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English languages II Headway plus

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The Sentence

1.1 The Sentence

❖ A sentence is a group of words that are put together to mean something. A sentence is the basic unit of language which expresses a complete thought. It does this by following the grammatical rules of syntax.

A complete sentence has at least a subject and the main verb to state a complete thought. The first word of a written sentence has a capital letter, and at the end of the sentence there is a full stop or full point.

The sentence consists of:

subject + verb + object or (preposition + noun)

1.2 Sentence Structure

❖ The basic unit of grammar is the clause. All clauses have at least two parts: a noun phrase (subject) and a verb phrase.

clause = subject + verb

We can join two or more clauses together to make a sentence.

Example:

Although the method improved accuracy, it caused a significant increase in
(subject) (verb) (subject) (verb)
computation time.

❖ There are two types of clause: main clause (independent clause) and subordinate clause (dependent clause):

(1) Main clause (Independent clause)

1.3 Types of Sentence Structure

There are three basic types of sentences:

(1) Simple sentence

A simple sentence has one main (independent) clause.

Example:

The earth shook.

(2) Compound sentence

A compound sentence has two main (independent) clauses joined by a coordinator or conjunctive adverb.

Examples:

(A) Coordinator

main clause

,coordinator

main clause

He borrows a book

, and

started reading it.

He worked hard

, but

he did not pass the exam.

Study hard

, or

you will fail.

- and: is used when the statements are similar.
- but: is used to connect statements that express opposite ideas.

(B) Conjunctive adverb

the main clause

;
conjunctive
adverb,

the main clause

Writing well is a difficult
skill to develop

; however,

it is important for professional
success.

- A conjunctive adverb is an adverb that connects two independent clauses. The conjunctive adverb shows cause and effect, sequence, contrast, comparison, or other relationships.
- The conjunctive adverbs are: accordingly, consequently, for example, furthermore, hence, in addition, in contrast, in fact, indeed, instead, moreover, nevertheless, otherwise, therefore, thus.

(3) Complex sentence

A complex sentence has one independent and one (or more) dependent clauses. There are three kinds of subordinate clauses:

- (A) Adverb clause,
- (B) Adjective clause and
- (C) Noun clause.

- In an adverb clause, the subordinate clause can be either at the beginning or end of the sentence. Words like a **while, when, if, because, since, whereas, as**, etc. introduce subordinate adverb clauses.

Examples:

(A) Adverb clause

<u>subordinate clause (adverb clause)</u>	<u>,</u>	<u>main clause</u>
Because using multimedia is more interesting to students	,	they may be more motivated to learn.

<u>main clause</u>	No <u>comma</u>	<u>subordinate clause (adverb clause)</u>
They may be more motivated to learn		because using multimedia is more interesting to students.

(B) Adjective (relative) clause

the main clause

the subordinate clause (adjective clause)

Communicative teaching is done
using group work,

which helps students to have more time to
use the new language in conversation.

C) Noun clause

the main clause

dependent clause (noun clause)

The teachers do not agree

that the teaching method is effective.

Exercise 1: The following sentences have been divided into two parts. The first part of each sentence is in list A and the second part is in list B. Write a complete sentence consists of the two parts:

List A

List B

- | | |
|---|---|
| 1. An elastic body returns to its original form | a. although it is in compression |
| 2. The modern building materials are deformed very slightly | b. Because it is subjected to a high pressure and temperature |
| 3. High-temperature creep is developed in a boiler | c. when the deforming force is removed |

Types of Questions

- short question (Yes, No):

That begin verb to be or (Do, Does, Did, have, will, can....)

Ex:

1- Are you a student?

2- Do you like coffee?

-W h Questions:

That begin (What, Where, When, why, Who)

Wh- word	Meaning in English	Example
What	Asking for information about something	What is your name?
Where	Asking about a place	Where do you live?
When	Asking about time	When is your birthday?
Who	Asking about a person (subject)	Who is your teacher?
Whom	Asking about a person (object)	Whom did you see? (<i>less common</i>)
Whose	Asking about ownership	Whose book is this?
Why	Asking for a reason	Why are you late?
Which	Asking to choose between options	Which color do you like?
How	Asking about the way or manner	How are you?
How many	Asking about quantity (countable)	How many books do you have?
How much	Asking about quantity (uncountable)	How much money do you need?
How long	Asking about duration	How long is the movie?
How often	Asking about frequency	How often do you exercise?

Ex:

1- Where do you live?

2- How old are you?

Exercise:

1- Yes or No, you live in Mosul. (**make question**)

Answer: Do you live in Mosul?

2- You live in Mosul. (**make question**)

Answer: Where do you live?

Wh- questions

	What	What is your name?
	Where	Where do you live?
	When	When is your birthday?
	Who	Who is your teacher?
	Whom	Whom did you see?
	Whose	Whose book is this?
	Why	Why are you late?
	Which	Which color do you like?
	How	How are you?
	How many	How many books
	How much	How much money
	How long	How long is the movie?

STARTER



1 Match the questions and answers.

Where were you born?
What do you do?
Are you married?
Why are you learning English?
When did you start learning English?
How often do you have English classes?

A year ago.
Three times a week.
In Morocco.
Because I need it for my job.
I'm a teacher.
No, I'm single.

2 Ask and answer the questions with a partner.

Answer:

1-3 2-5 3-6 4-4 5-1 6-2

Note: The opposite of **Married** is **single**

Number of times: once, twice, three-time, four time

TWO STUDENTS

Tenses and questions

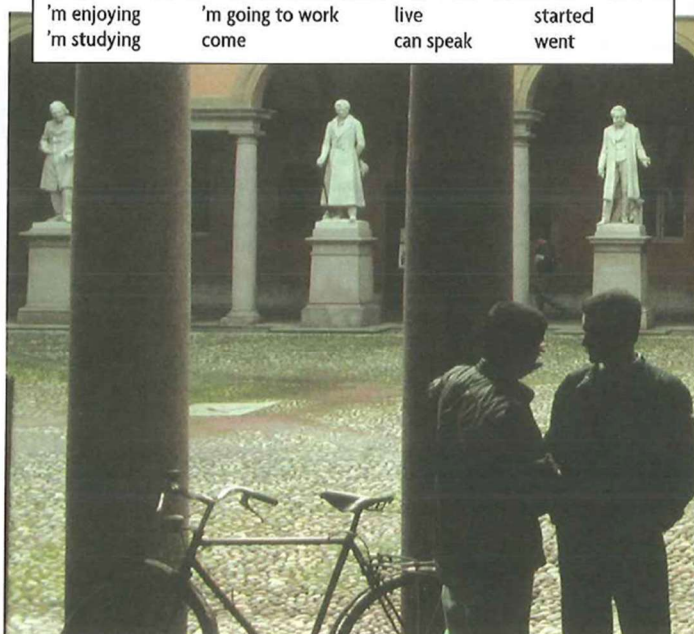
1 **T 1.1** Read and listen to Maurizio. Then complete the text, using the verbs in the box.

'm enjoying
'm studying

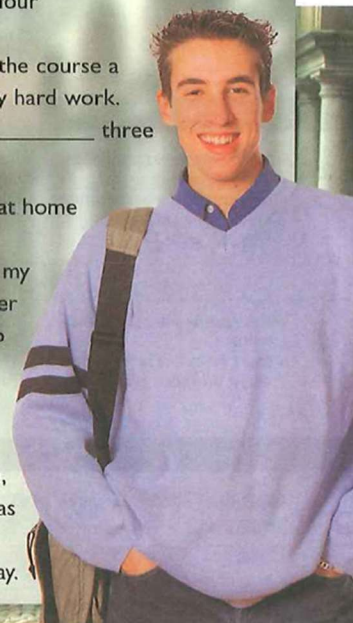
'm going to work
come

live
can speak

started
went



My name's **Maurizio Celi**. I (1) _____ from Bologna, a city in the north of Italy. I'm a student at the University of Bologna. I (2) _____ modern languages – English and Russian. I also know a little Spanish, so I (3) _____ four languages. I (4) _____ the course a lot, but it's really hard work. The course (5) _____ three years ago. I (6) _____ at home with my parents and my sister. My brother (7) _____ to work in the United States last year. After I graduate, I (8) _____ as a translator. I hope so, anyway.



Answer: 1-6 2-5 3-7 4-4 5- 4 6- 3 7-8 8-5

Check it

5 Choose the correct verb form.

- 1 Hassan *comes* / *is coming* from Syria.
- 2 He *speaks* / *is speaking* Arabic and French.
- 3 Today Tom *wears* / *is wearing* jeans and a T-shirt.
- 4 *Are you liking* / *Do you like* black coffee?
- 5 Last year she *went* / *goes* on holiday to Florida.
- 6 Next year she *studies* / *is going to study* at university

Answer:

- 1- Comes 2- speaks 3- is wearing 4- Do you like black coffee?
5- went 6- she is going

2 What are these words? Write *noun*, *verb*, *adjective*, *adverb*, *preposition*, or *past tense*.

bread _____	beautiful _____	on _____
hot _____	in _____	came _____
write _____	never _____	eat _____
quickly _____	went _____	letter _____

3 These words have more than one meaning. Write two sentences that show different meanings. Use a dictionary.

	Sentence 1	Sentence 2
book	I'm reading a good book.	I booked a room at a hotel.
kind		
can		
mean		
flat		
play		
train		
ring		

word	Sentence1	Sentence2
book	I'm reading a book	I booked a room at a hotel
Kind	What kind of music do you like?	My mother is very kind.
can	Can you swim?	I'd like a can of Gola.
mean	What does this mean?	Some people are very mean.
flat	I live in a flat	The roof is flat.
play	Do you want to play football?	We saw a play at the theater
train	The train is coming	Athletes have to train very hard
ring	The phone is ringing	What a lovely ring you are wearing?

Home work: Give me other words have more than one meaning

PEOPLE

the great communicators

We can communicate with other people in many different ways. We can talk and write, and we can send messages with our hands and faces. There is also the phone (including the mobile for chatting and text messaging), the fax, and e-mail. Television, film, painting, and photography can also communicate ideas.

Animals have ways of exchanging information, too. Bees dance and tell other bees where to find food. Elephants make sounds that humans can't hear. Whales sing songs. Monkeys use their faces to show anger and love. But this is nothing compared to what people can do. We have language – about 6000 languages, in fact. We can write poetry, tell jokes, make promises, explain, persuade, tell the truth, or tell lies. And we have a sense of past and future, not just present.

Communication technologies were very important in the development of all the great ancient societies:

- Around 2900 BC, paper and hieroglyphics transformed Egyptian life.
- The ancient Greeks loved the spoken word. They were very good at public speaking, drama, and philosophy.
- The Romans developed a unique system of government that depended on the Roman alphabet.
- In the 14th century, the printing press helped develop new ways of thinking across Europe.

Radio, film, and television have had a huge influence on society in the last hundred years. And now we have the Internet, which is infinite. But what is this doing to us? We can give and get a lot of information very quickly. But there is so much information that it is difficult to know what is important and what isn't. Modern media is changing our world every minute of every day.






Unit 1 • Getting to know you 11

Social expression:

Match the expressions and responses. When do we use these expressions?

How are you?	Sleep well!
Hello, Jane!	Yes. Can I help you?
How do you do?	Good morning!
See you tomorrow!	Fine, thanks.
Good night!	Pleased to meet you, Ela.
Good morning!	Not at all. Don't mention it.
Hello, I'm Ela Paul.	Thanks.
Excuse me!	Same to you!
Bless you!	That's very kind. Thank you.
Have a good weekend!	Bye!
Thank you very much indeed.	How do you do?
Make yourself at home.	Hi, Habiba!

Answer:

1-4 2-12 3-11 4- 10 5-1 6-3 7-5 8-2 9-7
10- 8 11- 6 12-9

Reading Passage: Introduction to Geomatics Engineering

Geomatics Engineering is a branch of engineering that focuses on collecting, analyzing, and managing geographic and spatial data. This field uses advanced technologies such as **Geographic Information Systems (GIS), Remote Sensing, and Digital Terrain Modeling** to study and plan geographical locations accurately.

A geomatics engineer works by measuring land and determining positions using specialized tools like **Total Stations and Global Positioning System (GPS) devices**. These measurements help in creating maps, designing infrastructure, and managing natural resources.

Some common vocabulary in geomatics engineering includes **coordinates, elevation, topography, digital maps, and digital elevation models**.

With modern technology, geomatics engineers can process large amounts of spatial data quickly and accurately, making it easier to make engineering decisions and plan sustainable urban development.

Term	Mean	Mean in English
Geomatics Engineering	هندسة الجيوماتكس	The branch of engineering focused on spatial data collection and analysis.
Geographic and spatial data	البيانات الجغرافية والمكانية	Information related to locations and places on Earth.
Geographic Information Systems (GIS)	نظم المعلومات الجغرافية	A system for capturing, storing, and analyzing geographic data.
Remote Sensing	الاستشعار عن بعد	Collecting data about the Earth from satellites or aircraft.
Digital Terrain Modeling	نمذجة التضاريس الرقمية	Creating a digital model of the Earth's surface.
Total Stations	جهاز المسح الكلي	A device used to measure angles and distances accurately.
Global Positioning System (GPS)	نظام تحديد المواقع العالمي	A satellite-based system to determine precise locations.
Maps	الخرائط	Visual representations of geographic areas.
Infrastructure	البنية التحتية	Basic physical systems like roads and bridges.
Natural Resources	الموارد الطبيعية	Materials from nature used by humans.
Coordinates	الإحداثيات	Numbers that define the exact position of a point.
Elevation	الارتفاع	The height of a point above sea level.
Topography	الطبوغرافيا	The study of land shapes and features.
Digital Maps	الخرائط الرقمية	Maps created and stored in digital format.
Digital Elevation Models	النماذج الرقمية للارتفاع	Digital representations of terrain elevations.
Sustainable Urban Development	التنمية الحضرية المستدامة	Planning cities to protect resources and support the environment.

Discussion Questions for Geomatics Engineering Class

- What is Geomatics Engineering and why is it important in modern urban planning?**
Geomatics Engineering is the field that deals with collecting and analyzing geographic data. It is important because it helps city planners design better infrastructure and use land efficiently.
- How do tools like GPS and Total Stations help engineers in their daily work?**
GPS helps engineers find exact locations using satellites, while Total Stations measure angles and distances precisely (accurately) for mapping and construction.
- Can you explain the difference between Remote Sensing and Geographic Information Systems (GIS)?**
Remote Sensing collects data from satellites or aircraft, while GIS organizes and analyzes this data to create useful maps and reports.

4. **How can Digital Elevation Models be used in construction projects?**

They show the shape and height of the land, helping engineers plan foundations, drainage, and road routes.

5. **What role does topography play in designing infrastructure such as roads and bridges?**

Topography provides information about land slopes and features, which is critical for safe and cost-effective design.

6. **Why is sustainable urban development crucial in today's cities?**

It ensures that cities grow without harming the environment and preserves resources for future generations.

7. **What are some challenges you might face when collecting spatial data in the field?**

Challenges include bad weather, difficult terrain, and equipment errors.

8. **How can the accuracy of coordinates and elevation measurements affect a project's outcome?**

Inaccurate measurements can cause construction mistakes, delays, and increased costs.

9. **How do you think advances in technology will change the future of Geomatics Engineering?**

New technologies will allow faster data collection, better analysis, and more precise planning.

10. **Discuss the importance of managing natural resources through geomatics technologies.**

Geomatics helps track and protect resources like water and forests, supporting sustainable use.

(Present tense)

In English grammar, we use the **(Present tense)** to talk something that is going on now (currently) or that is true now and at any time. In other words, we use present tense to describe an event in real-time, happening at that very moment.

Example:

The sun rises in the east (fact)

The human body contains 206 bones (fact)

I go to school every day.

There are some adverbs that come with this tense:

(always, often, usually, sometimes, never, rarely)

It comes between subject and verb

Ex. I **always** go to school by car.

He is **often** late for class

The main rule of present tense:

S. +V. in present+ C.

S.	V.
I, you, we, They	Play, work, come, make, Go
He, She, It	Plays, works, comes, makes, goes

Notes:

- We add (es) to verb when verb ends in (z, x, s, sh, Ch)
- If the verb ends with "y" and is preceded by a vowel, keep the "y" and add (es)

Negative to present:

- If the verb is a "to be" verb, just add "not" to the verb

Ex: He is a teacher. (Negative)

He isn't a teacher.

- If the verb is not a form of the verb "to be," we add "do not" or "does not" before the verb.

Ex: He plays football. (Negative)

He doesn't play football.

They read English. (Negative)

They don't read English.

Question:

Is Ali a student?

Do you from Iraq?

Exercise homework

1. Which sentence is correct in the simple present tense?
 - a) The machine works smoothly every day.
 - b) The machine working smoothly every day.
 - c) The machine worked smoothly every day.
2. How do you form the negative of the sentence: "The engineer designs the system"?
 - a) The engineer does not design the system.
 - b) The engineer do not design the system.
 - c) The engineer not designs the system.
3. Choose the correct verb form: "Water _____ at 100 degrees Celsius."
 - a) boil
 - b) boils
 - c) boiling

(Sentence Formation):

- 1- Rewrite the sentence in negative form:
"The engineer tests the prototype."
- 2- Make a question from the sentence:
"The system monitors temperature continuously."

PEOPLE AND PLACES

Present tenses and *have/have got*

- 1 Read the texts. Match a country from the Starter with a text and a photograph. Complete the texts with the words from the boxes.

a

exports enjoy immigrants huge

This country has quite a small population, just 16 million, but the country is _____. The people are mainly of European descent, but there are also aborigines and a lot of south-east Asian _____. People live in towns on the coast, not so much inland, because it is so hot. They live a lot of their lives outdoors, and _____ sports, swimming, and having barbecues. This country _____ wool – it has more than 60 million sheep!

b

favourite variety has only

This is the second biggest country in the world, but it has a population of _____ 30 million. It is so big that there is a _____ of climates. Most people live in the south because the north is too cold. It is famous for its beautiful mountains and lakes – it _____ more lakes than any other country. Their _____ sports are baseball and ice hockey.

c

elephants grows black climate

This country has a population of about 45 million. Of these, 76 per cent are _____ and 12 per cent white. It has a warm _____. Either it never rains, or it rains a lot! It is the world's biggest producer of gold, and it exports diamonds, too. It _____ a lot of fruit, including oranges, pears, and grapes. In the game reserves you can see a lot of wildlife, including lions, _____, zebras, and giraffes.



Answer (A): 1-Huge 2- immigrants 3- enjoy 4- export

Answer (B): 1- only 2- variety 3- has 4- favourite

Answer (C): 1- black 2- climate 3- grows 4- elephants

Grammar: (Present continuous tense)

We use the present continuous tense for actions that are happening right now at the moment of speaking: these are some of the conditions when it is used.

(now, at the moment)

The main rule of present continuous tense:

S. + (am, is, are) +V. in present+ C.

EX: She is eating

They are playing

I am reading

She is talking on the phone.

Negative to present continuous:

She isn't eating

They aren't playing

I'm not reading

Question:

Is she reading?

Are they playing?

Note about add (ing)

- If the verb is regular (does not end with special letters), just add **-ing**.

play → playing

work → working

open → opening

- If the verb ends with the letter **e**, drop the **e** and add **-ing**.

write → writing

make → making

drive → driving

- If the verb is one syllable and ends with: "consonant + vowel + consonant," double the last consonant, then add **-ing**.

run → running

swim → swimming

sit → sitting

- If the verb ends with **-ie**, change **-ie** to **-y** and add **-ing**.

die → dying

lie → lying

Exercise1: Correct the verb

1. The engineer _____ (test) the new sensor right now.
2. Surveyors usually _____ (use) GPS devices for accurate measurements.
3. The drone _____ (fly) over the construction site at the moment.
4. GIS software _____ (help) professionals analyze spatial data every day.
5. Right now, the technician _____ (calibrate) the survey equipment.
6. The system _____ (process) data automatically on a regular basis.
7. Currently, the team _____ (collect) elevation data from the field.
8. The mapping software always _____ (generate) 3D models from input data.
9. He _____ (monitor) the real-time data streaming from sensors now.
10. Field engineers _____ (prepare) reports every week.

Exercise2: Choose the correct sentence based on the context.

1. a) The GPS device *calculates* location every second.
b) The GPS device *is calculating* location every second.
2. a) Right now, the technician *maintains* the instruments.
b) Right now, the technician *is maintaining* the instruments.
3. a) Surveyors *work* outdoors most of the time.
b) Surveyors *are working* outdoors most of the time.
4. a) The system *updates* data instantly at this moment.
b) The system *is updating* data instantly at this moment.
5. a) The engineer *checks* the calibration monthly.
b) The engineer *is checking* the calibration monthly.

Exercise3: Correct the mistake if there is any in the following sentences

1. The engineer is test the equipment now.
2. Surveyors collects data daily using advanced tools.
3. The drone flying over the site currently.
4. The software usually is processes spatial data efficiently.
5. The technician calibrates the instruments at the moment.

Exercise (H.W.): Read the following passage. Some verbs are written with incorrect tenses or forms. Identify and correct the mistakes in the verb tenses only. Write the correct form of the verb on your answer sheet.

The Role of Remote Sensing in Geomatics Engineering

Remote sensing play an essential role in geomatics engineering by providing data from satellites and aerial images.

It help engineers to monitor environmental changes and urban development.

Currently, many projects are using remote sensing technology to analyze land use patterns.

The specialists is interpreting images to extract useful information.

Usually, data from satellites are process by advanced software tools.

Right now, the team members collect field data to validate remote sensing results.

The system continuously update maps with the latest spatial data.

Every year, geomatics departments organize workshops to teach students about new remote sensing techniques.

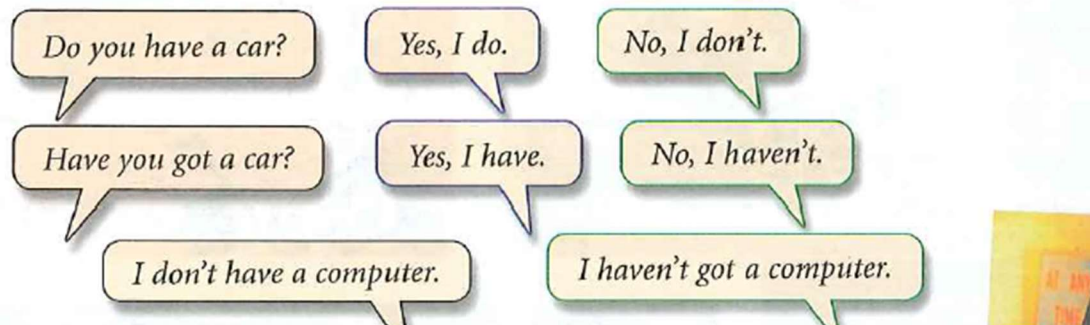
Grammar: (Have, have got):

Have and have got the same meaning only different in use

- Have is used in formal speech
- Have got is used in un formal speech.

Talking about you

1 Practise the forms of *have* and *have got* in the question, negative, and short answer.



Question:

Do you have?

Have you got?

Note very important

In negative (Do you have) ----- No, I don't have, but negative (Have you got) ----- No, I haven't got

Check it

6 Tick (✓) the correct sentence.

- 1 ☐ Where you go on holiday?
☐ Where do you go on holiday?
- 2 ☐ Do you have any children?
☐ Do you have got any children?
- 3 ☐ I'm Hans. I'm coming from Germany.
☐ I'm Hans. I come from Germany.
- 4 ☐ This is a great picnic! Everyone is smiling.
☐ This is a great picnic! Everyone smiles.
- 5 ☐ I don't have a mobile phone.
☐ I no have a mobile phone.
- 6 ☐ Jack's a policeman, but he doesn't wear a uniform.
☐ Jack's a policeman, but he no wear a uniform.
- 7 ☐ 'Where is Haleh?' 'She's sitting by the window.'
☐ 'Where is Haleh?' 'She sits by the window.'
- 8 ☐ I'm liking black coffee.
☐ I like black coffee.

Answer:

1-b 2- a 3- b 4- a 5- a 6- a 7-a 8- b

VOCABULARY

Daily life

1 Match the verbs and nouns.

have	a film on TV
wash	to my friends
watch	my hair
talk	breakfast

make	to music
listen	my homework
relax	a cup of tea
do	on the sofa

have	posters on the wall
clear up	the mess
do	a shower
have/put	the washing-up

cook	magazines
send	a meal
put on	make-up
read	emails

Answer: have----- breakfast wash-----my hair
watch----a film on TV talk----- to my friends
make----- a cup of tea listen----- to music
relax----- on the sofa do----- my homework
have-----a shower clear up ----- the mess
do ----- the washing up have / put ----- posters on the wall
cook----- a meal send -----emails
put on ----- make-up read----- magazines

Reading Passage

Land use planning is an essential process in sustainable urban development. It involves analyzing the **current land cover**, identifying **land parcels**, and determining the most suitable functions for each area. Common land use categories include **residential areas**, **commercial zones**, **industrial sites**, **agricultural lands**, and **recreational spaces**.

Geomatics engineers use **satellite imagery** and **aerial photography** to classify land cover and detect changes over time. With the help of **GIS analysis**, they can overlay **zoning maps** with **population density data** to make informed decisions. For example, if a city is experiencing rapid growth, planners may convert **vacant land** into **housing projects** or expand **transportation networks**.

Proper land use management also considers **environmental protection**, such as preserving **wetlands**, reducing **urban sprawl**, and maintaining **green belts**. This balanced approach helps ensure that urban expansion meets human needs without harming the natural ecosystem.

Answer the following:

1. Explain the importance of land use planning in sustainable urban development. Why is it necessary to analyze current land cover before making planning decisions?
2. Describe the role of geomatics engineers in land use planning. How do satellite imagery, aerial photography, and GIS contribute to better decision-making?
3. Discuss the main categories of land use and give examples of how each category supports urban life.
4. What environmental considerations should be included in land use management? How do these considerations help balance urban expansion and ecosystem protection?
5. Imagine a city is experiencing rapid population growth. Propose a plan for adjusting land use to accommodate this growth while maintaining environmental sustainability.
6. How can GIS analysis combining zoning maps and population density data help urban planners in managing land use? Provide specific examples.
7. Discuss the challenges that urban sprawl poses to sustainable development and suggest strategies to control it through land use planning.

Past simple:

- We use the **past simple tense** for events that ended at a specific time in the past. There are some **time expressions** that indicate the past simple tense, such as...

(yesterday – last week – ago – in 2000 – when I was a child)

Ex: I visited my grandmother.

She cooked dinner.

They played football

I wrote a letter.

Negative in past:

S.+ didn't +v. in the infinitive form

Ex: He wrote a letter.

He didn't write a letter.

He was a pupil

He wasn't a pupil

Question:

Did + S.+ V.

Was, Were + S.+ V.

Ex: Did you study English?

Was she buy a dress?

Note: we add (ed) to verb to chang regular verb into past.

work ----- worked

-If the verb ends with **e**, we just add **d**.

Love ----- Loved Live----- Lived

- If the verb ends with **y** and is preceded by a consonant, change the **y** to **i** and add **ed**.

Study-----Studied

Carry----- Carried

GRAMMAR SPOT

1 What tense are nearly all the verbs in the article? Why? How do we form the question and negative?

2 Write the Past Simple of these verbs.

- | | | | |
|-------|-------|---------|-------|
| a ask | _____ | c like | _____ |
| show | _____ | believe | _____ |
| want | _____ | use | _____ |
| walk | _____ | d stop | _____ |
| start | _____ | plan | _____ |
| b try | _____ | | |
| carry | _____ | | |

T 3.3 Listen and repeat.

3 How is the regular past tense formed? How is the past tense formed when the verb ends in a consonant + y? When do we double the final consonant?

There is a list of irregular verbs on p143.

▶▶ Grammar Reference 3.1 p131

-If the verb has **one syllable** and ends with a consonant preceded by a vowel, double the final consonant and add **ed**.

Stop-----Stopped

Plan-----Planned

-The final consonant is **not doubled** if it is **w, x, or y**

fix → fixed

Play ----- played

Base Form (Present)	Past Simple	Past Participle	المعنى بالعربية
be	was / were	been	يكون / كان
become	became	become	يصبح
begin	began	begun	يبدأ
break	broke	broken	يكسر
bring	brought	brought	يجلب
build	built	built	يبنى
buy	bought	bought	يشترى
catch	caught	caught	يمسك / يقبض
choose	chose	chosen	يختار
come	came	come	يأتي
do	did	done	يفعل
drink	drank	drunk	يشرب
eat	ate	eaten	يأكل
fall	fell	fallen	يسقط
feel	felt	felt	يشعر
find	found	found	يجد
fly	flew	flown	يطير
forget	forgot	forgotten	ينسى
get	got	gotten / got	يحصل على
give	gave	given	يعطي
go	went	gone	يذهب
have	had	had	يملك / لديه
know	knew	known	يعرف
leave	left	left	يغادر / يترك
make	made	made	يصنع / يعمل
meet	met	met	يقابل
read	read	read	يقرأ
run	ran	run	يركض
say	said	said	يقول

Base Form (Present)	Past Simple	Past Participle	المعنى بالعربية
see	saw	seen	يرى
send	sent	sent	يرسل
speak	spoke	spoken	يتحدث
take	took	taken	يأخذ
teach	taught	taught	يدرس
tell	told	told	يخبر
think	thought	thought	يفكر
understand	understood	understood	يفهم
write	wrote	written	يكتب

STARTER



Here are the past tense forms of some irregular verbs. Write the infinitives.

- | | | | |
|--------------|--------------|--------------|----------------|
| 1 _____ were | 4 _____ told | 7 _____ took | 10 _____ could |
| 2 _____ saw | 5 _____ said | 8 _____ gave | 11 _____ made |
| 3 _____ went | 6 _____ had | 9 _____ got | 12 _____ did |

1 T 3.1 Read and listen to the newspaper article. Why was Russell the burglars' friend?

The burglars' friend

IT was 3 o'clock in the morning when four-year-old Russell Brown woke up to go to the toilet.

His parents were fast asleep in bed. But when he heard a noise in the living room and saw a light was on, he went downstairs.

There he found two men. They asked him his name, and told him they were friends of the family.

Unfortunately, Russell believed them. They asked him where the video recorder

His parents were fast asleep in bed

was. Russell showed them, and said they had a stereo and CD player, too.

The two men carried these to the kitchen. Russell also told them that his mother kept her purse in a drawer in the kitchen, so they took that. Russell even gave them his pocket money – 50p.

They finally left at 4 a.m.

They said, 'Will you open the back door while we take these things to the car, because we don't want to wake Mummy and Daddy, do we?' So Russell held the door open for them. He then went back to bed.

His parents didn't know about the burglary until they got up the next day. His father said, 'I couldn't be angry with Russell because he thought he was doing the right thing.'

Fortunately, the police caught the two burglars last week.

2 Write the past forms of these irregular verbs from the article.

wake _____	leave _____
hear _____	hold _____
find _____	think _____
keep _____	catch _____

Answer 2: wake-----woke leave-----left

Hear-----heard hold----- held

Find-----found think-----thought

Keep----- kept catch----- caught

PRACTICE

Making connections

1 Match the verb phrases. Then make sentences using both verbs in the past. Join the sentences with *so*, *because*, *and*, or *but*.

I broke a cup, but I mended it with glue.

break a cup	answer it
feel ill	mend it
make a sandwich	wash my hair
have a shower	laugh
lose my passport	be hungry
call the police	go to bed
run out of coffee	buy some more
forget her birthday	find it
phone ring	say sorry
tell a joke	hear a strange noise

T 3.4

- 1 I broke a cup, but I mended it with glue.
- 2 I felt ill, so I went to bed.
- 3 I made a sandwich because I was hungry.
- 4 I had a shower and washed my hair.
- 5 I lost my passport, but then I found it at the back of a drawer.
- 6 I called the police because I heard a strange noise.
- 7 I ran out of coffee, so I bought some more.
- 8 I forgot her birthday, so I said sorry.
- 9 The phone rang, so I answered it.
- 10 I told a joke but nobody laughed.

Past continuous:

The **Past Continuous Tense** is used to **describe an action** that **was in progress in the past** at a **specific time** or **when another action happened**, and used **to describe a scene in the past**

Rule:

Subject + was/were + verb(ing)

- I/he/she/it → **was** + verb(ing)
- We/you/they → **were** + verb(ing)

Example:

- I **was reading** a book at 8 p.m. yesterday.
- They **were playing** football when it started to rain.
- She **was not listening** to the teacher.
- **Were you sleeping** at midnight?
- The sun **was shining**
- The birds **were singing**

Question:

- Was she crying?
- Were you listening?

Negative:

- I **wasn't reading** a book at 8 p.m. yesterday.
- They **weren't playing** football when it started to rain.

Note: We used Past continuous when the sentence is begun while

PRACTICE

Discussing grammar

1 Choose the correct verb form.

- 1 I *saw* / *was seeing* a very good programme on TV last night.
- 2 While I *shopped* / *was shopping* this morning, I *lost* / *was losing* my money. I don't know how.
- 3 Last week the police *stopped* / *were stopping* Alan in his car because he *drove* / *was driving* at over eighty miles an hour.
- 4 How *did you cut* / *were you cutting* your finger?
- 5 I *cooked* / *was cooking* and I *dropped* / *was dropping* the knife.
- 6 When I *arrived* / *was arriving* at the picnic, everyone *had* / *was having* a good time.

Answer: 1- saw 2- was shopping, lost 3- stopped, was driving

4- you cut 5- I was cooking, I dropped 6- I arrived, was having

2 Complete the sentences with the verbs in the Past Simple or Past Continuous.

- 1 While I _____ (go) to work this morning, I _____ (meet) an old friend.
- 2 I _____ (not want) to get up this morning. It _____ (rain) and it was cold, and my bed was so warm.
- 3 I _____ (listen) to the news on the radio when the phone _____ (ring).
- 4 But when I _____ (pick) up the phone, there was no one there.
- 5 I _____ (say) hello to the children, but they didn't say anything because they _____ (watch) television.

Answer: 1- I was going, I met.

2- didn't, it was raining

3- I was listening, rang

4- picked

5- said, they were watching

Language work

7 Write the past form of these verbs from the story. Which are irregular?

receive	<u>received</u>
find	_____
say	_____
walk	_____
put	_____
try	_____
go	_____
can	_____
see	_____
copy	_____
think	_____
leave	_____
examine	_____
run	_____

Answer:

Find-----	found
Say-----	said
Walk-----	walked
Put-----	put
Try-----	tried
Go-----	went
Can-----	can
See-----	saw
Copy-----	copied
Think -----	thought
Leave-----	left
Examine-----	examined
Run-----	ran

Adjective, Noun, Verb ending

2 Look at these noun and adjective endings.

nouns	-ation -sion -ment -ness -ence -ance
adjectives	-y -ly -ous -ful -less

He and I examined the room very carefully.

Are they all taking this examination?

Good luck in Africa.

It was such a lucky chance that you were staying in town.

Adjectives are words that are used to describe nouns and pronouns and to quantify and identify them.

Placement of Adjectives

There are certain rules regarding the placement of different kinds of adjectives in a sentence. The two basic positions for adjectives in a sentence are:

(1) **Adjective after the verb (be + adjective):** An adjective can come after some verbs, like *be*. Even when an adjective comes after the verb it always refers to and qualifies the subject of the sentence, not the verb.

For example, *A doctor's job is **stressful**.*

(2) **Adjective before the noun (adjective + noun):** Adjectives usually precede the nouns they modify.

For example, *A doctor has a **stressful** job.*

Order of adjectives

The general order of the adjectives is:

1. **Determiners:** These are the various articles (the, a, an), demonstratives (this, that, these, those), possessives (my, mine, your, yours, etc.), quantifiers (all, many etc.), numerals (one, twenty, thirty-seven etc.) and distributive (each, every, neither, either).
2. **Observations (quantity and opinion):** Then the adjectives that give a quantity (also known as post-determiners) comes and subjective opinion to the noun.

few, most, one, three / beautiful, difficult etc.

The beautiful house.

3. Size: The position after observations is for the adjectives that tell about the size of the noun, they can be used for an object as well as a living thing.

huge, little, bulky, thin, tiny, lean etc.

The beautiful little house.

4. Age: Then is the turn of the adjectives that tell about the age of a noun either by itself or in relation to another noun.

old, recent, bygone etc.

The beautiful little old house.

5. Shape: Next are the adjectives that tell about the shape or appearance of the noun.

circular, triangular, oval, wavy, straights etc.

The beautiful little old square house.

6. Color: After that are the adjectives that tell the shade and hue of a noun.

pastel, red, blue, brown, colorless, translucent etc.
The beautiful square brown colored house.

7. Origin: Next are the adjectives that show the different geographical locations associated with a noun.

southern, northern, English etc.
The beautiful brown colored English house.

8. Material: Next are the adjectives that talk about the raw material or texture of the objects or the behavior of the living nouns.

wooden, plastic, steely, metallic, etc.
The beautiful English limestone house.

9. Qualifier: Lastly, the qualifier or the grammatical modifier comes, which an additional word or phrase is provided to change the meaning of the noun in a sentence.

glass house

Example: A beautiful small old square brown English wooden house.

Note:

Long strings of cumulative adjectives tend to be awkward. As a rule, use no more than two or three of them between the article and the noun modified.

Exercise: Complete these sentences with the correct adjective form of the words in parentheses.

1. Drawing is important in (**structure**) design. **structural**
2. The behavior of spring is always (elasticity). **elastic**
3. The amount of deformation produced in a body is directly (proportion) to the applied force. **proportional**

Note:- To change a noun into an adjective, we usually add suffixes

- **-al:**
nation → national
structure → structural
accident → accidental
- **-ic / -ical :**
history → historic / historical
economy → economic
industry → industrial
- **-ous :**
danger → dangerous
fame → famous
mystery → mysterious

- **-y:**
sun → sunny
cloud → cloudy
noise → noisy

- To change a verb into an adjective, we usually add suffixes

- **-ing** (صفة فاعلة / تصف الشيء بأنه يسبب الإحساس):
interest → interesting (مثير للاهتمام)
bore → boring (ممل)
excite → exciting (مثير)
- **-ed** (صفة مفعول / تصف الشخص الذي يتأثر بالفعل):
interested (مهتم)
bored (شعر بالملل)
excited (متحمس)
- **-able / -ible** (يمكن / قابل لـ):
read → readable (مقروء)
understand → understandable (مفهوم)
flex → flexible (مرن)
- **-ive** :
attract → attractive (جذاب)
create → creative (إبداعي)
impress → impressive (مؤثر)

Noun (اسم)	Verb (فعل)	Adjective (صفة)	Example (مثال)
nation (أمة)	—	national (وطني)	Iraq is a national state.
structure (بنية)	—	structural (إنشائي)	A bridge needs structural support.
danger (خطر)	endanger	dangerous (خطِر)	Smoking is dangerous .
sun (شمس)	shine	sunny (مشمس)	Today is a sunny day.
history (تاريخ)	record	historical (تاريخي)	Mosul has many historical sites.
economy (اقتصاد)	economize	economic (اقتصادي)	Iraq faces economic challenges.
create (إبداع)	create	creative (إبداعي)	She is a creative student.
attract (جذب)	attract	attractive (جذاب)	The park is very attractive .
excite (إثارة)	excite	exciting / excited (مثير / متحمس)	The movie was exciting . I was excited .
flex (انحناء)	flex	flexible (مرن)	Rubber is flexible .

How use adj. in geomatics engineering

1 Using adjectives to describe equipment and tools

Example: "The **high-precision** total station is used for surveying."

Exercise: choose the correct adjective

"The _____ GPS receiver provides accurate measurements. (**lightweight**, heavy, **portable**, **durable**)."

The total station is (**lightweight**, heavy, **portable**, **durable**).

Adjective	Equipment/Term	Usage Example	Student Question	Answer
High-precision	Total station	"The high-precision total station is used for surveying."	Fill in a suitable adjective to describe the equipment.	high-precision
Portable	GPS receiver	"The portable GPS receiver provides accurate measurements."	Fill in a suitable adjective for this device.	portable
Lightweight	Surveying tripod	"The lightweight tripod is easy to carry in the field."	Choose the correct adjective: lightweight, heavy, durable.	lightweight
Durable	Measuring tape	"This durable measuring tape lasts for many years of fieldwork."	Choose the correct adjective: portable, durable, heavy.	durable
Accurate	GPS measurements	"The GPS receiver provides accurate measurements."	Fill in a suitable adjective describing the measurements.	accurate
Stable	Soil	"The stable soil makes this site suitable for construction."	Is sandy soil stable or unstable?	unstable
Dense	Urban area / Forest	"The map shows a dense urban area."	Describe an area on the map using: dense or sparse.	dense
Sparse	Vegetation	"The hills have sparse vegetation."	Use sparse to describe another area on the map.	sparse
Steep	Terrain	"The slope is steep and rocky."	Choose the correct adjective: flat / steep / uneven.	steep
Flat	Land	"The survey area is mostly flat , suitable for construction."	Describe land ideal for building a structure.	flat

Adjective الصفة (Adjective)	Equipment/Term المعنى / الاستخدام	Usage Example	Student Question مثال في هندسة الجيوماتكس	Answer
High-precision	دقيقة جدًا	"تستخدم محطة القياس الإجمالية عالية الدقة للمسح"	"القابل للحمل قياسات دقيقة GPS يوفر جهاز الـ"	
Portable	سهلة الحمل	"الحامل الثلاثي خفيف الوزن وسهل الحمل في الميدان"	شريط القياس هذا متين ويستمر لسنوات عديدة من العمل	
Lightweight	خفيفة الوزن	"الميداني"	"قياسات دقيقة GPS يوفر جهاز الـ"	
Durable	متينة / طويلة الأمد	"تجعل التربة الثابتة هذا الموقع مناسبًا للبناء"	"تُظهر الخريطة منطقة حضرية كثيفة"	
Accurate	دقيقة / صحيحة	"الثلل تحتوي على نباتات متناثرة"	"المنحدر شديد الانحدار وصخري"	
Stable	ثابتة / مستقرة	"منطقة المسح مستوية بشكل عام، ومناسبة للبناء"		
Dense	كثيفة / مزدحمة			
Sparse	متناثرة / قليلة			
Steep	شديدة الانحدار			
Flat	مستوية / متساوية			

Exercise Identify the wrong adjective and correct it

1. "The total station is **portable** but not high-precision." → Correct?
2. "The urban area is **sparse** and crowded." → Correct?
3. "The tripod is **heavy** and easy to carry." → Correct?

Answer Key:

1. portable → fine; "not high-precision" → should be **high-precision**
2. sparse → should be **dense** (urban area is crowded)
3. heavy → should be **lightweight**

2 Describing data and land areas

Students can use adjectives to describe maps, terrain, or remote sensing data.

Examples:

- "The terrain is **steep** and **rocky**."
- "The land cover map shows a **dense** urban area and **sparse** vegetation."

Exercise: 1- Describe the following areas using a suitable adjective from the list :
dense, flat, uneven, hilly

1. **Urban downtown area** → dense
2. **A large plain used for agriculture** → flat
3. **Rocky mountain trail** → uneven
4. **Rolling countryside with small hills** → hilly

Writing short reports

Integrate adjectives when writing reports about maps or projects.

Questions for students:

1. Write a short report (3–4 sentences) describing a site using **at least 5 adjectives**.

"The survey area is **flat** and **stable**, making it ideal for construction. The **high-precision** total station and **portable** GPS receiver were used for measurements. The surrounding hills have **sparse** vegetation, while the nearby urban area is **dense**."

- 2- Identify the adjectives in the given example report and point out the words that describe characteristics

"The survey area is **flat** and **stable**, making it ideal for construction. The **high-precision** total station and **portable** GPS receiver were used for measurements. The surrounding hills have **sparse** vegetation, while the nearby urban area is **dense**."

Complete the charts below and mark the stress.

Noun	Verb	Noun	Adjective
_____	ex'plain	_____	'friendly
invi'tation	_____	fame	_____
_____	trans'late	'laziness	_____
de'cision	_____	_____	'patient
_____	en'joy	_____	'happy
_____	em'ploy	care	_____
im'provement	_____	_____	'different
dis'cussion	_____	help	_____
_____	'organize	'beauty	_____
_____	i'magine	guilt	_____
_____	'advertise	_____	im'portant
im'provement	_____	'danger	_____

noun	verb
explanation	explain
invitation	invite
translation	translate
decision	decide
enjoyment	enjoy
employment	employ
improvement	improve
discussion	discuss
organization	organize
imagination	imagine
advertisement	advertise
improvement	improve

noun	adjective
friend	friendly
fame	famous
laziness	lazy
Patience, patient	patient
happiness	happy
care	careful, careless
difference	different
help	helpful
beauty	beautiful
guilt	guilty
importance	important
danger	dangerous

Homework

Noun	Verb
Survey	analyze measure collect
Mapping	calculate
Observation	plan
Georeferencing	discuss
Registration	
Adjustment	
Digitization	integrate monitor visualize
Extraction	
Processing	
Modeling	validate

Making negatives

- 3** We can make adjectives and verbs negative by using these prefixes.

adjectives	<i>un-</i>	<i>im-</i>	<i>in-</i>	<i>il-</i>
verbs	<i>un-</i>	<i>dis-</i>		

Complete the sentences, using a word from the box and a prefix.

pack possible agree tidy fair like appear employed legal polite
--

Prepositions: (at, on, in):

At:

For **place**: it is used to indicate a specific and small point.

Examples:

- She is at the bus stop.
- I was at the door.

For **time**: it is used with hours or an exact moment.

Examples:

- The meeting is at 9 o'clock.
- He arrived at midnight.

2 On

For **place**: it is used to indicate a surface (on top of something in contact with it).

Examples:

- The book is on the table.
- There is a picture on the wall.

For **time**: it is used with days and dates.

Examples:

- I was born on Monday.
- The party is on July 1st

3 In

For **place**: it is used to indicate a large or enclosed space.

Examples:

- He is in the room.
- She lives in Baghdad.

For **time**: it is used with season, years, and long periods.

Examples:

- We met in 2020.
- The flowers bloom in spring.

3 Complete these time expressions with *at*, *on*, *in*, or no preposition.

___ six o'clock	___ Saturday	___ 1995
___ last night	___ December	___ the weekend
___ Monday morning	___ summer	___ two weeks ago
___ the evening	___ yesterday evening	___ January 18

Answer: 1- at

2- on

3- in

4- -----

5- in

6- at

7- on

8- in

9- -----

10 - in

11-----

12- on

How to write a good CV?

First impressions count, especially when applying for jobs. Find out how to write a CV and discover useful tips to help make your CV stand out from the crowd

What is a CV?

A CV, which stands for curriculum vitae, is a document used when applying for jobs. It allows you to summarise your education, skills and experience enabling you to successfully sell your abilities to potential employers.

In the USA and Canada, CVs are known as résumés. These documents tend to be more concise and follow no particular formatting rules.

How long should a CV be?

A standard CV in the UK should be no longer than two sides of A4.

You can take a look at many examples for CV inspirations in the web.

To save space only include the main points of your education and experience. Stick to relevant information and don't repeat what you've said

in your cover letter.

**You can google and see what the cover letter is.*

** As a recent graduate your CV may only take up one page and that's ok. Some*

academic CVs may be longer depending on your experience.

What to include in a CV? *Contact details*

- Include your full name, home address, mobile number, and email address.

Profile - A CV profile is a concise statement that highlights your key attributes and helps you stand out from the crowd. Usually placed at the beginning of the CV and it picks out a few relevant achievements and skills, while expressing your career aims. A good CV profile focuses on the sector you're applying to, *as your cover letter will be job*

-specific

- . Keep CV personal statements short and snappy
- 100 words is the perfect length. You can discover how to write a personal statement for your CV from the website.

Education

- List and date all previous education, including professional qualifications. Place the most recent first. Include specific modules only where relevant.

Work experience

- List your work experience in reverse date order, making sure that anything you mention is relevant to the job you're applying for.
- * If you have plenty of relevant work experience, this section should come before education.

Skills and achievements -

This is where you talk about the foreign languages you speak, and the IT packages you can competently use. The key skills that you list should be relevant to the job. Don't exaggerate your abilities, as you'll need to back up your claims at interview.

*If you've got lots of job

- specific skills you should do a skills
- based CV.

Interests

- 'Socializing', 'going to the cinema' and 'reading' aren't going to catch a recruiter's attention. However, relevant interests can provide a more complete picture of who you are, as well as giving you something to talk about at interview. Examples include writing your own blog if you want to be a journalist or being part of a drama group if you're looking to get into sales.

References

- You don't need to provide the names of referees at this stage. You also don't need to say 'references available upon request' as most employers would assume this to be the case.

For more help and advice on how to write a CV and to find CV templates, see example CVs in the website

How to write the CV?

Use active verbs when possible. For example, include words like 'created', 'analyzed' and 'devised' to present yourself as a person who shows initiative.

A good CV doesn't have any spelling or grammar mistakes. Use a spell checker and enlist a second pair of eyes to check over the document.

Avoid generic, over

-used phrases such as 'team player', 'hardworking' and 'multitasker'. Instead, provide real

-life examples that demonstrate all of these skills.

Tailor your CV. Look at the company's website and social media accounts, look to see if they've recently

been mentioned in the local press and use the job advert to make sure your CV is targeted to the role and employer.

Create the right type of CV for your circumstances. Decide whether the chronological, skills

-based or academic CV is right for you.

Don't put the term 'curriculum vitae' at the top of the page.

Make sure your email address sounds professional. If your personal address is inappropriate create a new account for professional use.

Don't lie or exaggerate on your CV or job application. Not only will you demonstrate your dishonesty to a potential employer, but there can be serious consequences too.

For example, altering your degree grade from a BSc to an MSc is classed as degree fraud and can result in a prison sentence.

Take a look at this advice and guidance on degree fraud for students.

If posting your CV online don't include your home address, as you could be targeted by fraudsters.

You should always include a cover letter unless the employer states otherwise. It will enable you to personalize your application. You can draw attention to a particular part of your CV, disclose a disability or clarify gaps in your work history. Find out how to write a persuasive cover letter.

Expressions of quantity

The difference between count and un count nouns

The main difference between count and un count nouns is whether or not the things they refer to can be counted.

Count nouns refer to things that can be divided up into smaller units which are separate and distinct from one another, for example:

- candidate
- table
- word

Un count nouns refer to things that cannot be counted because they are regarded as a whole which cannot be divided into parts. They often refer to abstractions and occasionally have a collective meaning, for example:

- education
- furniture
- weather

Note:

(1) Count nouns can be singular or plural

- This cup is full.
- These cups are empty.

(2) Un count nouns can only be singular

- The water is cold.

5.1.2 Some and any

Some and **any** are used with uncountable nouns and plural nouns. The general rule is:

(1) **Some** is used in positive sentences.

I have **some** homework to do.

(2) **Any** is used in questions and negatives.

I **don't** have **any** homework to do.

(3) **Some** is used in questions that are requests or offers.

Can I have some water?

Note:

The rules are the same for the compounds **someone**, **anything**, **anybody**, **somewhere**, etc.

GRAMMAR SPOT

Can we count milk (one milk, two milks) ?

Can we count eggs (one egg, two eggs) ?

When do we say *How much* ... ?

When do we say *How many* ... ?

▶▶ Grammar Reference 4.1 p133

Word	Used with	Structure	Example
Many	Countable nouns	Many + plural noun	I don't have many books.
Much	Uncountable nouns	Much + uncountable noun	I don't have much money.
Many (Question)	Countable nouns	How many + plural noun?	How many cars are there?
Much (Question)	Uncountable nouns	How much + uncountable noun?	How much water do you drink?
Common alternative	Both	A lot of / Lots of + noun	She has a lot of friends . / She drinks a lot of water .
Word	Used with	Meaning	Example

Word	Used with	Structure	Example
Few	Countable nouns	Very few, not enough (negative sense)	She has few friends.
A few	Countable nouns	Some, a small number but enough (positive sense)	She has a few friends.
Little	Uncountable nouns	Very little, not enough (negative sense)	We have little time left.
A little	Uncountable nouns	Some, a small amount but enough (positive sense)	We have a little time left.

PRACTICE

Discussing grammar

1 Complete the sentences with *some* or *any*.

- 1 Have you got _____ brothers or sisters?
- 2 We don't need _____ olive oil.
- 3 Here are _____ letters for you.
- 4 I need _____ money.
- 5 Is there _____ petrol in the car?

Answer: 1- any 2- any 3- some 4- some 5- any

2 Complete the sentences with *much* or *many*.

- 1 Have you got _____ homework?
- 2 We don't need _____ eggs. Just half a dozen.
- 3 Is there _____ traffic in your city?
- 4 I don't know _____ students in this class.
- 5 How _____ people live in your house?

Answer: 1- much 2- many 3- much 4- many 5- many

3 Complete the sentences with *a little*, *a few*, or *a lot of*.

- 1 I have _____ close friends. Two or three.
- 2 He has _____ money. He's a millionaire.
- 3 'Do you take sugar in coffee?' 'Just _____. Half a spoonful.'
- 4 'Have you got _____ CDs?' 'Hundreds.'
- 5 I'll be ready in _____ minutes.
- 6 She speaks good French, but only _____ Arabic.

Answer: 1- a few 2- a lot of 3- a little 4- a lot of 5- a few 6- a little

something/someone/somewhere

5 Complete the sentences with the correct word.

some any every no	+	thing one/body where
----------------------------	---	----------------------------

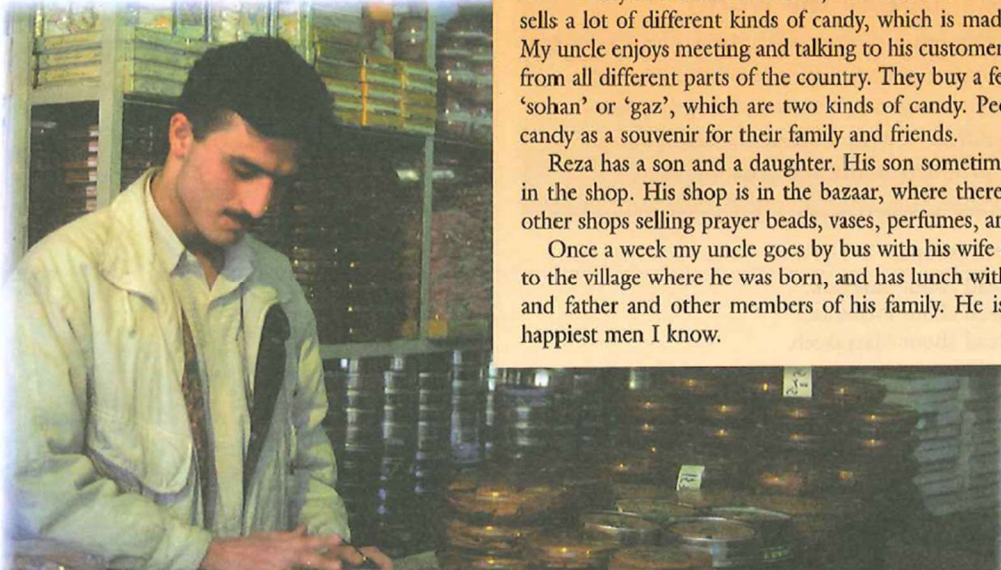
- 1 'Did you meet _____ interesting at the conference?'
'Yes. I met _____ who knows you!'
- 2 'Ouch! There's _____ in my eye!'
'Let me look. No, I can't see _____.'
- 3 'Let's go _____ exciting for our holidays.'
'But we can't go _____ that's too expensive.'
- 4 'I'm so unhappy. _____ loves me.'
'I know _____ who loves you. Me.'
- 5 I lost my glasses. I looked _____, but I couldn't find them.
- 6 'Did you buy _____ at the shops?'
'No, _____. I didn't have any money.'
- 7 I'm bored. I want _____ interesting to read, or _____ interesting to talk to, or _____ interesting to go.
- 8 It was a great film. _____ loved it.

- 1 'Did you meet anyone interesting at the conference?'
'Yes. I met someone who knows you!'
- 2 'Ouch! There's something in my eye!'
'Let me look. No, I can't see anything.'
- 3 'Let's go somewhere exciting for our holidays.'
'But we can't go anywhere that's too expensive.'
- 4 'I'm so unhappy. Nobody loves me.'
'I know somebody who loves you. Me.'
- 5 I lost my glasses. I looked everywhere, but I couldn't find them.
- 6 'Did you buy anything at the shops?'
'No, nothing. I didn't have any money.'
- 7 I'm bored. I want something interesting to read, or someone interesting to talk to, or somewhere interesting to go.
- 8 It was a great film. Everyone loved it.

Reading:

2 Answer the questions.

- 1 Who is the man in the picture?
- 2 What is his job?
- 3 Where does he live?
- 4 What does he sell?
- 5 Does he have any children?
- 6 Who helps him in the shop?
- 7 How often does he visit his parents?
- 8 How does he travel to his village?



My uncle Reza is a shopkeeper. He lives in an old city in the centre of Iran, where he has a candy shop. He sells a lot of different kinds of candy, which is made from nuts. My uncle enjoys meeting and talking to his customers, who come from all different parts of the country. They buy a few packets of 'sohan' or 'gaz', which are two kinds of candy. People buy the candy as a souvenir for their family and friends.

Reza has a son and a daughter. His son sometimes helps him in the shop. His shop is in the bazaar, where there are a lot of other shops selling prayer beads, vases, perfumes, and textiles.

Once a week my uncle goes by bus with his wife and children to the village where he was born, and has lunch with his mother and father and other members of his family. He is one of the happiest men I know.

Answer:

- 1- He is Reza.
- 2- His job is shopkeeper.
- 3- He lives in an old city in the center of Iran
- 4- He sells a lot of different kinds of candy.
- 5- Yes, he has a son and daughter.
- 6- His son sometimes helps him in the shop.
- 7- He visits his parents once a week.
- 8- He travels to his village by bus

Articles

(Unit Four, New Headway Plus. Pre-Intermediate)

Articles are the forms **a**, **an**, and **the**, it is a part of speech that comes before a noun.

2.1 The Indefinite Articles (a/an)

- The form **a** is used before a word beginning with a consonant, or a vowel with a consonant sound:

a plane **a** one-way

- The form **an** is used before words beginning with a vowel (a, e, i, o, u) or words beginning with a silent **h**:

an iron **an** hour

❖ Use of the indefinite articles:

The indefinite articles (a/an) are used:

(1) Before a singular noun which is countable (i.e. of which there is more than one) when it is mentioned for the first time and represents no particular person or thing:

The four centers lie in **a** plane.

(2) With a noun complement:

The noun complement is a word or phrase used to complete a grammatical construction. There are two kinds of noun complements; subject complement and object complement.

A subject complement is a predicative expression that follows a linking verb (the term linking verb is used to refer to verbs that describe the subject or link

the subject to some complement such as a predicate adjective or predicate noun) and that completes the subject of the sentence by either renaming it or describing it.

The subject complement is bold in the following examples:

The lake was a **tranquil** pool.

Predicate adjective

It was an **earthquake**.

Predicate noun

The object complement is a noun, pronoun, or adjective which follows a direct object.

The advisor sent him a **paper**

Indirect object (entity indirectly affected by the action)

2.2 The Definite Article (the)

The definite article **the** is used with countable nouns in the singular/plural and uncountable nouns in the meaning “mentioned earlier.”

❖ Use of the definite articles:

The definite article (the) is used:

- (1) In generalizations with singular countable nouns to refer to a class of things.

The brain is a complex biological system.

PRACTICE

Discussing grammar

1 In pairs, find one mistake in each sentence.

- 1 He's policeman, so his job is sometimes dangerous.
- 2 I have the breakfast at 7 a.m.
- 3 The love is more important than money.
- 4 I come to the school by bus.
- 5 I'm reading one good book at the moment.
- 6 'Where's Jack?' 'In a kitchen.'
- 7 I live in centre of the city, near the hospital.
- 8 My parents bought the lovely house in the country.
- 9 I don't eat the bread because I don't like it.

Answer: 1- a policeman 2- have breakfast 3- love 4- to school
5- a one 6- the kitchen 7- the center 8- a lovely 9- eat bread

2 Complete the sentences with *a/an, the*, or nothing.

- 1 I have two children, _____ boy and _____ girl. _____ boy is twenty-two and _____ girl is nineteen.
- 2 George is _____ soldier in _____ army, and Nadia is at _____ university.
- 3 My husband goes to _____ work by _____ car. He's _____ accountant. I don't have _____ job. I stay at _____ home and look after _____ children.
- 4 What _____ lovely day! Why don't we go for _____ picnic in _____ park?
- 5 'What did you have for _____ lunch?' 'Just _____ sandwich.'

Answer: 1- a a the the
2- a the the
3- ----- ----- a a ----- the
4- a a the
5- ----- a

- (2) Before the superlative degrees of adjectives, ordinal numerals, and specifies (such as same, only, principal, etc.).

The best results were obtained during **the second** experiment.

Superlative degree of adjective

Ordinal numbers

The only paper on this problem was published ten years ago.

- (3) With the names of unique objects.

The Universe is thought to contain 10^{11} kilograms of matter.

- (4) With the names of theories and devices modified by a proper name used as an adjective:

The Dirichlet problem, the Celsius scale

BUT: when a proper name is used in the possessive form, no article is used:

Dirichlet's conditions

Note:

The definite article "the" is not used with the first mention of the constructions that denote the part of a whole:

a molecule of hydrogen

Verb pattern:

GRAMMAR SPOT

1 Complete the sentences with the words *go abroad*. Put the verb *go* in the correct form.

I want *to go abroad*.
I'd like ...
I can't ...
I'm looking forward to ...
I hope ...
I enjoy ...
I'm thinking of ...
I'd love ...

2 What's the difference between these sentences?
I like going to the cinema.
I'd like to go to the cinema tonight.

►► Grammar Reference 5.1 and 5.2 p134

I'd like to go abroad

I can't go abroad

I'm looking forward to go abroad.

I hope to go abroad.

I enjoy going abroad.

I'm thinking of going abroad

I'd love to go abroad

PRACTICE

Discussing grammar

- 1 In these sentences, one or two verbs are correct, but not all three.
Tick (✓) the correct verbs.

- 1 I ____ to live in a hot country.
a ☐ want b ☐ enjoy c ☐ 'd like
- 2 We ____ going to Egypt for our holidays.
a ☐ are hoping b ☐ 're thinking of c ☐ like
- 3 I ____ go home early tonight.
a ☐ want b ☐ like c ☐ can
- 4 I ____ to see you again soon.
a ☐ hope b ☐ 'd like c ☐ 'm looking forward
- 5 Do you ____ learning English?
a ☐ want b ☐ enjoy c ☐ like
- 6 We ____ having a few days off soon.
a ☐ 're thinking of b ☐ 'd love to c ☐ 're looking forward to

Make correct sentences with the other verbs.

1- a , c 2- b ,c 3- c 4- a , b 5- b ,c 6- a ,c

Future tense (will, going to):

Future use will:

Subject + will + base verb + rest of sentence

Uses in (Promises, Instant decisions, Predictions)

Example:

I will help you with your homework.

I'm thirsty. I will drink some water.

I think it will rain tomorrow.

Future use going to:

Subject + be (am/is/are) + going to + base verb + rest of sentence

Uses in (Plans, Intentions, Predictions)

Note: I'll short form of I will I won't short form of I will not

Discussing grammar

3 Choose the correct verb form.

- 1 'My bag is so heavy.'
'Give it to me. *I'll carry / I'm going to carry* it for you.'
- 2 I bought some warm boots because *I'll go / I'm going* skiing.
- 3 'Tony's back from holiday.'
'Is he? *I'll give / I'm going to give* him a ring.'
- 4 'What are you doing this evening?'
'*We'll see / we're going to see* a play at the theatre.'
- 5 You can tell me your secret. *I won't tell / I'm not going to tell* anyone.
- 6 Congratulations! I hear *you'll get married / you're going to get married*.
- 7 'I need to post these letters.'
'*I'll go / I'm going shopping* soon. *I'll post / I'm going to post* them for you.'
- 8 'Now, holidays. Where *will you go / are you going* this year?' 'We don't know yet.'

- 1- I'll carry 2- I'm going skiing 3- I'll give 4- we're going to see a play
5- I won't tell 6- you are going to get married 7- I'm going shopping, I'll post
8- are you going this year.

Check it

5 Correct these sentences.

- | | |
|-----------------------------------|---|
| 1 What you want drink? | 5 I'm looking forward to see you again soon. |
| 2 I have a mineral water, please. | 6 I think to change my job soon. |
| 3 I can't to help you. | 7 Phone me tonight. I give you my phone number. |
| 4 It's starting rain. | 8 I see the doctor tomorrow about my back. |

Un

- 1- What do you want to drink?
- 2- I'll have
- 3- I can't help you.
- 4- It's starting to rain
- 5- To seeing
- 6- I thinking of changing
- 7- I'll give
- 8- I'm seeing

Hot verbs (have, go, come):

2 Put *have*, *go*, or *come* into each gap.

_____ an accident	_____ a cold
_____ first in a race	_____ wrong
_____ out for a meal	_____ a meeting
_____ and see me	_____ abroad
_____ shopping	

1- Have 2- come 3- go 4- come 5- go 6- have 7- go 8- have 9- go

3 Complete the sentences with the correct form of *have* (or *have got*), *go*, or *come*.

- 1 We're _____ a picnic next Thursday. Would you like _____?
- 2 I _____ a terrible headache. Can I _____ home, please?
- 3 You must see my new flat. _____ round and _____ a meal some time.
- 4 'I'm _____ out now, Mum. Bye!' 'OK. _____ a good time. What time are you _____ home?'
- 5 Hi, Dave. Tariq _____ a shower at the moment. I'll just _____ and tell him you're here.
- 6 _____ on! Get out of bed. It's time _____ to school.
- 7 It's a lovely day. Let's _____ to the park. We can _____ a picnic.
- 8 I'm _____ skiing next week. _____ you _____ any ski clothes I could borrow?



1- having , come 2- have go 3- come , have 4- going , have 5- having , go
6- come ,go 7- go , have 8- going , do , have

2 All the lines in **A** answer the question *How are you?* Match a line in **A** with a line in **B**.

A	B
1 I feel nervous.	It's so wet and miserable.
2 I don't feel very well.	I'm going on holiday to Australia tomorrow.
3 I'm feeling a lot better, thanks.	My grandfather's going into hospital for tests.
4 I'm really excited.	I think I'm getting the 'flu.
5 I'm fed up with this weather.	Nothing's going right in my life.
6 I'm really tired.	I've got an exam today.
7 I'm a bit worried.	I've got a lot more energy.
8 I feel really depressed at the moment.	I couldn't get to sleep last night.

1-----6 2-----4 3-----7 4-----2 5-----1 6-----8 7-----3 8-----5

7.1 Form of Comparative and Superlative Adjectives

- Comparative adjectives

Comparative adjectives are used to compare differences between the two objects they modify (larger, smaller, higher). They are used in sentences where two nouns are compared, in this pattern:

Noun (subject) + verb + comparative adjective + than + noun (object).

Example:

The rock flew higher than the roof.

- Superlative adjectives

Superlative adjectives are used to describe an object which is at the upper or lower limit of a quality (the tallest, the smallest, the highest). They are used in sentences where a subject is compared to a group of objects.

Noun (subject) + verb + the + superlative adjective + noun (object).

Example:

My house is the largest one in our neighborhood.

- Forming of Comparative and Superlative Adjectives

		Comparative	Superlative
Short adjectives	small	smaller	smallest
Adjectives that end in -y	heavy	heavier	heaviest
Adjectives with two syllables or more	interesting	more interesting	most interesting
Irregular adjectives	good	better	best

Notes:

1. Short adjectives with one vowel + one consonant, double the consonant:

hot/hotter

2. 'Than' is often used after a comparative adjective.

3. 'Much' can come before the comparative to give emphasis.

Is Tokyo **much more modern than** London?

4. 'The' is used before the superlative Adjectives.

Which is **the tallest** building in the world?

Check it

6 Correct these sentences.

- 1 He's more older than he looks.
- 2 Jessica's as tall than her mother.
- 3 'What does Hong Kong like?' 'It's really exciting!'
- 4 Trains in India are more crowded that in Europe.
- 5 Al-Azhar University in Cairo is oldest university in the world.
- 6 He isn't as intelligent than his sister.
- 7 This is more hard than I expected.
- 8 Who is the most rich man in the world?
- 9 Everything is more cheap in my country.
- 10 Rome was hotter that I expected.

- | | | | | | |
|-----------|---------------|------------------------|----------|-----------------|-------|
| 1- Older | 2- as tall as | 3- what Hong Kong like | 4- than | 5- is the Cairo | 6- as |
| 7- harder | 8- richest | 9- cheaper | 10- than | | |

GRAMMAR SPOT

1 What are the comparative and superlative forms of the following adjectives? What are the rules?

a small	c busy
cold	noisy
near	dry

b big	d beautiful
hot	interesting
wet	exciting

2 These adjectives are irregular. What are the comparative and superlative forms?

far	good	bad
-----	------	-----

3 Adjectives also combine with *as . . . as*.
Melbourne isn't as cosmopolitan as Chicago.

Match the following adjectives with their *two* opposites in exercise 1.

interested	<u>bored</u>	<u>fed up</u>
horrible	_____	_____
mean	_____	_____
old	_____	_____
poor	_____	_____
tidy	_____	_____

interested	bored	Fed up
horrible	wonderful	brilliant
mean	kind	generous
old	new	modern
poor	rich	wealthy
tidy	Un tidy	messy

- Present perfect

4.3 Present Perfect

• Form

have/has + -ed (past participle)

The past participle of regular verbs ends in **-ed**.

• Use

- (1) The Present Perfect looks back from the present into the past, and expresses what has happened before now. The action happened at an indefinite time in the past, for example:

She **has written** two books. (up to now)

The action can continue to the present, and probably into the future, for example:

She **has lived** here for twenty years. (she still lives here)

(2) The Present Perfect expresses an experience as part of someone's life.

They **have lived** all over the world.

Note:

Ever and **never** are common with this use.

He has **never** flown in a plane.

(3) The Present Perfect expresses an action or state which began in the past and continues to the present.

How long **have** you **worked** as a teacher?

Note:

The time expressions **for** and **since** are common with this use. The time expression **for** is used with a period of time, and **since** with a point in time.

We have lived here **for** two years. (a period of time)

I have worked **since** April. (a point in time)

(4) The Present Perfect expresses a past action with results in the present. It is often a recent past action.

I **have lost** my book. (I have not got it now.)

Note:

The adverbs **just**, **already** and **yet** are common with this use. The adverb **yet** is used in questions and negative.

Since and for:

We used for with duration

I have lived here **for** 5 years

We used since with starting point

I have lived here **since** 2020

Exercises:

1. She has lived in Mosul since 2018.
2. I have been waiting for two hours.
3. They have worked in this company for ten years.
4. He has not eaten anything since yesterday.
5. We have known each other for a long time.
6. My father has been sick since last week.
7. The students have studied English for five months.
8. I haven't seen her since last summer.
9. She has been playing the piano since she was six years old.

Past Perfect Tense

◆ 1. Definition

The **Past Perfect Tense** is used to describe an action that was **completed before another action or specific time in the past**.

It shows the “past of the past.”

◆ 2. Structure (Form)

Affirmative (Positive):

Subject + **had** + Past Participle (V3)

Example:

- She **had finished** her homework before dinner.

Negative:

Subject + **had not (hadn't)** + Past Participle

Example:

- They **had not seen** the film before yesterday.

Question:

Had + Subject + Past Participle ...?

Example:

- **Had** you **visited** London before 2020?

◆ 3. Usage (When do we use Past Perfect?)

1. To show an action completed before another action in the past:

- I **had eaten** dinner before my friend arrived.
(First: I ate → Second: my friend arrived)

2. To talk about an action completed before a specific time in the past:

- She **had graduated** by 2019.

3. To show cause and effect in the past:

- He was tired because he **had worked** all day.

◆ 4. Time Expressions with Past Perfect

Common words that often come with Past Perfect:

- **before**
- **after**
- **by the time**
- **already**
- **when**

Examples:

- By the time we arrived, the movie **had started**.
- She left after she **had finished** her homework.

◆ 5. Difference from Past Simple

- **Past Simple** → one action finished in the past.
- **Past Perfect** → an action finished **before another past action**.

Example:

- Past Simple: I **ate** dinner at 7 p.m.
- Past Perfect: I **had eaten** dinner before my friend arrived.

Model verbs

Modal verbs are auxiliary verbs used with the main verb to express: ability, permission, possibility, advice, obligation, request, and others.

Fixed rule:

The verb that comes after the modal verb is in the base form (without any additions)

1- Can, could

verb	mean	use	example
Can	يستطيع- يمكن	يستخدم في الرسميات اقدر استطيع	I can swim
Could	كان يستطيع- ربما	يستخدم في الماضي	I could run fast

2- May, Might

verb	mean	use	example
May	ربما -يمكن	احتمال رسمي / طلب مؤدب	It may rain today.
Might	ربما	احتمال ضعيف غير مؤكد	She might come later.

3- Must – Have to, should

verb	mean	use	example
Must	يجب ضروري	الزام داخلي من المتكلم	You must study for the test.
Have to	يجب مضطر	إلزام خارجي (قانون – ظرف)	I have to wear a uniform.
Should	ينبغي	نصيحة – رأي	You should sleep early.

Choose the correct modal verb:

1. You ___ wear a helmet when riding a motorbike. (can / **must** / might)
2. We ___ visit our grandparents tomorrow if we have time. (must / **might** / should)
3. Students ___ not use their phones during the exam. (**could** / must / may)
4. This box is very heavy. I ___ lift it alone. (**can't** / must / may)
5. It's getting late. You ___ go home now. (might / **should** / can)

Complete the sentences with the correct modal verb:

1. She **can** play the piano very well. (ability)
2. You **must** not park your car here. (prohibition)
3. I **could** speak French when I was younger. (past ability)
4. We **have to** study hard to pass the exam. (obligation)
5. **can** I borrow your book, please? (permission)

Rewrite using the given modal verb:

1. It is necessary to do your homework. (must)
→ You **must do** your homework.
2. Perhaps she will come to the party. (might)
→ She **might come** to the party.
3. It is a good idea to drink more water. (should)
→ You **should drink** more water.
4. It is possible that he knows the answer. (may)
→ He **may know** the answer.
5. I was able to solve the problem yesterday. (could)
→ I **could solve** the problem yesterday.

Find and correct the mistake in each sentence:

1. He **musts** study for the test.
2. You **can** borrow my pen.
3. They **shoulds** to eat more vegetables.
4. We have **not** to not wear a uniform.
5. She **mights** **goes** to the cinema.