



Ministry of Higher Education and Scientific Research
Northern Technical University
Technical College of Engineering, Mosul



English languages I

Prepared by

Assistant lecture: Hiba A. Al Kareem

2025-2026

Unit One / Hello

Topic: *Hello! / Introducing Yourself and Others*

- Greeting someone:

Hello, I'm Ali. What's your name?

Hi, Ali. How are you?

- Introducing yourself:

My name's Ali. Nice to meet you.

- Introducing someone else:

This is Mr. Ali. He is an engineer.

Jone, this is Ali. Ali, this is Jone.

-Contractions:

I am	I'm	I will	I'll
He, She, It is	He, She, It's	Name is	Name's
They, we, you are	They, we're	What is	What's
Have not	Haven't		
Can not	Can't		
Will not	Won't		

هذا الكلام ممكن الاستفادة منه عند تعريف عن النفس في المؤتمرات والندوات العالمية وعند العمل في مشاريع مع كادر متعدد الجنسيات

Ex: Hello, I'm Ali. I'm a Geomatics Engineer specializing in GIS and remote sensing

عند تقديم عرض تقديمي لمشروع معين

EX: Good morning, my name's Ali, and I will present our geomatics project about urban mapping in Mosul

H.W.: Write three sentences to introduce yourself and your specialty.

Ex: Write a short paragraph to introduce yourself

My name is Ali Hassan. I am a geomatics student at the university. I study maps, GPS, and other equipment in the laboratory. My favorite subject is using satellites to collect data. I want to be an engineer in the future. English helps me communicate with other engineers and understand technical information.

Numbers:

One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten

Singular: one book, one apple

Plural: four books, ten sandwiches.

Sound “s”

The letter “s” is pronounced “s” if preceded by one of the letters (p, t, k, f, tph , ph.)

The letter “s” is pronounced “z” if preceded by one of the letters (b, d, g, v, l, m, n, r)

The letter “s” is pronounced “iz” if preceded by one of the letters (ch, sh, s, ss, x)

/s/	/z/	/iz/
books	cars	sandwiches
photographs	computers	houses
students	hamburgers	
	cameras	
	televisions	
	bags	

Vocabulary Meaning

الكلمة بالإنجليزية	المعنى بالإنجليزية	المعنى بالعربية
Surveying	The science of measuring and mapping land.	علم المساحة
Distance	The length between two points.	مسافة
Angle	The space between two intersecting lines measured in degrees.	زاوية
Elevation	The height of a point above sea level.	ارتفاع
Benchmark	A fixed reference point of known elevation.	نقطة مرجعية
Leveling	Determining height differences between points.	التسوية
Total Station	An instrument for measuring distances and angles.	جهاز المحطة المتكاملة
Theodolite	A device used to measure horizontal and vertical angles.	ثيودوليت
Tripod	A three-legged stand for instruments.	حامل ثلاثي
Plumb line	A string with a weight used for vertical alignment.	خيط شاقولي
Traverse	A series of connected survey lines.	مضلع مساحي
Triangulation	Locating points using triangles and angles.	التثليث
Bearing	The direction of a line with respect to north.	اتجاه/سمت
Contour	A line connecting points of equal elevation.	خط كنتور
Scale	Ratio between map distance and ground distance.	مقياس رسم
Chain Surveying	Measuring distances with a chain or tape.	المساحة بالسلسلة
Compass Surveying	Measuring directions using a compass.	المساحة بالبوصله
Plane Table	A device for drawing maps directly in the field.	طاولة المساحة
Staff	A graduated rod for measuring heights.	القامة
Error of Closure	The difference between starting and ending survey points.	خطأ الإغلاق
Adjustment	The process of correcting survey errors.	التصحيح
Station Point	The position where the instrument is set up.	نقطة الرصد
Line of Sight	The straight line between instrument and target.	خط النظر
Backsight (BS)	A reading taken on a known point.	قراءة خلفية
Foresight (FS)	A reading taken on a new point.	قراءة أمامية
Intermediate Sight (IS)	A reading between backsight and foresight.	قراءة وسطية
Datum	A reference level, such as mean sea level.	المستوى المرجعي
Horizontal Distance	Distance measured on a horizontal plane.	المسافة الأفقية

الكلمة بالإنجليزية	المعنى بالإنجليزية	المعنى بالعربية
Vertical Distance	Difference in elevation between two points.	المسافة الرأسية

Ex: Fill in the blanks:

1. A line connecting points of equal height is called _____.
2. The reference level, such as mean sea level, is called _____.

Ex: Give the meaning:

1. Traverse → _____
2. Line of Sight → _____
3. Error of Closure → _____

Translate the problem into Arabic accurately:

A leveling survey was conducted along a 200-meter line.

The instrument was set up at a station point, and the following readings were taken:

- Backsight (BS) on Benchmark = **1.250 m**
- Intermediate sight (IS) at 100 m = **2.100 m**
- Foresight (FS) on the endpoint = **1.850 m**

The benchmark elevation is known to be **100.000 m** above mean sea level.

The purpose of this survey is to determine the elevation of the endpoint

Unit Two /Your world

1 Find the countries on the map on p13. Find your country on the map.

Australia Brazil England France Italy Japan Spain the United States

Australia Brazil Egypt China England France Italy Hungary Japan Russia Spain Saudi Arabia

Where **are you** from (is "he, she, it" are they)

Ex: Ali is from Iraq.

Where **is Ali(he)** from?

Ex: Ana and Ahmed are from Egypt.

Where **are they** from?

Possessive Adjectives:

They come before the noun to show the ownership of something:

I	my	This is my book.
You	your	Is this your pen?
He	his	His car is new.
She	her	Her bag is black.
It	its	The cat ate its food.
We	our	Our house is big.
They	their	Their garden is beautiful.

Possessive Pronouns:

They replace the noun and show possession without needing a noun after them

English	Arabic	Example
mine	ملكي	This book is mine .
yours	ملكك / ملككم	The pen is yours .
his	ملكه	The car is his .
hers	ملكها	The bag is hers .
its	ملكه / ملكها	(نادر استخدام)
ours	ملكانا	The house is ours .
yours	ملككم	The school is yours .
theirs	ملكهم	The garden is theirs .

Note:

- Possessive Adjectives تأتي قبل الاسم
- Possessive Pronouns تأتي بدل الاسم

EX:

1. **Our survey team** uses GPS to measure the land accurately.
2. **My theodolite** is calibrated for the field measurements.
3. **His total station** can measure both distances and angles.
4. **Her notebook** contains all the survey data.
5. **Its laser scanner** produces a detailed 3D model of the terrain.
6. **Your maps** should be updated with the latest satellite images.
7. **Their GIS software** helps analyze spatial data efficiently.

Ex Possessive Pronouns

1. This GPS device is **mine**; do not use it without permission.
2. The 3D model is **ours**, created by the surveying team.
3. That drone is **hers**, and she uses it for aerial photography.
4. The station points and measurements are **theirs**.
5. This calibration tool is **his**; he keeps it in the lab.
6. The corrected map is **yours**, prepared for your project.

Exercise: Choose the correct possessive adjective (my, your, his, her, its, our, their)

1. This is ___ book.
2. Is this ___ pen?
3. ___ car is new.
4. She loves ___ bag.
5. The cat ate ___ food.
6. We like ___ house.
7. Are these ___ pencils?
8. They clean ___ garden every day.

Exercise: Fill in the blanks with possessive adjective and **Pronouns**

1. This is not ___ book; it is ___.
2. Sarah loves ___ dog, but the cat is not ___.
3. We bought a new house. This house is ___.
4. Tom is looking for ___ keys. Have you seen ___?
5. The students are proud of ___ project. The project is ___.
6. I don't like ___ shoes; these shoes are ___.
7. The dog is wagging ___ tail. That toy is not ___.
8. You can sit in ___ chairs, but these chairs are ___.

H.W. Part A: Fill in the blanks

1. This total station is not **mine**; it is **his**.
2. Sarah is using **her** GPS device, but the drone is not **hers**.
3. We completed the survey. The final report is **ours**.
4. Tom is calibrating **his** theodolite. Have you seen **his**?
5. The satellite images are **yours**, but the maps are **theirs**.
6. I don't like **my** measurement data; these data are **theirs**.
7. The LiDAR scanner is working perfectly; that scanner is not **its**.
8. You can use **your** maps, but these maps are **ours**.

Part B: Choose the correct form

1. **My** survey notebook contains all the data.
2. This 3D model is **ours**.
3. **His** total station is set up on the hill.
4. The corrected map is **yours**.
5. **Her** drone is ready for aerial mapping.
6. These calibration tools are **theirs**.

Part of speech:

There are eight main parts of speech, and every word in a sentence falls under one of these categories according to its function.

Part of Speech	Definition	How to Identify	Examples
Noun	A word that names a person, place, thing, idea, or event	Often comes with an article (a, an, the); can be singular or plural; usually the subject or object of a sentence	map, instrument, survey, elevation
Verb	A word that shows an action, event, or state	Usually follows the subject; can change tense (past, present, future)	measure, analyze, collect, fly
Adjective	A word that describes a noun	Often comes before the noun or after linking verbs (be, seem, become); answers “Which?”, “What kind?”, “How many?”	spatial, geodetic, accurate, digital
Adverb	A word that describes a verb, adjective, or another adverb	Answers “How?”, “When?”, “Where?”, “To what extent?”; many end with -Ly	accurately, directly, carefully
Preposition	A word that shows the relationship between a noun/pronoun and another word	Usually comes before a noun or pronoun to indicate place, time, or reason	in, on, over, under, between
Interjection	A word that expresses sudden emotion or reaction	Often stands alone or at the beginning of a sentence; may end with!	Wow!, Oh!, Hooray!

Nouns:

Nouns are words we use to name:

People	Man, father, neighbor, ----
Things	Book, table, sugar, fruit, -----
places	School, street, city, house
Ideas	Freedom, honesty, truth
Feelings	Happiness, anger, boredom, joy

Countable & Uncountable Nouns:

- Countable nouns are things that be counted as one, two, three -----
- Uncountable Nouns cannot be counted.

Countable nouns

These nouns have singular and plural forms.

- Before singular countable nouns you can use **a/an**.
- You cannot use singular countable nouns alone without words such as:
a, an, one, my, your, his, etc.

Spelling Rules for Plurals

We form plurals of most nouns by adding "s" to the singular noun.

book → books horse → horses

Words that end to (sh, ch, z, x, s) we add "es" like:

match → matches bus → buses dish → dishes

Words that end with (y) and are preceded by a consonant, we change "y" into "I" and add es like:

city → cities baby → babies

Words that end with (y) and are preceded by a vowel, we add "s" only like:

boy → boys key → keys

Words that end with (O) and are preceded by a consonant, we add "es" like:

potato → potatoes tomato → tomatoes

Words that end with (y) and are preceded by a vowel, we add "s" only like:

radio → radios zoo → zoos

Words that end with "f" or "fe", we change its to "v" and add "es" like:

knife → knives shelf → shelves

compound noun plurals depend on last noun like:

classroom → classrooms policeman → policemen

uncountable Nouns

Uncountable nouns cannot be counted e.g. (Salt, coffee, food, meat, gold, music ...etc.)

We can't use (a, an) before the noun.

Ex: Coffee is a traditional drink in Iraq.

Definite & Indefinite Articles

Indefinite Articles (a , an)

Definite Articles (The)

Present continuous

I am working
You are playing
He is talking
She is living
It is eating
We are staying
They are sleeping

Uses

We use the present continuous to talk about:

- ☐ activities at the moment of speaking:

*I'm just **leaving** work. I'll be home in an hour. Please be quiet. The children **are sleeping**.*

- ☐ future plans or arrangements:

*Mary **is going** to a new school **next term**. What **are** you **doing next week**?*

We normally use the simple instead:

I understand you. (NOT I am understanding you.) This cake tastes wonderful. (NOT This cake is tasting wonderful.)

We also use the present continuous to talk about:

- ☐ something which is happening **before and after a specific time**:

*At eight o'clock we **are** usually **having** breakfast. When I get home the children **are doing** their homework.*

- ☐ something which **we think is temporary**:

*Michael is at university. He's **studying** history. I'm **working** in London for the next two weeks.*

something which is **new** and **contrasts** with a previous state:

*These days most people **are using** email instead of writing letters. What sort of clothes **are** teenagers **wearing** nowadays? What sort of music **are** they **listening to**?*

- ☐ something which is changing, growing or developing:

*The children **are growing up** quickly. The climate **is changing** rapidly. Your English **is improving**.*

- ☐ something which happens **again and again**:

*It's **always raining** in London. They **are always arguing**. George is great. He's **always laughing**.*

Note that we normally use *always* with this use.

We can use the present continuous to talk about the past when we are:

- ☐ telling a story:

*The other day I'm just **walking** down the street when suddenly this man comes up to me and asks me to lend him some money. Well, he's **carrying** a big stick and he looks a bit dangerous, so I'm **wondering** what to do ...*

- ☐ **summarizing** a book, film or play:

*Harry Potter is a pupil at Hogwarts school. One day when he **is playing** Quidditch he sees a strange object in the sky. He wonders what **is happening**....*

Present continuous negatives

We make negatives by putting **not** (or **n't**) after **am**, **is** or **are**:

*I'm **not** doing that. You **aren't** listening. (or You're **not** listening.) They **aren't** coming to the party. (or They're **not** coming to the party.) She **isn't** going home until Monday. (or She's **not** going home until Monday.)*

Present continuous questions

We make questions by putting **am**, **is** or **are** in front of the **subject**:

***Are you** listening? **Are they** coming to your party? **When is she** going home? **What am I** doing here?*

Note

We do not normally use the continuous **with stative verbs**. Stative verbs include:

- ☐ verbs of **thinking and feeling**:

believe dislike know like love hate prefer realise recognise
remember suppose think (= believe) understand want wish

- ☐ verbs of the senses:

Appear feel look seem smell sound taste

- ☐ others:

agree be belong disagree need owe own possess

The microbe hunters

The first two decades of this century were dominated by the microbe hunters. These hunters had tracked down one after another of the microbes responsible for the most dreaded scourges of many centuries: tuberculosis, cholera, diphtheria. But there, remained some terrible diseases for which no microbe could be incriminated: scurvy, pellagra, rickets, beriberi. Then it was discovered that these diseases were caused by the lack of vitamins, a trace substance in the diet. The diseases could be prevented or cured by consuming foods that contained the vitamins. And so in the decades of the 1920's and 1930's, nutrition became a science and the vitamin hunters replaced the microbe hunters. In the 1940's and 1950's, biochemists strived to learn why each of the vitamins was essential for health. They discovered that key enzymes in metabolism depend on one or another of the vitamins as coenzymes to perform the chemistry that provides cells with energy for growth and function. Now, these enzyme hunters occupied center stage. You are aware that the enzyme hunters have been replaced by a new breed of hunters who are tracking genes-the blueprints for each of the enzymes-and are discovering the defective genes that cause inherited diseases-diabetes, cystic fibrosis. These gene hunters, or genetic engineers, use recombinant DNA technology to identify and clone genes and introduce them into bacterial cells and plants to create factories for the massive production of hormones and vaccines for medicine and for better crops for agriculture. Biotechnology has become a multibillion-dollar industry. In view of the inexorable progress in science, we can expect that the gene hunters will be replaced in the spotlight. When and by whom? Which kind of hunter will dominate the scene in the last decade of our waning century and in the early decades of the next? I wonder whether the hunters who will occupy the spotlight will be neurobiologists who apply the techniques of the enzyme and gene hunters to the functions of the brain: What to call them? The head hunters. I will return to them later.

Simple Past Tense

The simple past tense is used to indicate or describe something that happened or existed in the past.

Simple Past Forms

4 Some simple past tense verbs such as cut, put, set etc. will remain the same in the present and past tense.

Examples are,

- ☐ He *worked* at the Cheesecake Factory.
- ☐ I often *brought* my lunch to school.
- ☐ She cut her hair yesterday.

Simple Past Uses

USE 1 Completed Action in the Past

Use the simple past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the

specific time, but they do have one specific time in mind. Also it can be used to describe someone who has died

They	watch	television every night. (<i>simple present</i>)
They	watched	television last night. (<i>simple past</i>)

watched is the *simple past*:

I/we/you/they he/she/it	watched
----------------------------	----------------



Examples:

- ☐ I saw a movie yesterday.
- ☐ I didn't see a play yesterday.
- ☐ Last year, I traveled to Istanbul.
- ☐ Last year, I didn't travel to USA.
- ☐ Did you have dinner last night?
- ☐ She washed her car.
- ☐ He didn't wash his car.

USE 2 A Series of Completed Actions

We use the simple past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

Examples:

- ☐ I finished work, walked to the beach, and found a nice place to swim.
 - ☐ He arrived from the airport at 8:00, checked into the hotel at 9:00, and met the others at 10:00.
 - ☐ Did you add flour, pour in the milk, and then add the eggs?
- USE 3 Duration in the Past**

The simple past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Examples:

- ☐ I lived in Brazil for two years.
- ☐ Shauna studied Japanese for five years.
- ☐ They sat at the beach all day.
- ☐ They did not stay at the party the entire time.
- ☐ We talked on the phone for thirty minutes.
- ☐ A: How long did you wait for them?
- ☐ B: We waited for one hour.

USE 4 Habits in the Past

The simple past can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:

- ☐ I studied French when I was a child.
- ☐ He played the violin.
- ☐ He didn't play the piano.
- ☐ Did you play a musical instrument when you were a kid?
- ☐ She worked at the movie theatre after school.
- ☐ They never went to school, they always skipped class.

USE 5 Past Facts or Generalizations

The simple past can also be used to describe past facts or generalizations which are no longer true. As in USE 4 above, this use of the simple past is quite similar to the expression "used to."

Examples:

- She was shy as a child, but now she is very outgoing.
- He didn't like tomatoes before.
- Did you live in Texas when you were a kid?
- People paid much more to make cell phone calls in the past. **Simple Past Tips**

IMPORTANT When-Clauses Happen First

Clauses are groups of words which have meaning but are often not complete sentences. Some clauses begin with the word "when" such as "when I dropped my pen..." or "when class began..." These clauses are called when-clauses, and they are very important. The examples below contain when-clauses.

Examples:

- **When I paid her one dollar, she answered my question.**
- **She answered my question when I paid her one dollar.**

When-clauses are important because they always happen first when both clauses are in the simple past. Both of the examples above mean the same thing: first, I paid her one dollar, and then, she answered my question. It is not important whether "when I paid her one dollar" is at the beginning of the sentence or at the end of the sentence. However, the example below has a different meaning. First, she answered my question, and then, I paid her one dollar.

Example:

- I paid her one dollar when she answered my question.

ADVERB PLACEMENT

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Examples:

- You just called Debbie.
- Did you just call Debbie?

ACTIVE / PASSIVE

Examples:

- Tom repaired the car. Active
- The car was repaired by Tom. Passive



B

Positive			Negative		
I	am	(I'm)	I	am not	(I'm not)
he	is	(he's)	he	is not	(he's not or he isn't)
she		(she's)	she		(she's not or she isn't)
it		(it's)	it		(it's not or it isn't)
we	are	(we're)	we	are not	(we're not or we aren't)
you		(you're)	you		(you're not or you aren't)
they		(they're)	they		(they're not or they aren't)

*short forms**short forms*

- I'm cold. Can you close the window, please?
- I'm 32 years old. My sister is 29.
- Steve is sick. He's in bed.
- My brother is afraid of dogs.
- It's 10:00. You're late again.
- Ann and I are good friends.
- Your keys are on the table.
- I'm tired, but I'm not hungry.
- Tom isn't interested in politics. He's interested in music.
- Jane isn't a teacher. She's a student.
- Those people aren't Canadian. They're Australian.
- It's sunny today, but it isn't warm.

**C**

that's = that is there's = there is here's = here is

- Thank you. That's very nice of you.
- Look! There's Chris.
- "Here's your key." "Thank you."



Exercises

UNIT 1

1.1 Write the short form (*she's* / *we aren't*, etc.)

1. she is she's
2. they are _____
3. it is not _____
4. that is _____
5. I am not _____
6. you are not _____

1.2 Write *am*, *is*, or *are*.

1. The weather is nice today.
2. I _____ not rich.
3. This bag _____ heavy.
4. These bags _____ heavy.
5. Look! There _____ Carol.
6. My brother and I _____ good tennis players.
7. Amy _____ at home. Her children _____ at school.
8. I _____ a taxi driver. My sister _____ a nurse.

1.3 Complete the sentences.

1. Steve is sick. He's in bed.
2. I'm not hungry, but _____ thirsty.
3. Mr. Thomas is a very old man. _____ 98.
4. These chairs aren't beautiful, but _____ comfortable.
5. The weather is nice today. _____ warm and sunny.
6. "_____ late." "No, I'm not. I'm early!"
7. Catherine isn't at home. _____ at work.
8. "_____ your coat." "Oh, thank you very much."

1.4 Look at Lisa's sentences in 1A. Now write sentences about yourself.

1. (name?) My _____
2. (from?) I _____
3. (age?) I _____
4. (job?) I _____
5. (favorite color or colors?) My _____
6. (interested in ... ?) I _____

1.5 Write sentences for the pictures. Use:

afraid angry cold hot hungry ~~thirsty~~



1. She's thirsty.
2. They _____
3. He _____
4. _____
5. _____
6. _____

1.6 Write true sentences, positive or negative. Use *is/isn't* or *are/aren't*.

1. (it / hot today) It isn't hot today. OR It's hot today.
2. (it / windy today) It _____
3. (my hands / cold) My _____
4. (Brazil / a very big country) _____
5. (diamonds / cheap) _____
6. (Toronto / in the United States) _____

Write true sentences, positive or negative. Use *I'm* / *I'm not*.

7. (tired) I'm tired. OR I'm not tired.
8. (hungry) I _____
9. (a good swimmer) _____
10. (interested in politics) _____

**UNIT
2**

am/is/are (questions)

A

Positive	
I	am
he she it	is
we you they	are

Question	
am	I?
is	he? she? it?
are	we? you? they?



What's your name?

David.

Are you married?

No, I'm single.

How old are you?

25.

Are you a student?

Yes, I am.

- "Am I late?" "No, **you're** on time."
- "Is **your** mother at home?" "No, **she's** out."
- "Are **your** parents at home?" "No, **they're** out."
- "Is **it** cold in your room?" "Yes, a little."
- **Your** shoes are nice. **Are** **they** new?

We say:

- Is **she** at home? / Is **your** mother at home? (*not* Is at home your mother?)
- Are **they** new? / Are **your** shoes new? (*not* Are new your shoes?)

B

Where ... ? / What ... ? / Who ... ? / How ... ? / Why ... ?

- **Where is** your mother? Is she at home?
- **"Where are** you from?" "Canada."
- **"What color is** your car?" "It's red."
- **"How old is** Joe?" "He's 24."
- **"How are** your parents?" "They're fine."
- These postcards are nice. **How much are** they?
- This hotel isn't very good. **Why is** it so expensive?

what's = what is who's = who is how's = how is where's = where is

- **What's** your phone number?
- **Where's** Lucy?
- **Who's** that man?
- **How's** your father?

C

Short answers

Yes,	I	am.
	he	is.
	she	
	it	
	we	are.
	you	
	they	

No,	I'm	not.
	he's	
	she's	
	it's	
	we're	
	you're	
	they're	

or

No,	he	isn't.
	she	
	it	
	we	aren't.
	you	
	they	

- **"Are you tired?"** "Yes, I am."
- **"Are you hungry?"** "No, I'm not, but I'm thirsty."
- **"Is your friend Japanese?"** "Yes, he is."
- **"Are these your keys?"** "Yes, they are."
- **"That's my seat."** "No, it isn't."

