وزارة التعليم العالي والبحث العلمي
الجامعة التقنية الشمالية
المعهد التقني الدور

الحقيبة التعليمية

القسم العلمي:التقنيات الالكترونية

اسم المقرر:اللغة الانكليزية

المرحلة / المستوى: الثاني

الفصل الدراسي:الاول

السنة الدراسية:2024/ 2025



اسم المقرر:	**اللغة الانكليزية**						
القسم:	تقنيات الكترونية						
الكلية:	المعهد التقني الدور						
المرحلة / المستوى	الثاني						
الفصل الدراسي:	الثاني						
عدد الساعات الاسبوعية:	نظري	ساعتين	عملي				
عدد الوحدات الدراسية:	2						
الرمز:	NTU200						
نوع المادة	نظري	√	عملي		كلهما		
هل يتوفر نظير للمقرر في الاقسام الاخرى	/						
اسم المقرر النظير	/						
القسم	/						
رمز المقرر النظير	/						

معلومات تدريسي المادة

اسم مدرس (مدرسي) المقرر:	هيام هاشم محمد محمود
اللقب العلمي:	**محاضر خارجي**
سنة الحصول على اللقب	2022/2021
الشهادة :	**بكالوريوس**
سنة الحصول على الشهادة	**2022**
عدد سنوات الخبرة (تدريس)	**3**

الوصف العام للمقرر

الوصف العام لمقرر اللغة الإنجليزية للمرحلة الأولى يهدف إلى تقديم أساس قوي في مهارات اللغة الأساسية الأربعة: القراءة، الكتابة، الاستماع، والتحدث. بالإضافة إلى ذلك، يتضمن المقرر تعلم القواعد الأساسية والمفردات الضرورية للتواصل اليومي

الاهداف العامة

حدد الأهداف الرئيسية للمقرر: ماذا يجب أن يتعلم الطلاب ويحققوا بنهاية المقرر؟ استخدم عبارات مثل "سيتعلم الطلاب" أو "سيتمكن الطلاب من". (ارجو الاطلاع على الدليل المرفق)

- الأهداف الرئيسية لمقرر اللغة الإنجليزية للمرحلة الأولى:
-
- 1. **مهارات الاستماع:**
- - **فهم المحادثات البسيطة:** يجب أن يكون الطلاب قادرين على فهم المحادثات الأساسية في مواقف الحياة اليومية.
- - **التعرف على المفردات الأساسية:** يجب أن يتمكن الطلاب من تمييز وفهم المفردات والتعابير الشائعة.
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- 2. **مهارات التحدث:**
- - **التحدث بثقة:** يجب أن يكون الطلاب قادرين على التحدث بثقة في مواقف الحياة اليومية، مثل تقديم أنفسهم، والتحدث عن أنشطتهم اليومية.
- - **النطق الصحيح:** يجب أن يتقن الطلاب النطق الصحيح للكلمات والجمل الإنجليزية.
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- 3. **مهارات القراءة:**
- - **قراءة النصوص البسيطة:** يجب أن يكون الطلاب قادرين على قراءة وفهم النصوص البسيطة مثل المقالات القصيرة والقصص.
- - **زيادة المفردات:** يجب أن يتعلم الطلاب المفردات الجديدة ويفهموا استخدامها في السياقات المختلفة.
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- 4. **مهارات الكتابة:**
- - **كتابة الجمل والفقرات البسيطة:** يجب أن يتمكن الطلاب من كتابة جمل وفقرات بسيطة تتعلق بموضوعات مألوفة.
- - **تنظيم الأفكار:** يجب أن يكون الطلاب قادرين على تنظيم أفكارهم والتعبير عنها بوضوح في الكتابة.
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- 5. **القواعد اللغوية:**

- - **استخدام القواعد الأساسية:** يجب أن يتعلم الطلاب القواعد الأساسية للغة الإنجليزية مثل تصريف الأفعال في الأزمنة المختلفة، واستخدام أدوات الربط، والضمائر، والأسماء، والصفات.
- - **تطبيق القواعد في الكتابة والتحدث:** يجب أن يتمكن الطلاب من تطبيق القواعد التي تعلموها في كتابة الجمل والمحادثات.
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- 6. **المفردات:**
- - **توسيع نطاق المفردات:** يجب أن يتعلم الطلاب مجموعة واسعة من المفردات الضرورية للتواصل اليومي.
- - **استخدام التعابير الاصطلاحية:** يجب أن يتقن الطلاب التعابير الاصطلاحية والجمل اليومية الشائعة.
-
- النتائج المتوقعة بنهاية المقرر:
- - **تطوير مهارات الاستماع:** سيتمكن الطلاب من فهم المحادثات والمواد السمعية البسيطة بوضوح.
- - **تعزيز مهارات التحدث:** سيكون لدى الطلاب القدرة على التحدث بثقة والنطق الصحيح في مواقف الحياة اليومية.
- - **تحسين مهارات القراءة:** سيتمكن الطلاب من قراءة وفهم النصوص البسيطة وزيادة مخزونهم من المفردات.
- - **تنمية مهارات الكتابة:** سيكون الطلاب قادرين على كتابة جمل وفقرات بسيطة بوضوح وتنظيم.
- - **إتقان القواعد الأساسية:** سيتمكن الطلاب من استخدام القواعد اللغوية بشكل صحيح في الكتابة والتحدث.
- - **زيادة المفردات:** سيكون لدى الطلاب مخزون أكبر من المفردات والتعابير الاصطلاحية لاستخدامها في مواقف الحياة المختلفة.
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- أدوات التقييم:
- - **الاختبارات القصيرة:** لقياس التقدم في المهارات المختلفة.
- - **المشاركات الصفية:** لتقييم القدرة على التحدث والاستماع.
- - **المشاريع والعروض التقديمية:** لتقييم مهارات الكتابة والتحدث بشكل متكامل.
- - **الامتحانات النهائية:** لتقييم شامل لمهارات الاستماع، التحدث، القراءة، والكتابة.
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- هذه الأهداف والنتائج تسعى إلى تجهيز الطلاب بأساس قوي في اللغة الإنجليزية يمكنهم من استخدامها بكفاءة في الحياة اليومية والمراحل الدراسية اللاحقة.

الأهداف الخاصة

النتائج المتوقعة بنهاية المقرر:

- فهم المحادثات والمواد السمعية البسيطة بوضوح.
- التحدث بثقة والنطق الصحيح في مواقف الحياة اليومية.
- قراءة وفهم النصوص البسيطة وزيادة مخزون المفردات.
- كتابة جمل وفقرات بسيطة بوضوح وتنظيم.
- استخدام القواعد اللغوية بشكل صحيح في الكتابة والتحدث.
- امتلاك مخزون أكبر من المفردات والتعابير الاصطلاحية لاستخدامها في مواقف الحياة المختلفة.

أدوات التقييم:

- الاختبارات القصيرة لقياس التقدم في المهارات المختلفة.
- المشاركات الصفية لتقييم القدرة على التحدث والاستماع.
- المشاريع والعروض التقديمية لتقييم مهارات الكتابة والتحدث بشكل متكامل.
- الامتحانات النهائية لتقييم شامل لمهارات الاستماع، التحدث، القراءة، والكتابة.

- ترتبط بمقرر دراسي معين أو بوحدة دراسية محددة .
- تمتاز بأنها أهداف قصيرة الأمد إلى حد ما ، تحدد بدقة توضح ما يجب أن يتعلمه المتعلم من دراسة مقرر معين أو القيام بنشاط معين .
- تكون صياغة الأهداف التعليمية أكثر تحديداً وتخصيصاً من الأهداف التربوية .
- تصف سولك نوعي يحدد الأداء النهائي الذي يصدر عن المتعلم الذين ينجحون في تعلم السلوك المرغوب .

أمثلة الأهداف التعليمية .

إكساب المتعلم مهارات القراءة.

إلمام المتعلم بالفتوحات الإسلامية في عهد أبي بكر الصديق.

الأهداف السلوكية او نواتج التعلم

- تصاغ بصيغة إجرائية تتسم بالتفصيل والدقة والتحديد. ترتبط بالمعارف والمهارات المراد تعليمها خلال المحاضرة .
- تحدد الأداء الذي يسعى المعلم إلى إحداثه لدى المتعلم وشروط حدوثه ومستوى التمكن المطلوب في الاداء.
- أي انها تحدث تغيرا في سلوك المتعلم
- **أمثلة أهداف تدريسية:**

بعد الانتهاء من الدرس (المحاضرة) سيكون الطالب قادرا على ان:

- يعرف التاريخ المعاصر.
- يميز بين أنواع الممرضات
- يحلل عناصر النص الادبي
- يقيم مستوى خطورة المواد الكيمياوية عالية السمية.

المتطلبات السابقة

- اذكر أي متطلبات سابقة قد يحتاجها الطالب قبل التسجيل في المقرر، مثل مواد دراسية سابقة أو مهارات معينة.

الأهداف السلوكية او مخرجات التعليم الأساسية		
ت	تفصيل الهدف السلوكي او مخرج التعليم	آلية التقييم
1	*1.الاستماع:* • فهم المحادثات الأساسية في مواقف الحياة اليومية. • التعرف على المفردات والتعابير الشائعة من خلال الاستماع.	
2	*التحدث:* • تقديم نفسه وتقديم الآخرين بثقة. • التحدث عن الروتين اليومي والأنشطة الأساسية باستخدام الجمل البسيطة. • نطق الكلمات والجمل الإنجليزية بشكل صحيح.	
3	*3.القراءة:* • قراءة النصوص القصيرة والبسيطة وفهم الفكرة العامة منها. • التعرف على المفردات الجديدة وفهمها من خلال السياق.	
4	*4.الكتابة:* • كتابة جمل وفقرات بسيطة تتعلق بموضوعات مألوفة مثل تقديم النفس والأنشطة اليومية. • تنظيم الأفكار في شكل فقرات واضحة ومترابطة.	

أساليب التدريس (حدد مجموعة متنوعة من أساليب التدريس لتناسب احتياجات الطلاب ومحتوى المقرر)

الاسلوب او الطريقة	مبررات الاختيار
1.المحاضرة النظرية من خلال الشرح	يطبق من خلال الممارسة
2.التعلم التفاعلي والمتبادل	التفاعل بين الطلبة
3.التعلم القائم على المناقشة	اكتساب الطالب الكهارات الحوار
المناقشة في نهاية المحاضرة	تقديم الخلاصة وفهم الموضوع
.5	
.6	

المحتوى العلمي							
	الوقت		2ساعة				
	النظري	العملي	العنوان الفرعي		طريقة التدريس	التقنيات	طرق القياس
الأسبوع الأول	2		مقدمة عن المقرر، أهداف التعلم، محتوى المقرر		نظري	عرض تقديمي، شرح، أسئلة وأجوبة, مناقشة	شرح الامثلة وملاحظة مستوى الطلبة
الأسبوع الأول	2		العناوين الفرعية	**Unit one :getting to know you tenses Questions Question words**			
			Introductions		نظري	شرح الامثلة ومناقشتها	شرح الامثلة وملاحظة مستوى الطلبة
			Personal information				
			Meeting people from different cultures				
الأسبوع الثاني	2		Making arrangements	**Unit two :the way we live Present tenses Present simple Present continuous Have /have got**			
			Talking about time and place		نظري	شرح الامثلة ومناقشتها	شرح الامثلة وملاحظة مستوى الطلبة
			Social expressions				
				Unit three: it all went wrong Past tenses Past simple Past continuous			
الاسبوع الثالث	2		Sharing news		نظري	شرح الامثلة ومناقشتها	شرح الامثلة وملاحظة مستوى الطلبة
			Expressing emotions				
			Responding to news				

	شرح الامثلة ومناقشتها	نظري	Talking about food preferences	**Unit four :let's go shopping Quantity Much and many Some and any Something, anyone, nobody, everywhere A few, a little, a lot of Articles**			الأسبوع الرابع
			Ordering in a restaurant				
			Describing meals			2	
	شرح الامثلة ومناقشتها	نظري	Future plans	**Unit five ,What do You want to do Past tenses Verb patterns'\ Future intentions Going to and will**			الأسبوع الخامس
			Making predictions			2	
			Talking about hopes and dreams				
	شرح الامثلة ومناقشتها	نظري	Comparing past and present	**Unit six: tell me! What's it like? What's it like? comparative and superlative Adjectives**			
			Talking about changes			2	الأسبوع السادس
			Describing life experiences				
الاختبارات اليومية	شرح الامثلة ومناقشتها	نظري	Discussing jobs and careers	**Unit seven :fame Present Perfect and For and since Tense revision**		2	الأسبوع السابع
			Talking about work routines				
			Describing job responsibilities				
			Talking about travel plans	**Unit eight: does and doesn't Have(got) to Should must**			الأسبوع الثامن
الاختبارات اليومية	شرح الامثلة ومناقشتها	نظري	Describing journeys			2	
			Giving travel advice				

			Telling stories				
الاختبارات اليومية	شرح الامثلة ومناقشتها	نظري	Using narrative tenses	**Unit nine: going Places Time and conditional clauses what if?**		2	الأسبوع التاسع
			Describing events				
الاختبارات اليومية	شرح الامثلة ومناقشتها	نظري	Discussing different forms of communication	**Unit ten: scared to death Verbs Patterns infinitives What , etc.+ infinitive Something ,etc.+ infinitive**		2	الأسبوع العاشر
			Talking about technology				
			Describing communication problems				
الاختبارات اليومية	شرح الامثلة ومناقشتها	نظري	Talking about life events	**Unit eleven: Things that changed the world passives**		2	الأسبوع الحادي عشر
			Expressing feelings				
			Discussing challenges and successes				
			Reflecting on the past	**Unit twelve : dreams and reality Second conditional might**		2	الأسبوع الثاني عشر
الاختبارات اليومية	شرح الامثلة ومناقشتها	نظري	Talking about memories				
			Describing significant moments				
الاختبارات اليومية	شرح الامثلة ومناقشتها	نظري	Discussing nature and the environment				

			Talking about wildlife	**Unit thirteen :earning a living Present Perfect continuous Present Perfect simple versus Continuous**		2	الأسبوع الثالث عشر
			Describing natural phenomena				
الاختبارات اليومية	شرح الامثلة ومناقشتها	نظري	Predicting future trends	**Unit fourteen: family ties Present perfect and past perfect and clarification Reported statements informant letter**		2	الاسبوع الرابع عشر
			Discussing technological advancements				
			Talking about future possibilities				
الاختبارات اليومية	شرح الامثلة ومناقشتها	نظري	Discussing health and wellness	**Unit fifteen: Health and fitness Revision**		2	الاسبوع الخامس عشر
			Talking about fitness routines				
			Describing healthy habits				
			Revision				

المحتوى العلمي

خارطة القياس المعتمدة

المحتوى التعليمي	عناوين الفصول	الأهمية النسبية	الأهداف السلوكية					عدد الفقرات
			المعرفة	الفهم	التطبيق	التحليل	التقييم	
الفصل الاول	English language	100%	35%	35%		10%	20%	4

المحتويات (لكل فصل في المقرر)

رقم المحاضرة:1	
عنوان المحاضرة: pronounce	
اســـم المدرس:	هيام هاشم محمد محمود
الفئة المستهدفة :	الطلبة
الهدف العام من المحاضرة :	تقوية وتعليم الطلاب على استخدام اللغة الانكليزية كلغة اجنبية ,لكي تساعدهم في اثراء معلوماتهم
الأهداف السلوكية او مخرجات التعلم:	1-تحسين قدرات الطالب في المحادثة باللغة الانكليزية في مجال التخصص 2-الترجمة وكتابة الرسائل في اللغة الانكليزية 3- يستطيع الطالب التحدث في اللغة الانكليزية في الحياة اليومية
استراتيجيات التيسير المستخدمة	معرفة الطالب في اساسيات اللغة الانكليزية
المهارات المكتسبة	
طرق القياس المعتمدة	

في نهاية الحقيبة

- **المصادر** الاساسية :

- **New Headway Series**:
  - **Elementary Level**:يتضمن هذا الكتاب سلسلة من الأنشطة والمفردات والقواعد الموجهة للمتعلمين المبتدئين.
  - **Pre-Intermediate Level**:يمكن استخدامه للطلاب الذين يحتاجون إلى تعزيز معرفتهم الأساسية باللغة الإنجليزية.
- **English File Series**:
  - **Elementary**:يغطي الكتاب أساسيات اللغة الإنجليزية مع التركيز على المهارات الأربع: الاستماع، التحدث، القراءة، والكتابة.
  - **Pre-Intermediate**:يساعد الطلاب على الانتقال من مستوى المبتدئين إلى المستوى المتوسط.

2.المراجع الإلكترونية:

- **BBC Learning English**:يوفر موقع BBC Learning English مجموعة من الدروس والتمارين الصوتية والمرئية لتعلم اللغة الإنجليزية.
- **British Council Learn English**:يقدم موارد تعليمية تفاعلية تغطي جميع مهارات اللغة.

3.القواميس والمراجع اللغوية:

- **Oxford Advanced Learner's Dictionary**:يعتبر مصدرًا موثوقًا لفهم المفردات وتعلم النطق الصحيح.
- **Cambridge Dictionary**:يقدم تعاريف واضحة وأمثلة لاستخدام الكلمات في الجمل.

Unit 1

Pre-Test

Answer the following :

1. (Who / What) is your name ?
2. ……. is your father ? - He is in the office .
3. (How / Where) old are you ?

Pre-Test Answers

1. What
2. Where
3. How

Wh-question

Tenses

Present Simple
Usage: For routines, habits, and general truths.
Examples:
He lives with his parents.
She speaks three languages.

Present Continuous
Usage: For actions happening now or around the current time.
Examples:
I am enjoying the course.
They are studying at university.

Past Simple
Usage: For completed actions in the past.
Examples:
He went to London last year.
She came to Baghdad three years ago.

Future Form (Going to)
Usage: For future plans or intentions.
Examples:
I am going to work as a teacher.
What are you doing tonight?

Questions

Question Words

Who: Refers to people.
Example: Who is your best friend?
Where: Refers to places.
Example: Where is the car?
Which: Refers to choices.
Example: Which car is yours?
How: Refers to manner or condition.
Example: How does she go to work?
When: Refers to time.
Example: When is your birthday?
Why: Refers to reasons.
Example: Why are you sad?
Whose: Refers to possession.

Example: Whose book is this?
What: Refers to things or information.
Example: What size do you take?

Forming Questions

With Auxiliary Verbs:
Example: Is she working? Yes, she is / No, she isn't.
Example: Can you swim? Yes, I can / No, I can't.

Without Auxiliary Verbs:
Example: They live in London. → Do they live in London?
Example: He arrived yesterday. → When did he arrive**?**

Post-Test

Answer the following :

1. ……. is your father job ?
2. ……. do you feel now ? - I feel better .
3. …… are you doing ? - I'm watching TV

Post-Test Answers

1. What
2. How
3. What

Pre-Test

1. Andy and Lucy …… with us at the moment. (are staying / is staying)
2. My brother and I …….. early at the weekend. (get up / gets up)
3. My baby sister …….. all the time. (cry / is crying / cries)
4. Ali ……. A headache . (have / has)

Pre-test answers

1. are staying
2. get up
3. cries
4. has

Unit 2

Simple Present Tense

*we use the simple present tense for:

1 . Facts , Truth حقائق.

Example : the Sun raises in the morning.

2 . Habits , Routines عادا ت.

Example: I go to school every day.

3 . Feelings شعور.

Example: she is angry .

*adverbs use with the simple present are:

(always , usually , sometimes , often , never)

Examples:

-she always goes early to school.

-He never eats breakfast

-We often sleep late on weekend

-I usually drive to my work .

I , We , You , They + verb	Read , like , work	I read the book, we work in the hospital
He , She , It + verb with (s) Verbs ending with (ch,sh,ss,o,zz) + es Verbs ending with consonants +(y) + s Verbs ending with vowel + (y) + s	Reads , likes , works Watches ,washes ,goes Study = studies Play = plays	He reads the book , she works in the bank . She watches TV She studies hard He plays football everyday

Negative form of the present simple النفي

(I , we ,you , they) + do not + verb

(He , she , it) +does not +verb

Examples :

-I drink coffee = I do not drink coffee

-you work hard = you do not work hard

-she does not like football - he

does not use the phone -Suha does

not watch television .

-Ali does not speak French .

Question form of the present simple . (الاستفهام)

Do + (I , we , you , they) + verb + ?

Does + (he , she , it) + verb + ?

Example :

-do you like apple ?

-do your friends live in Baghdad ?

-does she like music ?

-does it cost a lot of many ?

-Do you always have breakfast ?

-Does she ever call you ?

Present Continuous المضارع المستمر

*We use the present continuous to talk about :

يستخدم زمن المضارع المستمر للتكلم عن:

1 . activities at the moment of specking. فغاليات حدثت في وقت التكلم e.g / I am leaving work now.

3 . to describe something in the future which has already planned to it . لوصف شئ في المستقبل لكن مخطط له في الماضي.

e.g/ I am meeting my friend tomorrow

*the form of the present continues is : قاعدة زمن المضارع البسي ط

I + am + verb with ing + complement

we
you +are + verb with ing + complement they

he
she + is + verb with ing + complement it

Examples :

I am playing football

They are speaking English

She is coming to the party

* We do not use the present continuous with stative verbs but we use the present simple instead of . theses verbs are :

لا يستخدم زمن المضارع المستمر مع هذه الافعال وانما يستخدم المضارع البسيط بدلا عنه

Verbs of thinking and feeling : افعال الشعو ر

Love حب

Hate كره

Like اعجاب

Wish تمني

Prefer تفضيل

Understand تفهم

Remember تذكر

e.g / I understand you انا افهمك

Verbs of the senses افعال الحس

Smell رائحة

Taste مذاق

Sound صو ت

Seem يبدو Look ينظر

e.g this cake taste wonderful . مذاق هذه الكعكة لذيذ

Present continuous question الاستفهام

Am + I + verb with ing + complement

Are + { they / We / You } + verb with ing + complement

Is + { He / She / It } + verb with ing + complement

Examples: are you feeling ok?

Is it raining ?

Is he working today?

* we can make a question with the wh question like :

Where are they going ?

What is he doing ?

Why are you waiting here ?

The negative of present continuous النفي

I + am + not + verb with ing

He
She
It
} + is +not+ verb with ing

They
You
We
} + are + not + verb with ing

Examples :

I am not watching television

She is not eating fruits

You are not listening to me

They are not doing the homework

Exercise: re-write these words to be a true sentences (in negative)

1 . (I , studying , English)
2 . (it , snowing)
3 . (washing , my hair , I)
4 . (watching , television , she)
5 . (having , dinner , he)

Have - have got

تحمل have و have got نفس المعنى في الجملة. إلا أن استخدام have got يشير إلى صيغة غير رسمية أي أنها تستخدم في المواقف العادية التي لا تحتاج إلى رسميات.

e.g/

I’ve got a terrible pain in my back

I have a terrible pain in my back. (more formal)

عادة ما يتم استخدامهما للتعبير عن الملكية أو العلاقات أو السمات الشخصية.

e.g/

She has got two cats and a dog.

How many brothers do you have? (more formal)

She’s got a new boyfriend.

She’s got a delightful voice.

وعندما يتم استخدام have و got have للتعبير عن الحالات السابقة لا يمكننا استخدامهما في الأزمنة المستمرة .

e.g/

She’s got a headache (correct).

She’s having a headache (false).

وعلينا أن نفرق جيدا بين استخدامات have كفعل أساسي في الجملة بمعنى يمتلك واستخداماتها كفعل مساعد في زمن المضارع التام، والذي لا يعطي أي معنى سوى أنه يشكل تركيبة الزمن الصحيحة.

e.g/

I have 3 books.

I have written 3 books.

وهناك استخدام أخر لفعل have قد سبق ذكره من قبل وهو التعبير عن الضرورة والإلزام إذا كانت to تتبع الفعل have في هذه الحالة يتغير معنى have تماما.

e.g/

I have to do my homework.

I don’t have to wake up early.

Post-Test

Q1/ change these sentence into negative and question .

Sentences	**negative**	**Question**
He goes to the cinema every Friday.		
We are watching a horror movie.		
She is doing her homework.		
They play football .		
I am writing a poem.		

Q2/ Choose the correct answer.

1. I ..... to go. (has / have / have got)
2. She ..... a lot of money. (has got / has)

Post-test answers

Q1 /

Sentences	negative	Question
He goes to the cinema every Friday.	He doesn't go to the cinema every Friday.	Does he go to the cinema every Friday ?
We are watching a horror movie.	We aren't watching a horror movie.	Are we(they) watching a horror movie ?
She is doing her homework.	She isn't doing her homework.	Is she doing her homework ?
They play football .	They don't play football.	Do they play football ?
My father writes poems.	My father doesn't write poems.	Does your father write poems ?

Q2/

1. have
2. has

Pre-Test

1. Complete the sentence: I _____ (live) here for five years.
2. Choose the correct form: She _____ (work) since morning.
3. Make a question: You / ever / be / to London?

Pre-test answers

1. have lived
2. has been working
3. Have you ever been to London?

Unit 3

Simple Past Tens زمن الماضي البسيط

*We use the simple past tense in :
1 . the simple past is used for actions that started and finished at a specific time in the past .
يستعمل هذا الزمن مع احداث بدأت وانتهت في وقت محدد في الماضي.
e.g : I saw a movie last week
2 . the simple past used in sentence that describe past habits .
يستعمل ايضا للتعبير عن عادات في الماضي.
e.g: I played football when I was a young .
we use some adverbs with this tense like: *
(last week , last day , yesterday)

the form of the simple past tense is :

القاعدة

I , we , you , they ,he ,she ,it + verb in the past + complement .

Examples :
I played football yesterday .
He saw his friend last month .
*we have two kinds of verb which are : ل الافعا من نوعان هناك
1 . regular verbs (ed) الافعال المنتظمه او القياسيه
fix = fixed / dance = danced / plan = planed
rain = rained / help = helped / play = played

2 . irregular verbs
buy = bought / eat = ate / go = went
have = had / leave = left / make = made
do = did / see = saw / write = wrote

the negative form of the simple past tense . النفي

I , we, you ,they, he, she , it + did not +base form of verb + com.
e.g :
I played football yesterday = I did not play football yesterday
He went to school last week = he did not go to school last week

the question form of the simple past : الاستفهام

Did + I, we,you,they,he,she,it +base form of the verb + com.
Examples :
She wrote this letter yesterday = Did she write this letter yesterday?

They arrived on time = Did they arrive on time ?

Past continuous tense زمن الماضي المستمر

* We use the past continuous tense to talk about actions in happening around a particular time in the past . the actions continued for a period of time in the past .

نحن نستخدم زمن الماضي المستمر للتكلم عن احداث تحصل في وقت معين في الماضي وتستمر هذه الاحداث لبرهة من الزمن في الماضي.

The form of the tense

I
She
He
It
} + was + verb with ing + complement

We
You
They
} + were + verb with ing + complement

Examples :
She was visiting her uncle.
I was sleeping at 12 am.
You were playing football.

The use of (when , while)

Past continuous + when + past simple
When + past simple + past continuous

Examples :
I was watching television when Ali knocked the door
when Ali knocked the door , I was watching television

Past simple + while + past continuous
While + past continuous + past simple

Examples:
She did her homework while they were washing the dishes.
While they were washing the dishes , she did her homework.

Post-Test

1. Complete the sentence: "They __ (not / finish) their project yet."
2. Choose the correct form: "He __ (study) for three hours."
3. Make a question: "She / already / read / the book?"
4. Correct the sentence: "I have been knowing him for ten years."
5. Fill in the blank: "We __ (wait) here since 9 AM."

Post-Test Answers

1. have not finished
2. has been studying
3. Has she already read the book?
4. I have known him for ten years.
5. have been waiting

Pre-Test

1. Complete the sentence: "I __ (go) to the party tonight."
2. Choose the correct form: "They __ (visit) their grandparents next week."
3. Make a question: "You / help / me / with this?"

Pre-Test Answers

1. am going
2. are going to visit
3. Will you help me with this?

Unit 4

How much and How many العدد وكم الكمية كم

1 – how much : is used with uncountable nouns .

تستخدم مع الاسماء غير المعدودة

How much + uncountable nouns +helping verb + complement + ?

Examples:

How much milk is in the ice box ?

How much time do we have ?

How much sugar would you like in your coffee ?

2 – how many : is used with countable nouns

. تستخدم مع الاسماء المعدودة.

It is only used with plural countable nouns .

How many + plural nouns +helping verb + complement + ?

Examples :

How many students are in the class ?

How many books did you buy ?

How many chairs are there in this room ?

Expression of Quantity

1- count and uncount nouns

We can say "Three cups, Two Girls (count them) but cannot say "Two waters or one money" (cannot count them).

2- Count nouns can be singular or plural

Examples: 1- This cup is full. 2- These cups are empty

3- Uncount nouns can only be singular

Examples: 1- The water is cold 2- The weather was nice

much/ many

1- We use much with uncount nouns in questions and negatives

Example: 1- How much money have you got?

2- There isn't much milk left

2- We use many with count nouns in questions and negatives

Example: 1- How many people were at the party?

2- I didn't take many photos on holiday

some/ any

1- Some is used in positive sentences

Example : I would like some sugar

2- Any is used in questions and negatives

Example : 1- Is there any sugar in this tea? 2- I didn't buy any apple

3- We use some with in questions that are requests or offers

Example: 1- Can I have some cake? 2- Would you like some tea?

4- The rules are the same for the components someone, anything, anybody, somewhere, etc.

Example: 1- I have got something for you?

2- Hello? Is anybody here?

3- There isn't anywhere to go in my town.

a few and a little

1- We use a few with count nouns

Example: 1- There are a few cars left, but not many.

2- We use a little with uncount nouns

Example: 1- Can you give me a little help?

a lot/ lots of

1- we use a lot / lots of with both count and uncount nouns

Example: 1- There is a lot of butter

2-I have got lots of friends

2- A lot / lots of can be used in questions and negatives

Example: 1- Are there lots of tourists in your country?

2- There isn't a lot of butter, but there is enough.

Articles: a / the

1- The indefinite article a and an is used with singular, countable nouns to refer to a thing or idea for the first time.

Example: 1- We have a cat and dog.

2- There is a supermarket in your street

2- The indefinite article the is used with singular and plural , countable and uncountable nouns.

Example: 1- I am going to the supermarket. Do you want anything ?

The indefinite article (a) is used with :

1- professions:

Example: I'm a teacher , She's an architect

2- some expressions of quantity.

Example: a pair of, a little, a couple of, a few

3- What + a count noun.

Example: What a lovely day, What a pity

The indefinite article (the) used with :

1- before seas, hotels, rivers, museums, newspapers, etc.

Example: The Times, The Atlantic sea, The Ritz

2- If there is only one of something

Example: The Sun, The Queen

3- Superlative adjectives

Example: He's the richest man in the world.

Post-Test

1. Complete the sentence: She __ (not / come) to the meeting tomorrow.
2. Choose the correct form: We __ (have) a picnic this weekend.
3. Make a question: He / call / you / later?
4. Correct the sentence: I will going to the store.
5. Fill in the blank: They __ (leave) for vacation next month.

Post-Test Answers

1. is not coming
2. are having
3. Is he going to call you later?
4. I am going to the store.
5. are leaving

Pre-Test

1. Complete the sentence: You __ (can) speak English very well.
2. Choose the correct form: She __ (must) finish her homework.
3. Make a question: I / borrow / your pen?

Pre-Test Answers

1. can
2. must
3. Can I borrow your pen?

Unit 5

Verb Patterns

Here are four verb patterns:

1- Verb + to + Infinitive

Example:

They want to buy a new car

I would like to go abroad

2- Verb = ing

Example:

Everyone loves going to parties

He finished reading his book

3- Verb + ing or + to + infinitive with no change in meaning

Example:

It began to rain (raining)

I continued to work (working) in the school.

4- Verb + Preposition + - ing

Example:

We're thinking of moving house

I'm looking forward to having more free time

Like doing and would like to do

1- Like doing and love doing express in general enjoyment

Example: I like working as a teacher = I'm a teacher and enjoy it

2- Would like to do and would love to do express a preference now or a specific time.

Example: I'd like to be a teacher = When I grow up, I want be a teacher.

Question	Short answer
Would you like to dance?	Yes, I would./Yes, I'd love to.
Would you like to come for a walk?	Yes, I would./No, thank you.

Note: No, I wouldn't is not common because it is impolite

Will

Form :

Will + infinitive without to

Will is a model auxiliary verb.

The forms of will are the same for all persons.

Positive and negative

I He/She/It We/You/They	'll (will) won't	come. help you. invite Tom.

Question

When will	he you they	help me?

Short answer

Will you help me?	Yes, I will.

Note:

No, I won't is not common because it is impolite. It's means "I don't to help you"

A polite way of saying "No" like " I'm afraid I can't.

❑ **Will is used :**

1- To express a future decision or intention made at the moment of Speaking : I 'll give you my phone number

2- To express and offer : I'll carry your bag

going to

Form : am/is/are + going + to + infinitive

Positive and negative

I	'm (am) 'm not	going to work.
He She It	's (is) isn't	
We You They	're (are) aren't	

Question

When	am	I	going to arrive?
	is	he she it	
	are	we you they	

Are they going to get married?	Yes, they are./No, they aren't.

Note: Going to is used:

1- **To express a future decision, intention or plan made before the moment of Speaking**

How long are they going to stay in Baghdad?

2- **When we can see or feel now that something is certain to happen in the future**

Post-Test

1. Complete the sentence: He ____ (not / have to) go to work today.
2. Choose the correct form: They ____ (might) come to the party."
3. Make a question: You / can / help / me?
4. Correct the sentence: She must to study for the exam.
5. Fill in the blank: We ____ (could) go to the beach tomorrow.

Post-Test Answers

1. does not have to
2. might
3. Can you help me?
4. She must study for the exam.
5. could

Pre-Test

1. Complete the sentence: She is ____ (tall) than her sister.
2. Choose the correct form: This is the ____ (good) movie I have ever seen.
3. Make a question: You / be / older / than me?

Pre-Test Answers

1. taller
2. best
3. Are you older than me?

Unit 6

Degrees of comparison

There are three degrees of comparison :
1 – **positive degree**: it is used to describe a noun or a pronoun without comparing it with another person or thing .
اخر شئ او شخص مع مقارنته بدون ضمير او اسم لوصف تستخدم .
Examples :
Nada is tall
Ali is young
John is clever
Also , to compare two things or two persons having the same quality , we use " as …. as "
Examples :
Nada is as tall as Suha .
Ali is as clever as Ahmed .
2 – **comparative degree**: it is used to compare two persons or things .
Examples :
My house is larger than your house
He came later than she .
Note 1 : if the adjective is of one syllable , we add "er" or "r" .
And here we use "than" .
Examples :
Tall taller
Large larger
Note 2 : if the adjective is of more than one syllable , more is placed before it .
Examples :
She is more careful than her sister .
Sara is more beautiful than her friend .
3 – **superlative degree**: it is used when more than two persons or things are compared .
Examples :
He is the tallest one of the all .
Note 1 : if the adjective is of one syllable , we add " est " or "st" .
And here we use "the".
Examples : Tall – the tallest / Large - the largest
Note 2 : if the adjective is of more than one syllable , the most is placed before it .
Example :
It is the most wonderful film I have ever seen

Adjectives and adverbs are exceptions : الشواذ

good	better	The best
well	Better	The best
bad	worse	The worst
far	farther	The farthest
Little	less	The Least
Many	more	The most
much	more	The most

Post-Test

1. Complete the sentence: He is __ (not / fast) as his brother.
2. Choose the correct form: This is the __ (bad) day of my life.
3. Make a question: She / be / the / best / student?
4. Correct the sentence: This book is more interesting than that one.
5. Fill in the blank: They are __ (happy) now than before.

Post-Test Answers

1. not as fast
2. worst
3. Is she the best student?
4. This book is more interesting than that one.
5. happier

Pre-Test

1. Complete the sentence: If it __ (rain), we will stay at home.
2. Choose the correct form: If I __ (be) you, I would go.
3. Make a question: What / you / do / if / you / win / the lottery?

Pre-Test Answers

1. rains
2. were
3. What would you do if you won the lottery?

Unit 7

Present perfect tense

The use of the tense:

1. We use the present perfect tense when we talk about actions that happened in the past , it is not important when they happened.

Example :

I have read the novel
She has gone .

2 . For things that started in the past but have continued in the present .

Examples :

Ali and Ahmed have known each other for ages .
She has lived there since 2000.

Some adverbs used with this tense like :

(for , since ,yet , ever , already ,never ,just)

Examples :

I have lived there for three years .
She has never driven a car .

The form of the present perfect tense :

I
We
You
They
} + have + p.p

He
She
It
} + has +p.p

Examples :

They have travel to Roma
She has panted the door yellow
He has cleaned the table
You have listened to me
We have walked to school
I have built the house

Pre-Test

1. Complete the sentence: If she _____ (study), she would have passed the exam.
2. Choose the correct form: If they _____ (not / come), we will cancel the meeting.
3. Make a question: What / happen / if / you / not / eat?
4. Correct the sentence: If I was rich, I would travel the world.
5. Fill in the blank: If it _____ (snow), we will build a snowman.

Pre-Test Answers

1. had studied
2. do not come
3. What will happen if you do not eat?
4. If I were rich, I would travel the world.
5. snows

Unit 8

Does and Doesn't

Usage: Used in the present simple tense for third-person singular subjects (he, she, it).

Example:

"He does his homework every day."

"She doesn't like coffee."

Form:

- **Positive**: Subject + does + base verb

(e.g., "He does play football.")

- **Negative**: Subject + does not (doesn't) + base verb

(e.g., "She doesn't play football.")

Examples:

"Does he work here?" / "Yes, he does."

"Does she know the answer?" / "No, she doesn't."

Have (Got) To

Usage: Expresses necessity or obligation.

Example: "I have to go to work." / "She has got to finish her project."

Form:

- **Positive**: Subject + have/has (got) to + base verb

(e.g., "They have to study.")

- **Negative**: Subject + do/does not have to + base verb

(e.g., "He doesn't have to go.")

Examples:

"I have to wake up early tomorrow."

"She has got to call her parents."

"You don't have to come if you don't want to."

Should

Usage: Gives advice or suggestions.

Example: "You should eat more vegetables."

"He should see a doctor."

Form:

- **Positive**: Subject + should + base verb

(e.g., "You should try this.")

- **Negative**: Subject + should not (shouldn't) + base verb

(e.g., "She shouldn't worry.")

Examples:

"You should visit the new museum."

"He should study harder for his exams."

"They shouldn't waste their time."

Must

Usage: Expresses strong obligation or necessity.

Example: "You must wear a seatbelt."

"Students must submit their assignments."

Form:

- **Positive**: Subject + must + base verb

(e.g., "You must listen.")

- **Negative**: Subject + must not (mustn't) + base verb

(e.g., "You mustn't smoke here.")

Examples:

"You must finish your homework before playing."

"She mustn't be late for the meeting."

"We must follow the rules."

Post-Test

1. Complete the sentence: The book ____ (not / read) by anyone.
2. Choose the correct form: The car ____ (repair) now.
3. Make a question: The project / finish / on time?
4. Correct the sentence: The homework was do by the students.
5. Fill in the blank: The movie ____ (watch) by many people.

Post-Test Answers

1. has not been read
2. is being repaired
3. Will the project be finished on time?
4. The homework was done by the students.
5. was watched

Pre-Test

1. Complete the sentence: She said she ____ (go) to the party.
2. Choose the correct form: He told me he____ (be) busy.
3. Make a question: You / tell / me / what / she / say?

Pre-Test Answers

1. was going
2. was
3. Can you tell me what she said?

Unit 9

Time Clauses

Usage: Time clauses are used to indicate when something happens.

Common conjunctions: when, while, as soon as, before, after, until.

Examples:

"I will call you when I arrive."

"She was reading while he was cooking."

"We will leave as soon as the meeting ends."

Form:

- Time clause + main clause (e.g., "When I arrive, I will call you.")
- Main clause + time clause (e.g., "I will call you when I arrive.")

.

Conditional Clauses

Usage: Conditional clauses describe a condition and its result.

Common types: *Zero*, *First*, *Second*, and *Third* Conditionals.

Zero Conditional:

Usage: General truths or laws of nature.

Form: If + present simple, present simple

(e.g., "If you heat water, it boils.")

Examples:

"If it rains, the ground gets wet."

"If you mix red and blue, you get purple."

First Conditional:

Usage: Real and possible situations in the future.

Form: If + present simple, will + base verb

(e.g., "If it rains, we will stay home.")

Examples :

"If you study hard, you will pass the exam."

"If she calls, I will answer."

Second Conditional :

Usage: Hypothetical or unlikely situations in the present or future.

Form : If + past simple, would + base verb

(e.g., "If I won the lottery, I would travel the world.")

Examples :

"If I were you, I would apologize."

"If he had more time, he would learn Spanish."

Third Conditional :

Usage: Hypothetical situations in the past.

Form : If + past perfect, would have + past participle

(e.g., "If I had known, I would have called you.")

Examples:

"If she had studied, she would have passed the exam."

"If we had left earlier, we would have caught the train."

What If

Usage : Used to speculate about different scenarios and their possible outcomes.

Examples:

"What if it rains tomorrow?"

"What if we miss the bus?"

"What if he doesn't show up?"

Post-Test

1. Complete the sentence: They said they ___ (not / like) the movie.
2. Choose the correct form: She told me she__ __ (finish) her work.
3. Make a question: He / ask / if / you / be / there?
4. Correct the sentence: She said that she will come.
5. Fill in the blank: He asked me ____ (where) I lived.

Post-Test Answers

1. aren’t you
2. is it
3. didn't she
4. wasn’t he

Pre-Test

1. Complete the sentence: The man ____ (who) lives next door is a doctor.
2. Choose the correct form: This is the book ____ (that) I told you about.
3. Make a question: The girl / whose / bike / was stolen?

Pre-Test Answers

1. who
2. that
3. Whose bike was stolen?

Unit 10

Verb Patterns with Infinitives

Usage:

Infinitives are used after certain verbs to express purpose or intention.

Common verbs followed by infinitives: *want*, *need*, *decide*, *hope*, plan, *learn*, *promise*, *try*.

Examples:

"She wants to learn Spanish."

"They decided to go on vacation."

"He promised to help with the project."

Form: Verb + to + base verb (e.g., "I need to study.")

What + Infinitive

Usage: Used to express uncertainty or to ask for advice.

Common phrases: what to do, what to say, what to wear, what to eat.

Examples:

"I don't know what to do."

"Can you tell me what to say?"

"She is unsure what to wear to the party."

Form: What + to + base verb (e.g., "He doesn't know what to choose.")

Something + Infinitive

Usage:

Used to express purpose or intention with an unspecified object.

Common phrases: something to eat, something to drink, something to read, something to do.

Examples:

"I need something to eat."

"She is looking for something to read."

"They want something to do this weekend."

Form: Something + to + base verb

(e.g., "He found something to watch on TV.")

Post-Test

1. Complete the sentence: The movie ____ (which) we watched was amazing.
2. Choose the correct form: The person ____ (who) called you is my friend.
3. Make a question: The house / that / you / bought?
4. Correct the sentence: The car who is parked outside is mine.
5. Fill in the blank: The teacher ____ (whose) class I enjoy is Mr. Smith.

Post-Test Answers

1. which
2. who
3. that you bought?
4. The car that is parked outside is mine.
5. whose

Pre-Test

1. Complete the sentence: There are ____ (many) books on the shelf.
2. Choose the correct form: Do you have ____ (any) questions?
3. Make a question: How / much / sugar / do you need?

Pre-Test Answers

1. many
2. any
3. How much sugar do you need?

Unit 11

Passive Voice

Usage: The passive voice is used when the focus is on the action or the object of the action, rather than who or what is performing the action.

Common in formal writing, scientific reports, and when the doer of the action is unknown or unimportant.

Examples:

Active: "The chef cooks the meal."

Passive: "The meal is cooked by the chef."

Active: "They built the bridge in 1990."

Passive: "The bridge was built in 1990."

Form:

Present Simple: am/is/are + past participle

(e.g., "The book is read by many people.")

Past Simple: was/were + past participle

(e.g., "The letter was sent yesterday.")

Present Continuous: am/is/are being + past participle

(e.g., "The house is being painted.")

Past Continuous: was/were being + past participle

(e.g., "The car was being repaired.")

Present Perfect: has/have been + past participle

(e.g., "The project has been completed.")

Past Perfect: had been + past participle

(e.g., "The work had been finished before the deadline.")

Examples :

Present Simple:

Active: "People speak English all over the world."

Passive: "English is spoken all over the world."

Past Simple:

Active: "Alexander Graham Bell invented the telephone."

Passive: "The telephone was invented by Alexander Graham Bell."

Present Continuous:

Active: "They are building a new shopping mall."

Passive: "A new shopping mall is being built."

Past Continuous:

Active: "The team was developing a new software."

Passive: "A new software was being developed."

Present Perfect:

Active: "They have discovered a new planet."

Passive: "A new planet has been discovered."

Past Perfect:

Active: "They had completed the project before the deadline."

Passive: "The project had been completed before the deadline."

Post-Test

1. Complete the sentence: There is ___ (little) milk left in the fridge.
2. Choose the correct form: She has ____ (a lot of) friends.
3. Make a question: How / many / people / are coming?
4. Correct the sentence: There are few apples in the basket.
5. Fill in the blank: We need ____ (some) help with this project.

Post-Test Answers

1. little
2. a lot of
3. How many people are coming?
4. There are a few apples in the basket.
5. some

Pre-Test

1. Complete the sentence: I saw ____ (a) cat in the garden.
2. Choose the correct form: She is ____ (an) engineer.
3. Make a question: You / see / the / movie?

Pre-Test Answers

1. a
2. an
3. Did you see the movie?

Unit 12

Second Conditional

Usage: The second conditional is used to talk about hypothetical or unlikely situations in the present or future.

It often expresses dreams, wishes, or imaginary scenarios.

Form: If + past simple, would + base verb

(e.g., "If I won the lottery, I would travel the world.")

Examples:

"If I had a million dollars, I would buy a big house."

"If she were here, she would help us."

"If they knew the answer, they would tell us."

Might

Usage: "Might" is used to express possibility or uncertainty.

It indicates that something is possible but not certain.

Form: Subject + might + base verb

(e.g., "She might come to the party.")

Examples:

"I might go to the cinema tonight."

"He might be late because of traffic."

"They might not know the answer."

Combining Second Conditional and Might

Usage: Sometimes, "might" can be used in the result clause of a second conditional to express a possible outcome.

Examples:

"If I had more free time, I might learn a new language."

"If it rained tomorrow, we might stay at home."

"If she studied harder, she might pass the exam."

Post-Test

1. Complete the sentence: He is ____ (the) best player in the team.
2. Choose the correct form: I need ____ (an) umbrella.
3. Make a question: You / have / a / pen?
4. Correct the sentence: She is teacher.
5. Fill in the blank: We went to ____ (the) beach yesterday.

Post-Test Answers

1. the
2. an
3. Do you have a pen?
4. She is a teacher.
5. the

Pre-Test

1. Complete the sentence: She said she ____ (go) to the party.
2. Choose the correct form: He told me he ____ (be) busy.
3. Make a question: You / tell / me / what / she / say?

Pre-Test Answers

1. was going
2. was
3. Can you tell me what she said?

Unit 13

Present Perfect Continuous

Usage: The Present Perfect Continuous is used to describe actions that started in the past and are still continuing or have recently stopped, often with a focus on the duration of the activity.

Form: Subject + have/has + been + verb-ing

(e.g., "I have been working.")

Examples:

"She has been studying for three hours."

"They have been living here since January."

"He has been working on the project all day."

Present Perfect Simple vs. Continuous

Present Perfect Simple:

Usage: Used to describe completed actions with relevance to the present, experiences, or changes over time.

Form: Subject + have/has + past participle (e.g., "I have finished.")

Examples:

"She has visited Paris three times."

"They have already eaten dinner."

"He has just finished his homework."

Present Perfect Continuous:

Usage: Used to describe ongoing actions that started in the past and continue to the present, often emphasizing the duration.

Form: Subject + have/has + been + verb-ing

(e.g., "I have been working.")

Examples:

"She has been reading for two hours."

"They have been playing football since morning."

"He has been learning English for six months."

Comparison:

Focus on Result vs. Duration:

Present Perfect Simple: Focuses on the result of an action

(e.g., "I have written the report.")

Present Perfect Continuous: Focuses on the duration of an action (e.g., "I have been writing the report for two hours.")

Completed vs. Ongoing Actions:

Present Perfect Simple: Describes completed actions

(e.g., "She has finished her homework.")

Present Perfect Continuous: Describes ongoing actions

(e.g., "She has been doing her homework.")

Examples

Present Perfect Simple:

"I have seen that movie."

"She has traveled to many countries."

"They have completed the project."

Present Perfect Continuous:

"I have been watching TV for an hour."

"She has been working here since 2019."

"They have been waiting for the bus for 30 minutes."

Post-Test

1. Complete the sentence: They said they __ (not / like) the movie.
2. Choose the correct form: She told me she __ (finish) her work.
3. Make a question: He / ask / if / you / be / there?
4. Correct the sentence: She said that she will come.
5. Fill in the blank: He asked me __ (where) I lived.

Post-Test Answers

1. did not like
2. had finished
3. Did he ask if you would be there?
4. She said that she would come.
5. where

Pre-Test

1. Complete the sentence: She ____ (gave up) smoking last year.
2. Choose the correct form: He ____ (looked after) his younger brother.
3. Make a question: You / take / up / any / hobbies?

Pre-Test Answers

1. gave up
2. looked after
3. Have you taken up any hobbies?

Unit 14

Present Perfect

Usage: The Present Perfect is used to describe actions that happened at an unspecified time before now, experiences, and actions that have an effect on the present moment.

Form: Subject + have/has + past participle

(e.g., "I have seen.")

Examples:

"She has visited Paris."

"They have finished their homework."

"I have never been to Japan."

Past Perfect

Usage:

The Past Perfect is used to describe an action that was completed before another action in the past.

Form:

Subject + had + past participle (e.g., "I had seen.")

Examples:

"She had left before I arrived."

"They had finished their homework when the teacher checked."

"I had never seen such a beautiful sunset before that day."

Present Perfect vs. Past Perfect

Comparison:

Present Perfect: Focuses on the connection to the present (e.g., "I have lived here for five years.")

Past Perfect: Focuses on the sequence of past events (e.g., "I had lived there for five years before moving.")

Examples:

Present Perfect: "She has worked here since 2010."

Past Perfect: "She had worked here for five years before she left."

Reported Statements

Usage:

Reported statements are used to report what someone else has said without quoting them directly.

Form: Reporting verb (e.g., said, told) + that + clause

(e.g., "He said that he was tired.")

Examples:

Direct: "I am happy," she said.

Reported: She said that she was happy.

Direct: "We will go to the park," they said.

Reported: They said that they would go to the park.

Post-Test

1. Complete the sentence: They __ (ran out of) money.
2. Choose the correct form: She __ (turned down) the job offer.
3. Make a question: He / give / up / his / job?
4. Correct the sentence: I look forward to see you.
5. Fill in the blank: We need to __ (figure out) a solution.

Post-Test Answers

1. ran out of,
2. turned down
3. Did he give up his job?
4. I look forward to seeing you.
5. figure out

Unit 15

Revision

Unit 1

- Tenses and Questions:
  - Present Simple: "I live in Baghdad."
  - Present Continuous: "She is studying English."
  - Past Simple: "They visited Paris last year."
  - Future with 'going to': "We are going to travel next month."
  - Questions: "Where do you live?" "What are you doing?"

Unit 2

- Present Tenses:
  - Present Simple: "He works at a bank."
  - Present Continuous: "They are having lunch."
  - Have/Have Got: "I have a car." / "I have got a car."

Unit 3

- Past Simple and Continuous:
  - Past Simple: "She watched a movie."
  - Past Continuous: "He was reading a book when I called."

Unit 4

- Expressing Quantity:
  - Some/Any: "I have some apples." / "Do you have any sugar?"
  - Much/Many: "How much water do you need?" / "How many books do you have?"

Unit 5

- Future Forms:
  - Will: "I will call you tomorrow."
  - Going to: "She is going to start a new job."
  - Present Continuous for Future: "We are meeting them at 6 PM."

Unit 6

- Past Perfect:
  - Form: "Subject + had + past participle"
  - Example: "They had left before I arrived."

Unit 7

- Comparatives and Superlatives:
  - Comparatives: "She is taller than her brother."
  - Superlatives: "This is the best movie I have ever seen."

Unit 8

- Modals of Ability and Permission:
  - Can/Could: "I can swim." / "Could you help me?"
  - May/Might: "May I come in?" / "It might rain later."

Unit 9

- Past Perfect and Simple Past:
  - Past Perfect: "She had finished her work before the meeting started."
  - Simple Past: "He went to the store."

Unit 10

- Present Perfect:
  - Form: "Subject + have/has + past participle"
  - Example: "I have visited London."

Unit 11

- Passives:
  - Form: "Subject + be + past participle"
  - Example: "The book was written by J.K. Rowling."

Unit 12

- Second Conditional and Might:
  - Second Conditional: "If I won the lottery, I would travel the world."
  - Might: "She might come to the party."

Unit 13

- Present Perfect Continuous vs. Present Perfect Simple:
  - Present Perfect Continuous: "I have been working here for five years."
  - Present Perfect Simple: "I have worked here for five years."

Unit 14

- Present Perfect and Past Perfect:
  - Present Perfect: "They have lived here since 2010."
  - Past Perfect: "They had lived here for five years before moving."
- Reported Statements:
  - Form: "Reporting verb + that + clause"
  - Example: "He said that he was tired."