:</b> Comparative and superlative adjectives big, bigger, biggest, good, better, best
<b>Week 9</b>	<b>Unit 7. Famous couples</b> <b>Reading:</b> Celebrity interview from Hi! Magazine with the pop star and the footballer who are in love <b>Listening:</b> An interview with the band Style <b>Speaking:</b> Mingle - Find someone who ... Role play - interviewing a band <b>Writing:</b> Relative clauses 2 who/ which/ that as the object. Writing a biography <b>Grammar:</b> Present Perfect and Past Simple
<b>Week 10</b>	<b>Unit 8. Do's and don'ts</b> <b>Reading:</b> Problems and suggestions <b>Listening:</b> Holidays in January - three people's advice on what to do in their country in January <b>Speaking:</b> Jobs - a game. Discussion - house rules, Asking questions about place <b>Writing:</b> Writing letters- Formal letters <b>Grammar:</b> have (got) to, should, must
<b>Week 11</b>	<b>Assessment Test 2. Feedback and Remedial Work</b>

<b>Week 12</b>	<b>Unit 9. Going places</b> <b>Reading:</b> The world's first megalopolis - a city of 40 million people <b>Listening:</b> Life in 2050 - an interview with Michio Kaku, Professor of Theoretical Physics <b>Speaking:</b> What will you do? Discussion - what will life be like in the 21st century? <b>Writing:</b> Linking words 2, Advantages and disadvantages <b>Grammar:</b> Time and conditional clauses
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<b>Week 13</b>	<b>Unit 10. Scared to death</b> <b>Reading:</b> 'Don't look down' - walking on a dangerous footpath, 'Into the wild' <b>Listening:</b> When I was young p80 It was just a joke - a boy called Jamie kidnapped his friend <b>Speaking:</b> 'When I was young' - talking about your childhood <b>Writing:</b> Writing letters Formal and informal letters 1 <b>Grammar:</b> Verb patterns 2 manage to do, used to do, go walking, Infinitives, Purpose
<b>Week 14</b>	<b>Unit 11. Things that changed the world</b> <b>Reading:</b> Three plants that changed the world - tobacco, sugar and cotton <b>Listening:</b> The world's most common habit: chewing gum <b>Speaking:</b> Exchanging information about three plants <b>Writing:</b> Writing a review of a book or film <b>Grammar:</b> Passive
<b>Week 15</b>	<b>Unit 12. Dreams and reality</b> <b>Reading:</b> The vicar who's a ghostbuster <b>Listening:</b> An interview with a woman who heard voices <b>Speaking:</b> Giving advice - If I were you, I'd.... <b>Writing:</b> Writing letters Expressions in different kinds of letters <b>Grammar:</b> Second conditional

**Delivery Plan (Weekly Lab. Syllabus)**

المنهاج الاسبوعي للمختبر

	Material Covered
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	

**Learning and Teaching Resources**

مصادر التعلم والتدريس

	Text	Available in the Library?
<b>Required Texts</b>	New Headway Pre-Intermediate by John and Liz Soars. Oxford University Press	Yes
<b>Recommended Texts</b>	None	
<b>Websites</b>	<a href="https://apoyanblog.wordpress.com/wp-content/uploads/2016/09/new-headway-pre-intermediate-students-book.pdf">https://apoyanblog.wordpress.com/wp-content/uploads/2016/09/new-headway-pre-intermediate-students-book.pdf</a>	



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### GRADING SCHEME

مخطط الدرجات

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

Note:

NB 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.