

## Academic Program Description Form

University Name: Al-Furat Al-Awsat Technical University

Faculty/Institute: Karbala Technical Institute

Scientific Department: Electrical Techniques Department

Academic or Professional Program Name: Electrical power branch

Final Certificate Name: Technical Diploma

Academic System: Annual

Description Preparation Date: 27/3/2022

File Completion Date: 31/3/2024

Signature:



Head of Department Name:

lecturer Mahmood Hakim Inad

Signature:



Scientific Associate Name:

Assist. prof. Dr. laith Hassan Jawad

Date: 31/3/2024

Date: 31:3:2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Assist. Prof. Ali Neamah Hassan

Date:



Signature:

Fadli M Dahir  
31-3-2024

Approval of the Dean

## Course Description Form

1. Course Name: The Circuits and Electrical Measurements
2. Course Code:
3. Semester / Year: First and Second Semester / First Year
4. Description Preparation Date: 2024/2/29
5. Available Attendance Forms: Daily mandatory attendance
6. Number of Credit Hours (Total) / Number of Units (Total)
20 hours (60 theoretical hours + 60 practical hours)
7. Course administrator's name (mention all, if more than one name)
Name: Hiba Yassin Theban Email: hiba.theban @atu.edu.iq
8. Course Objectives

- Preparing technically qualified personnel in the field of electricity, both academically and practically, to perform operations and maintenance of electrical units in power generation, transmission, and distribution stations, as well as maintenance of devices and equipment in the department and institute facilities.
- Building and preparing the student psychologically to undertake their role in the field of electricity.
- Developing study curricula to meet the needs of the job market and provide quality services to the community by enhancing relations with private and government sectors.

## 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Theoretical Lecture</li> <li>• Practical Lecture</li> <li>• Discussion among Students</li> <li>• Preparation of Reports and Projects related to the Lecture Material</li> <li>• Summer Training in Public and Private Sectors</li> <li>• E-Learning</li> <li>• Using modern methods in teaching and training students.</li> <li>• Forming discussion circles during lectures to discuss academic topics.</li> <li>• Assigning students classroom duties.</li> </ul>
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10. Course Structure:

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
<b>First</b>	4	Understanding the System of Units and Measurement Units	The system of units used in electricity and measurement units for each material (its parts and multiples) Mathematical applications for converting values using units	Lectures presented PowerPoint format	Daily, monthly, yearly exams
			Definition of the basic units of voltage, current, and resistance - Components of the electrical circuit - Ohm's law - Factors affecting the value of resistance - Specific resistance of conductive and insulating materials.		
<b>Second and third</b>	4	Understanding the	Direct Current (DC) Circuits including:	Lectures presented	Daily, monthly,

		Characteristics and Applications of Series and Parallel Connections	Connecting Resistors in Series with Examples	in PowerPoint format	yearly exams
			Connecting Resistors in Parallel with Examples Top of Form		
			Mixed Connection of Resistors with Examples Top of Form		
			Star and Delta (Y / $\Delta$ ) Connection of Resistors and Conversion from Each to the Other with Examples		
			_ Applications of series, parallel, mixed, star, and delta circuits		

<b>Fourth and Fifth</b>	4	Understanding Kirchhoff's Laws	Kirchhoff's Laws - Definition of Kirchhoff's Law for Current and Voltage with Problem Solving	Lectures presented in PowerPoint format	Daily, monthly, yearly exams
			Maxwell's Circuits with Examples Solution		
<b>Sixth and Seventh and Eighth</b>	4	Understanding Thévenin and Norton Theorems Top of Form	- Thévenin's Theorem - Definition of the Theorem - How to Apply it in Direct Current Circuits Top of Form	Lectures presented in PowerPoint format	Daily, monthly, yearly exams
			Applications on Thévenin's Theorem Top of Form		
		Understanding the Matching Theory Top of Form	- Norton's Theorem - Definition of the Theorem - How to Apply it in Direct Current Circuits		
			Applications on Norton's Theorem		

			<p>Theory of Superposition -</p> <p>Definition of the Theory - Steps to Apply it in solving Direct Current Circuits containing more than one source -</p> <p>Solving Examples</p>		
<b>Ninth</b>	4	Identifying AC Quantities	<p>Definition of current source and voltage source (constant power distributor) and how to convert from one to the other -</p> <p>Maximum power transfer theory -</p> <p>Definition of the theory and derivation of its specific relationships -</p> <p>Application examples</p> <p>Top of Form</p>	Lectures presented in PowerPoint format	Daily, monthly, yearly exams
<b>Tenth</b>	4	Identifying Phase Representation Top of Form	<p>Complex Quantities -</p> <p>Definition - Phase and Directional Representation - Phase</p>	Lectures presented in PowerPoint format	Daily, monthly, yearly exams

			Angle and how to find it		
<b>Eleventh- Thirteenth</b>	4	Identifying Iron-Hearted Measurement Devices	-Finding the resultant of complex quantities including multiplication, division, addition, and subtraction - with application examples Top of Form	Lectures presented in PowerPoint format	Daily, monthly, yearly exams
			Measurement Devices including - Types of measurement devices - Their working principles - Moving coil measurement devices - Their construction and use in measuring voltage and current along with mentioning their advantages, disadvantages, and device diagram.		



			<p>Iron-core Measurement Device - Its construction and how it's used in measurement - Its advantages, disadvantages, and device diagram</p>	
<b>Fourteenth</b>	4	<p>Understanding Wattmeters - Devices</p>	<p>Wattmeter Measurement Devices - Their construction - Device diagram - Placement in the electrical circuit for power measurement - Torque equations - Their advantages - Their disadvantages - Oscilloscope Device - Device diagram - Its installation - How to operate and use it</p>	<p>Daily, monthly, yearly exams</p>

<p><b>Fifteenth</b></p>	<p>4</p>	<p>Understanding Alternating Quantitie</p>	<p>An Introduction to Complex Quantities, including - Definition - Characteristics of AC current, waveform representation, and its specific relationships - Definition of Root Mean Square (RMS) value and Average value and their relationships to find the Form Factor and Crest Factor for non-sinusoidal waveforms with application examples</p>	<p>Lectures presented in PowerPoint format</p>	<p>Daily, monthly, yearly exams</p>
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<b>Sixteenth- Seventeenth</b>	4	Understanding Phasor Representation Top of Form	-Alternating Quantities, including - Definition - Characteristics of Alternating Current - How Alternating Current is generated, waveform representation, and its specific relationships - Definition of Root Mean Square (RMS) value and Average value and their relationships to find the Form Factor and Crest Factor for non- sinusoidal waveforms with application examples	Lectures presented in PowerPoint format	Daily, monthly, yearly exams
			The alternating vector quantities - their definition - their phase and directional representation - phase angle and how to find it		

			Finding the Resultant of Complex Quantities including multiplication, division, addition, and subtraction - with application examples		
<b>Eighteenth -Nineteenth - Twentieth</b>	4	Definition of Resistance, Capacitance, Inductance	Study the effect of alternating current on a circuit containing only resistance, a circuit containing only pure inductance, and a circuit containing only pure capacitance - Finding the phase angle between voltage and current for each circuit with solution examples.	Lectures presented in PowerPoint format	Daily, monthly, yearly exams

			<p>The effect of alternating current on a circuit containing resistance and inductance in series -</p> <p>A circuit containing resistance and capacitance in series -</p> <p>A circuit containing resistance, inductance, and capacitance</p> <p>Top of Form</p>		
		Understanding on	<p>The effect of alternating current on a circuit containing resistance and inductance in parallel -</p> <p>A circuit containing resistance and capacitance in parallel</p> <p>- A circuit containing resistance, inductance, and capacitance in parallel</p>		
		Phase Angle Top of Form			

<p><b>Twenty-first - twenty-fourth</b></p>	<p>4</p>	<p>Recognizing Electrical Power Calculation</p>	<p>Power in alternating current circuits and its calculation include:  Circuits containing resistance only  Circuits containing inductance only  Circuits containing capacitance only  Circuits containing resistance, inductance, and capacitance in series and parallel  Definition of active power and its calculation  Reactive power and its calculation</p>	<p>Lectures presented in PowerPoint format</p>	<p>Daily, monthly, yearly exams</p>
<p><b>The twenty-fifth</b></p>	<p>4</p>	<p>Understanding the Calculation of Apparent Electrical Power</p>	<p>Apparent total power (definition) – How to draw the power triangle – Power factor – Its definition and its effect on alternating current circuits – How to improve power factor – With practical examples.</p>	<p>Lectures presented in PowerPoint format</p>	<p>Daily, monthly, yearly exams</p>

<b>twenty-sixth</b>	4	Understanding Maximum Power Transfer Calculation	The theory of maximum power transfer in alternating current circuits - Derivation of its relationships - With examples	Lectures presented in PowerPoint format	Daily, monthly, yearly exams
<b>The twenty-seventh</b>	4	Understanding Methods for Measuring Resistances	Practical methods for measuring resistances of high, medium, and low values - Using the ohmmeter in series and parallel - Ammeter and voltmeter method - Substitution method - Using a Wheatstone bridge - Voltage divider method - Switching method - With examples solving for each method.	Lectures presented in PowerPoint format	Daily, monthly, yearly exams

<p><b>twenty-eighth</b></p>			<p>Three-phase alternating current circuits - its definition and how to generate alternating current: one phase - two phases - three phases - with a drawing of each circuit, star and triangle connections in three-phase alternating current circuits.</p>		
<p><b>twenty-ninth</b></p>	<p>4</p>	<p>Solving practical examples about three-phase alternating current.</p>	<p>Solving practical examples about three-phase alternating current with delta and star connections, including balanced and unbalanced loads.</p>	<p>Lectures presented in PowerPoint format</p>	<p>Daily, monthly, yearly exams</p>



<b>Thirty</b>			Methods of measuring power for three-phase loads - Wattmeter device and its connection in the circuit to measure active power - calculating reactive power and apparent power with an example solution.		
			Measuring power using a wattmeter and voltage - how to find the total power using this method and in the case of star and delta connections - using two watt meters - using three watt meters.		

### 11.Course Evaluation

First Semester Exams:

10 marks - Theoretical

10 marks - Practical

5 marks - Evaluation of Non-Graded Assignments and Weekly Laboratory Reports.

Second Semester Exams:

10 marks - Theoretical

10 marks - Practical

5 marks - Evaluation of Non-Graded Assignments and Weekly Laboratory Reports.

Final Exam:

40 marks - Theoretical

10 marks - Practical

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Electrical Technology (Edward Hughes)
Main references (sources)	Basic Circuits (A.M.F Brooks) Pergaman Press.
Recommended books and references (scientific journals, reports...)	Basic Electrical Engineering (Fitzgerald & Rlginborthan (Mc – Graw – Hill
Electronic References, Websites	The source for the practical material. Basic Electrical Engineering

## Course Description Form

1. Course Name:
English language (1)
2. Course Code:
Nothing
3. Semester / Year:
First I
4. Description Preparation Date:
28/3/2024
5. Available Attendance Forms:
Actual attendance
6. Number of Credit Hours (Total) / Number of Units (Total)
30 hour/annually – 2 units
7. Course administrator's name (mention all, if more than one name)
Name: Hayder Salah Mohammed Email: hayder.mohammed@atu.edu.iq
8. Course Objectives
To make students able to speak English (listening, speaking, reading and writing). The activities within New Headway Pre- Intermediate are designed to enable pre-intermediate students to extend their knowledge of the language and to allow them to activate what they have learnt. There is also an emphasis on increasing fluency, so that students feel able to actively participate in conversations and discussions. We hope that students will enjoy using the course and that it will give them a real sense of progression in their language learning.
9. Teaching and Learning Strategies
Using Headway will help students listen, speak, read, and write correctly using the English language. It also helps students by watching attached video clips of films or plays so that

they can discuss them after watching. New Headway Pre-Intermediate, Fourth edition is a course for students who already have a solid foundation in the language. They may have recently completed an elementary course or they may be returning to language learning after a break and need to revise key language before being able to progress further. New language is introduced systematically, allowing students to extend and consolidate their knowledge of the language. Listening material is provided across three class CDs. New vocabulary is introduced regularly and this is followed by controlled practice activities, allowing students to immediately activate the language in a supported way. There are also freer practice activities where students can focus on their fluency. In the Everyday English sections, useful chunks of language are presented, which students can use in several different social contexts.

#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	1	Introduction	Give an introduction about the syllabus and course topics, and an introduction about the English language aspects and the need for the electrical techniques students	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Second + Seventh	6	Active Voice Verb Tenses	Present, Past and Future tenses, which each of them is divided into simple, continuous, perfect and perfect continuous tense	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Eighth + Ninth	2	Passive Voice Verb Tenses	Present, Past and Future tenses, which each of them is divided into simple, continuous, perfect and perfect continuous tense	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Tenth	1	Coordinating Conjunctions	The use of the Coordinating Conjunctions	1-Method of giving lectures	1-Exams of various types 2- Feedback from students

			in combining two independent sentences	2- Student groups 3- Reports and studies	3-The method of expression with faces 4- Reports and studies
Eleventh	1	Punctuation	The use of the punctuation marks accurately	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Twelfth	1	Vocabulary and pronunciation	The lightning mechanism. Lightning surges for testing. Switching surge test voltage characteristics. Insulation coordination.	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
Thirteenth + Fifteenth	3	Writing skills	Introducing the professional writing style and skills	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies

### 11.Course Evaluation

Daily preparation	3
Daily exams	5
Extracurricular activities	2
First semester exam / theoretical - 1	20
Second semester exam / theoretical - 2	20
Final exam / theoretical	50

### 12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	<ul style="list-style-type: none"> <li>Progress in English through relevant activities (Al-shrafa radi).</li> <li>English Program (Ian axelesson).</li> </ul>
Main references (sources)	Liz and John Soars, New Headway Beginner, Oxford University, 2002.
Recommended books and references (scientific journals, reports...)	UNIVERSITY PRESS



## Course Description Form

<b>1. Course Name:</b>	
Power Electronics	
<b>2. Course Code:</b>	
<b>3. Semester / Year:</b>	
year	
<b>4. Description Preparation Date:</b>	
2024/03/29	
<b>5. Available Attendance Forms:</b>	
Presence	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
150 hours (60 theoretical hours + 90 practical hours)	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Ali Akbar Khaleel Mahmood Email: <a href="mailto:Ali.mahmood@itu.edu.iq">Ali.mahmood@itu.edu.iq</a>	
<b>8. Course Objectives</b>	
<p>This course aims to provide the trainee with the cognitive skills related to the elements of power electrons, their properties, how to operate them, and their uses in power circuits and electrical machines, such as controlled and uncontrolled unit circuits, direct current interrupters, alternating voltage governors, and inverters, in addition to how to use these circuits in the field of industry. One of the objectives of this course in the educational institutions attended by students is:</p>	<ul style="list-style-type: none"> <li>• Preparing the student to recognize electronic components manufactured from semiconductor materials.</li> <li>• Preparing the student to learn about the analysis of electronic circuits for power electronics systems.</li> <li>• Identify the applied circuits of power electronics systems.</li> <li>• Preparing human cadres who possess technical qualifications that enable them to enter the labor market efficiently.</li> <li>• Preparing qualified technical personnel to study and design electronic circuits as required by the labor market, build electrical circuits, control and control the operation and manufacture of electronic devices, and convert electrical energy from one type to another according to the required study.</li> <li>• The specialty aims to graduate competent personnel equipped with all electrical and electronic information enabling them to carry out maintenance work and operate electrical circuits based on electronic designs.</li> </ul>

## 9. Teaching and Learning Strategies:

- Theoretical lecture
- Practical lecture
- Discussion with students and students among themselves
- Preparing reports and projects related to the scientific material of the lecture
- Summer training in the private and public sectors
- E-Learning
- Using modern methods in teaching and training students
- Forming discussion circles during lectures to discuss study topics
- Assigning students to class duties

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	5	Identify the basic components of power electronics circuits	Power electronic, electronic componts which used in high power control (power diodes, thyristor and power transistors) pevison of single-phase rectifier circuits by using diodes.	Lectures + Practical applications	Daily, monthly, and annual exams
2	5	Identify three-phase rectifier circuits	Three phase rectifier circuits by using diodes, output voltage waveform, diode current waveform, output voltage equation in case of resistance lode.	Lectures + Practical applications	Daily, monthly, and annual exams
3	5	Learn about the use of a transistor as a switch	Using the transistor as switch, regions of operation, transistor as a switch (cut off and saturation).	Lectures + Practical applications	Daily, monthly, and annual exams
4	5	Learn about improving the opening and closing of a transistor	Power transistor in (off)and (on) state, improvement of (off) and (on) time by using speed up capacitance, practical problems.	Lectures + Practical applications	Daily, monthly, and annual exams



5	5	Identify the bipolar transistor	Uniplolor junction transistor, construction, theoretical operation, using the transistor as relaxation oscillator practical example.	Lectures + Practical applications	Daily, monthly, and annual exams
6	5	Learn how to use an operational amplifier	operational amplifier, description of operational amplifier (op-amp) as asparate components, zero detector, comparator.	Lectures + Practical applications	Daily, monthly, and annual exams
7	5	Learn how to use an operational amplifier	The use of op-amp as actable multivibrator and a monostable multivibrator, photo conduction cells, photo diodes.	Lectures + Practical applications	Daily, monthly, and annual exams
8	5	Learn about the use of the LED electronic element	Light – emitting diodes (LED), photo transistors, the use of optical comparator in power electronic circuits.	Lectures + Practical applications	Daily, monthly, and annual exams
9	5	Learn about the use of thyristor properties	Thyristor, construction, characteristic, curves for a thyristor, thyristor conduction in forward biasing, thyristor family, thyristor representation as a double transistor circuit.	Lectures + Practical applications	Daily, monthly, and annual exams
10	5	Learn about ways to connect thyristors	Thyristor conduction methods, conduction throw the gate minimum gate current causing conduction, conduction time, conduction due to high forward voltage rectifier (dv/dt)	Lectures + Practical applications	Daily, monthly, and annual exams
11	5	Learn about Dayak and Trayak	DIAC, TRIAC characteristics, practical applications, thyristor, triggering methods, triggering on DC and AC current, pulse triggering types	Lectures + Practical applications	Daily, monthly, and annual exams

12	5	Learn about the methods of thyristor switching	thyristor triggering circuit, DC and AC triggering circuits.	Lectures + Practical applications	Daily, monthly, and annual exams
13	5	Learn about mug pulse circuits	Pulse current triggering circuit, relaxation oscillator, zero detector, comparator with a stable and monostable multivibrators (operational amplifiers and timer).	Lectures + Practical applications	Daily, monthly, and annual exams
14	5	Learn about thyristor applications	Thyristor general application introductory, AC to DC inverter DC to AC inverter, DC to DC inverter, AC to AC inverter, phase controlled halfwave rectifier with resistance and inductance load output current and voltage waveform , output voltage equations	Lectures + Practical applications	Daily, monthly, and annual exams
15	5	Identify the semi-controlled thyristor rectifier	Half controller full wave rectifier fully controlled, resistance and inductance load , generated wave forms, output voltage equation for free wheeling diode.	Lectures + Practical applications	Daily, monthly, and annual exams
16	5	Identify the fully controlled thyristor rectifier	Regenerating fully controlled inverters, examples, DC motor speed control.	Lectures + Practical applications	Daily, monthly, and annual exams
17	5	Identify the three-phase thyristor inverter	Three phase inverters, output voltage wave form with, triggering pulses and equations.	Lectures + Practical applications	Daily, monthly, and annual exams

18	5	Identify thyristor protection circuits	Thyristor protection from the high-rate change in current and voltage, protection from the transient change in source voltage, fully protection circuit from all possible faults due to current and voltage.	Lectures + Practical applications	Daily, monthly, and annual exams
19	5	Identify thyristor suppression circuits	DC to AC inverters methods of forcing the thyristor to get off.	Lectures + Practical applications	Daily, monthly, and annual exams
20	5	Identify series and parallel thyristor inverter circuits	Parallel and series inverter, single and three phase, control methods in charging frequency and voltage, output wave forms.	Lectures + Practical applications	Daily, monthly, and annual exams
21	5	Identify series and parallel thyristor inverter circuits	Inverter application, emergency power supply, single phase DC motor speed control.	Lectures + Practical applications	Daily, monthly, and annual exams
22	5	Learn about ways to control motors	Three phase motor control by using a constant ratio of variation frequency and voltage.	Lectures + Practical applications	Daily, monthly, and annual exams
23	5	Identify thyristor circuits	Choppers, DC to DC inverter frequency constant, line constant	Lectures + Practical applications	Daily, monthly, and annual exams
24	5	Identify the types of clips	Types of choppers, DC motor speed control.	Lectures + Practical applications	Daily, monthly, and annual exams
25	5	Learn about voltage regulators	AC to AC inverter, single phase voltage regulator, three phase voltage regulator	Lectures +	Daily, monthly, and annual exams

				Practical applications	
26	5	Learn about methods of controlling single-phase and three-phase motors	General application on single and three induction motor speed control due to the change in stat or voltage, using the closed loop feedback circuit to control the slippery rings of AC motor.	Lectures + Practical applications	Daily, monthly, and annual exams
27	5	Learn about frequency modulator circuits	Cyclic inverter, AC to DC cyclic inverter, DC to DC cyclic inverter.	Lectures + Practical applications	Daily, monthly, and annual exams
28	5	Identify circuits of inverters, structure diagrams	AC to AC cyclic inverter control block diagram.	Lectures + Practical applications	Daily, monthly, and annual exams
29	5	Learn about PWM	Using amplitude modulation for speed control.	Lectures + Practical applications	Daily, monthly, and annual exams
30	5	Identify the unipolar transistor	Using polar transistor for AC motor speed control .	Lectures + Practical applications	Daily, monthly, and annual exams

## 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc

12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	<ul style="list-style-type: none"> <li>• Electrical Technology (Edward Hughes)</li> <li>• Basic Circuits (A.M.F Brooks) Pergaman Press.</li> <li>• Introduction to Electric circuits (M. Romanwitz) John Willy</li> <li>• Basic Electrical Engineering (Fitzgerald &amp; Rlgginborthan) Mc – Graw – Hill</li> <li>• المصدر للمادة العملية</li> <li>• Electrical Technology (Edward Huges)</li> <li>• Basic Electrical Engineering</li> <li>• الكترونيات في خدمة التطبيقات الكهربائية ترجمة الدكتور سمير رستم</li> <li>• Power electronics handbook, Third edition, Muhammad H. Rashid, Elsevier,2011.</li> <li>• دليل المهندس والفني في العناصر الكهربائية والالكترونية، محمد قاسم، شعاع للنشر والعلوم، 2012.</li> <li>• Power Electronics Basics, YuriyRozanov, Sergey E. Ryvkin, EvgenyChaplygin, Pavel Voronin, CRC Press, 2015</li> <li>• Introduction to Power Electronics, Paul H. Chappell, Artech House, 2014.</li> </ul>
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> <li>• مشروع كتاب الدوائر والقياسات</li> <li>• مبادئ علم الهندسة الكهربائية / دكتور محمد زكي – دكتور مظفر النعمة</li> <li>• ملزمة الدوائر والقياسات العملي</li> <li>• Advanced industrial electronics by morris</li> <li>• Thyristor engineering by B.B. berde</li> <li>• الكترونيات القدرة (تأليف الدكتور مظفر أنور النعمة)</li> </ul>
Electronic References, Websites	<ul style="list-style-type: none"> <li>• Various Internet sources</li> </ul>

## Course Description Form

1. Course Name :	English language (2)
2. Course Code:	Nothing
3. Semester / Year:	Second II
4. Description Preparation Date:	18/2/2024
5. Available Attendance Forms:	Actual attendance
6. Number of Credit Hours (Total) / Number of Units (Total):	60 hour/annually - 2 units
7. Course administrator's name:	Name: HUSSEIN HAMID NEAMAH ; Email: <a href="mailto:hussein.neamah@atu.edu.iq">hussein.neamah@atu.edu.iq</a>
8. Course Objectives	<p>To make students able to speak English (listening, speaking, reading and writing).The activities within New Headway Pre- Intermediate are designed to enable pre-intermediate students to extend their knowledge of the language and to allow them to activate what they have learnt. There is also an emphasis on increasing fluency, so that students feel able to actively participate in conversations and discussions. We hope that students will enjoy using the course and that it will give them a real sense of progression in their language learning.</p>
9. Teaching and Learning Strategies	<p>Using Headway will help students listen, speak, read, and write correctly using the English language. It also helps students by watching attached video clips of films or plays so that they can discuss them after watching. New Headway Pre-Intermediate, Fourth edition is a course for students who already have a solid foundation in the language. They may have recently completed an elementary course or they may be returning to language learning after a break and need to revise key language before being able to progress further. New language is introduced systematically,</p>

allowing students to extend and consolidate their knowledge of the language. Listening material is provided across three class CDs. New vocabulary is introduced regularly and this is followed by controlled practice activities, allowing students to immediately activate the language in a supported way. There are also freer practice activities where students can focus on their fluency. In the Everyday English sections, useful chunks of language are presented, which students can use in several different social contexts.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First + second	2	The theme of this first unit is getting to know people. It provides general revision of key tenses and question forms, and Granted the opportunity to assess new students' strengths and weaknesses. All the verb forms covered are dealt with in great depth in later units of the course.	<b>Getting to know you</b> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Tense revision</li> <li>• Right word, wrong word • Social expressions</li> </ul>	1-Method of giving lectures 2- Student groups 3- Reports and studies	1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies
		The theme of this unit is happiness and things you like doing. This provides ample opportunity for students to personalize the key language.			

<p><b>Third</b> + <b>Fourth</b></p>	<p>2</p>	<p>The main grammar focus is on present tenses, and have and have got in contrast. Skills work includes integrated reading and speaking, and listening and speaking practice.</p> <p>The Everyday English section introduces and practices ways of keeping a conversation going.</p> <p>Writing syllabus continues with a focus on style and synonyms in a task based on writing a postcard.</p>	<p><b>Whatever makes you happy.</b></p> <ul style="list-style-type: none"> <li>• Present tenses</li> <li>• have/have got</li> <li>• Things I like doing</li> <li>• Making conversation</li> </ul>	<p>1-Method of giving lectures</p> <p>2- Student groups</p> <p>3- Reports and studies</p>	<p>1-Exams of various types</p> <p>2- Feedback from students</p> <p>3-The method of expression with faces</p> <p>4- Reports and studies</p>
<p><b>Fifth</b> + <b>Sixth</b></p>	<p>2</p>	<p>The theme of this unit is telling stories. The Past Simple is revised and the Past Continuous introduced in the context of the story of an adventurer, and there are a number of news stories to contextualize and practice the main language.</p>	<p><b>What's in the news?</b></p> <ul style="list-style-type: none"> <li>• Past Simple and Continuous</li> <li>• Adverbs</li> <li>• Saying when</li> </ul>	<p>1-Method of giving lectures</p> <p>2- Student groups</p> <p>3- Reports and studies</p>	<p>1-Exams of various types</p> <p>2- Feedback from students</p> <p>3-The method of expression with faces</p> <p>4- Reports and studies</p>



	<p>The Listening and speaking section focuses on radio news, and the Reading and speaking has a human interest story that achieved worldwide coverage on the Internet. The Vocabulary section focuses on adverbs and their position in a sentence, both adverbs of manner that end in -ly, and other adverbs. The Everyday English section deals with time expressions - saying dates and using the correct preposition. The Writing section consolidates the tenses and use of adverbs in a story-building task.</p>			
	<p>The theme of this unit is food, drink, and eating out. In the opening section, expressions of quantity are introduced in the context of</p>			

<p><b>Seventh + eighth</b></p>	<p>2</p>	<p>a couple with an unusual diet. In a separate presentation about a man who lived to a great age, there is revision and extension of the use of articles in English. The Reading and speaking is about three unusual places to eat. The Vocabulary and listening covers parties (a loaf of. . . , a piece of ... , etc.) and includes six conversations set in different shops. The Everyday English has a focus on requests and offers made at a dinner party and in other contexts. The Writing syllabus continues with practice of linking words in an email-writing task.</p>	<p><b>Eat, drink, and be merry!</b></p> <ul style="list-style-type: none"> <li>•Expressing quantity.</li> <li>•something/no one ...</li> <li>• Articles</li> <li>• A piece of ...</li> <li>•Can you come for dinner?</li> </ul>	<p>1-Method of giving lectures 2- Student groups 3- Reports and studies</p>	<p>1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies</p>
		<p>The themes of hopes, ambitions, and plans provide</p>			

<p><b>Ninth + Tenth</b></p>	<p>2</p>	<p>the context for the presentation and practice of verb patterns and ways of talking about the future. Going to, will, and the Present Continuous for future are contrasted. The skills practice includes a Listening and speaking section on being 20-something, and a Reading and speaking section on a girl who has hope for the future. Everyday English practices the language of expressing doubt and certainty. The Writing syllabus continues with a section on writing to prepare a text on 'my dreams for the future'.</p>	<p><b>Looking forward</b></p> <ul style="list-style-type: none"> <li>• Verb patterns</li> <li>• Future forms</li> <li>• Phrasal verbs</li> <li>• Expressing doubt and certainty</li> </ul>	<p>1-Method of giving lectures 2- Student groups 3- Reports and studies</p>	<p>1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies</p>
		<p>The theme of this unit is describing people and places. This provides a useful context to practice the grammar for this</p>			

<p><b>Eleventh</b> + <b>twelfth</b></p>	<p>2</p>	<p>unit - What ... like?, comparatives and superlatives. The text in the Reading and speaking section describes the multicultural diversity of London. the Listening and speaking section, three people talk about who they most resemble in their family. The Everyday English syllabus continues with the language for talking about what's on in a cit) and the Writing section practices relative pronouns in context of describing your hometown.</p>	<p><b>The way I see it</b></p> <ul style="list-style-type: none"> <li>•What ... like?</li> <li>• Comparatives and superlatives</li> <li>• Synonyms and antonyms</li> <li>•What~ on?</li> </ul>	<p>1-Method of giving lectures 2- Student groups 3- Reports and studies</p>	<p>1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies</p>
<p><b>Thirteen</b> + <b>Fourteen</b></p>	<p>2</p>	<p>The theme of living history provides an ideal context for the presentation and practice of the Present Perfect Because it shows how the past links with the present. The first grammar presentation highlights the 'unfinished past'</p>	<p><b>Living history</b></p> <ul style="list-style-type: none"> <li>•Present Perfect</li> <li>• for and since</li> <li>• ever and never</li> <li>• Word formation</li> <li>•Agree with me!</li> </ul>	<p>1-Method of giving lectures 2- Student groups 3- Reports and studies</p>	<p>1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies</p>

	<p>use of the Present Perfect. The second highlights the 'experience' use of the Present Perfect. The theme of living history is carried through the skills practice with a Reading section on living in a stately home, and a Listening and speaking section on researching your family history. Vocabulary practice is on the use of suffixes in word formation and t</p> <p>Everyday English section is on the use of question tags when asking for agreement. The Writing syllabus continues with writing a biography of a famous person.</p>			
	<p>This unit looks at aspects of gender from a range of perspectives and introduces the</p>			

<p><b>Fifteenth</b> + <b>Sixteenth</b></p>	<p>2</p>	<p>functional language of obligation and advice. The first presentation focuses on have to/ don't have to and the second presents should and must. Skills practice is provided in the form of a Listening and speaking section on a female heptathlete and a Reading and speaking section on families with very different profiles. Vocabulary practice is on things to wear, and the Everyday English section focuses on the functional language used at the doctor's. Writing practice is provided with a section on formal letters and emails.</p>	<p><b>Girls and boys</b></p> <ul style="list-style-type: none"> <li>• have to/don't have to</li> <li>• should/must</li> <li>• things to wear</li> <li>• at the doctor's</li> </ul>	<p>1-Method of giving lectures 2- Student groups 3- Reports and studies</p>	<p>1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies</p>
		<p>This unit looks at the theme of storytelling in different genres. Both grammar sections use adaptations of</p>			

<p>Seventeen + Eighteen</p>	<p>2</p>	<p>a fable by Aesop to contextualize the target language of narrative tenses and Past Perfect, and conjunctions of time, result, reason, and contrast. Skills practice is in the form of a Listening and speaking section on two classic writers, and a Reading and speaking section with a picture story of The Strange Case of Dr Jekyll and Mr Hyde. Vocabulary practice is on adjectives that describe feelings and the Everyday English focuses on exclamations with so and such. The Writing section carries through the theme of stories with tasks to help students write a review of a book or film.</p>	<p><b>Time for a story</b></p> <ul style="list-style-type: none"> <li>• Past Perfect and narrative tenses</li> <li>• Joining sentences</li> <li>Feelings</li> <li>• Exclamations</li> </ul>	<p>1-Method of giving lectures 2- Student groups 3- Reports and studies</p>	<p>1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies</p>
		<p>The themes of this unit are communication and technology. The</p>			

<p>nineteen + Twenty</p>	<p>2</p>	<p>story of the development of the mobile phone is used to contextualize and practice passives. The Vocabulary syllabus continues with a focus on collocation. The Reading and speaking section carries through the theme with an article about five firms on the Internet. In the Listening and speaking section, a man complains about aspects of modern life. Everyday English practices useful telephone language, the Writing section focuses on planning linking ideas in a pros and cons essay.</p>	<p><b>Our interactive world</b></p> <ul style="list-style-type: none"> <li>• Passives</li> <li>• Compound nouns</li> <li>• Words that go together</li> <li>• On the phone</li> </ul>	<p>1-Method of giving lectures 2- Student groups 3- Reports and studies</p>	<p>1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies</p>
		<p>The overall theme of this unit is life's ups and downs. The story of an extraordinary music teacher provides the context for contrasting the Present Perfect</p>			



<p><b>Twenty-One</b> + <b>Twenty-two</b></p>	<p>2</p>	<p>Simple and Present Perfect Continuous. Tense practice is also provided in an information gap on the singer Charlotte Church. Listening and speaking gives further consolidation of the main tenses with a focus on two friends who haven't since school. Reading and speaking has a focus on four generations of the Getty family. The Vocabulary and listening and Everyday English sections are linked by practicing vocabulary of birth, marriage, and death, and the language of giving good and bad news. Writing section focuses on filling in forms</p>	<p><b>Life's what you make it!</b></p> <ul style="list-style-type: none"> <li>• Present Perfect Continuous</li> <li>• Tense Review</li> <li>• Birth, marriage, and death</li> </ul> <p>Good news, bad news</p>	<p>1-Method of giving lectures 2- Student groups 3- Reports and studies</p>	<p>1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies</p>
		<p>The theme of this unit is thinking about the future and what will or might happen. This provides the context for the</p>			

<p><b>Twenty-Three</b> + <b>Twenty-four</b></p>	<p>2</p>	<p>two grammar presentations, starting with the first conditional and might, and moving on to the second conditional. In the Listening and speaking section, two people speculate about changes they face in their lives. The Reading and speaking section focuses on the wonders of the Universe. The Vocabulary section focuses on prepositions, and Everyday English practices the language of saying thank you and goodbye. The Writing syllabus concludes with a focus on note-taking.</p>	<p><b>Just wondering ...</b> • If + will/might/would conditionals • Prepositions Thank you and goodbye!</p>	<p>1-Method of giving lectures 2- Student groups 3- Reports and studies</p>	<p>1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies</p>
<p><b>Twenty-Five</b> + <b>Twenty-six</b></p>	<p>2</p>	<p>You are part of the editorial team of a newspaper. Choose four stories that you think are the most important. In groups of four, discuss which a</p>	<p><b>What's Important to me?</b> • Think about your past, present or future and write a note for each • Spot the difference</p>	<p>1-Method of giving lectures 2- Student groups 3- Reports and studies</p>	<p>1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies</p>

		<p>the four top stories for tomorrow's newspaper. Choose the top headline for the front page. Compare your front page headlines with other editorial teams. Give reasons for your choices.</p>	<p>•Today's top headlines</p>		
<p><b>Twenty-Seven</b> + <b>twenty-eighth</b></p>	<p>2</p>	<p>This focus of this stage is common collocations of noun + preposition. Pre-teach/check reciprocal central heating, damage 'dɛmɪdʒ/, butterflies, and cure. Elicit the answer to number 1 as an example. Give students time to complete the sentences, then check the answers. As an extension, you could students to use three or four of the collocations in a series of sentences or a short</p>	<p><b>Snakes and ladders</b></p> <ul style="list-style-type: none"> <li>•Phrasal verbs pair-up</li> <li>•What's it like?</li> <li>•How long have you ... ?</li> </ul>	<p>1-Method of giving lectures 2- Student groups 3- Reports and studies</p>	<p>1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies</p>

<p><b>Twenty-Nine + Thirty</b></p>	<p>2</p>	<p>Cognitive outcomes Elicit the opening line of each conversation (see Answers below) Tell students that there are a different number of lines in each conversation. Give them time to do the ordering task, either working in groups or moving round the class in a mingle.</p>	<p><b>Passives quiz</b> •Present Perfect picture race •Thank you and goodbye</p>	<p>1-Method of giving lectures 2- Student groups 3- Reports and studies</p>	<p>1-Exams of various types 2- Feedback from students 3-The method of expression with faces 4- Reports and studies</p>
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#### 11. Course Evaluation

Daily preparation	3
Daily exams	5
Extracurricular activities	2
First semester exam / theoretical - 1	20
Second semester exam / theoretical - 2	20
Final exam / theoretical	50

#### 12. Learning and Teaching Resources

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