



الجامعة التقنية الجنوبية
المعهد التقني التكنولوجي البصرة
قسم تقنيات الالكترونيك

الحقية التعليمية

ENGLISH LANGUAGE

Mohammed Laith Alwan

Msc. English



وصف الحقيبة التعليمية

اسم الجامعة	الجامعة التقنية الجنوبية
التشكيل	المعهد التقني التكنولوجي البصرة
القسم	تقنيات الالكترونيك
العام الدراسي	2025\2024
الفئة المستهدفة	طلبة المرحلة الثانية
اسم التدريسي	م.م. محمد ليث علوان
اللقب العلمي	مدرس مساعد
مدة البرنامج	10 اسابيع
عدد ساعات المحاضرة	2 ساعة (120 دقيقة)
تاريخ اعداد الحقيبة	2024\9\1
المصدر	Headway Elementary students book

دليل الحقيبة

اسم الحقيبة : اللغة الانكليزية

الهدف العام من الحقيبة: اكتساب الطلبة القدرة

على استخدام اللغة الانكليزية اثناء

وبعد تخرجهم من قسم تقنيات

الالكترونيك وفي الحياة اليومية.

المستهدفون: طلبة المرحلة الثانية

المنفذون : استاذ المادة

مدة الكورس: الفصل الدراسي الاول

10 اسابيع

عدد الساعات: 2 ساعة



المحتويات



الوقت	نوع المحاضرة	العنوان	الاسبوع
ساعتان	مدمج	you and me (verb to be, hello)	الاسبوع الاول
ساعتان	مدمج	you and me (personal information) Possessive adjectives	الاسبوع الثاني
ساعتان	مدمج	Passive voice	الاسبوع الثالث
ساعتان	مدمج	Some where to live (there is\ are)	الاسبوع الرابع
ساعتان	مدمج	Life's ups and down(past simple, irregular and regular verbs)	الاسبوع الخامس
ساعتان	مدمج	Eat in or out(count and uncount nouns)	الاسبوع السادس
ساعتان	مدمج	A good jobs (present simple, job)	الاسبوع السابع
ساعتان	مدمج	City living (comparative adjectives)	الاسبوع الثامن
ساعتان	مدمج	Super me(can & can't)	الاسبوع التاسع
ساعتان	مدمج	Super me(write an email, interview)	الاسبوع العاشر
ساعة	حضورى	Review for the final exam	الاسبوع الحادي عشر

ارشادات الطلبة

1

• تدوين الملاحظات

2

• اغلاق الهاتف النقال

3

• الالتزام بوقت المحاضرة

4

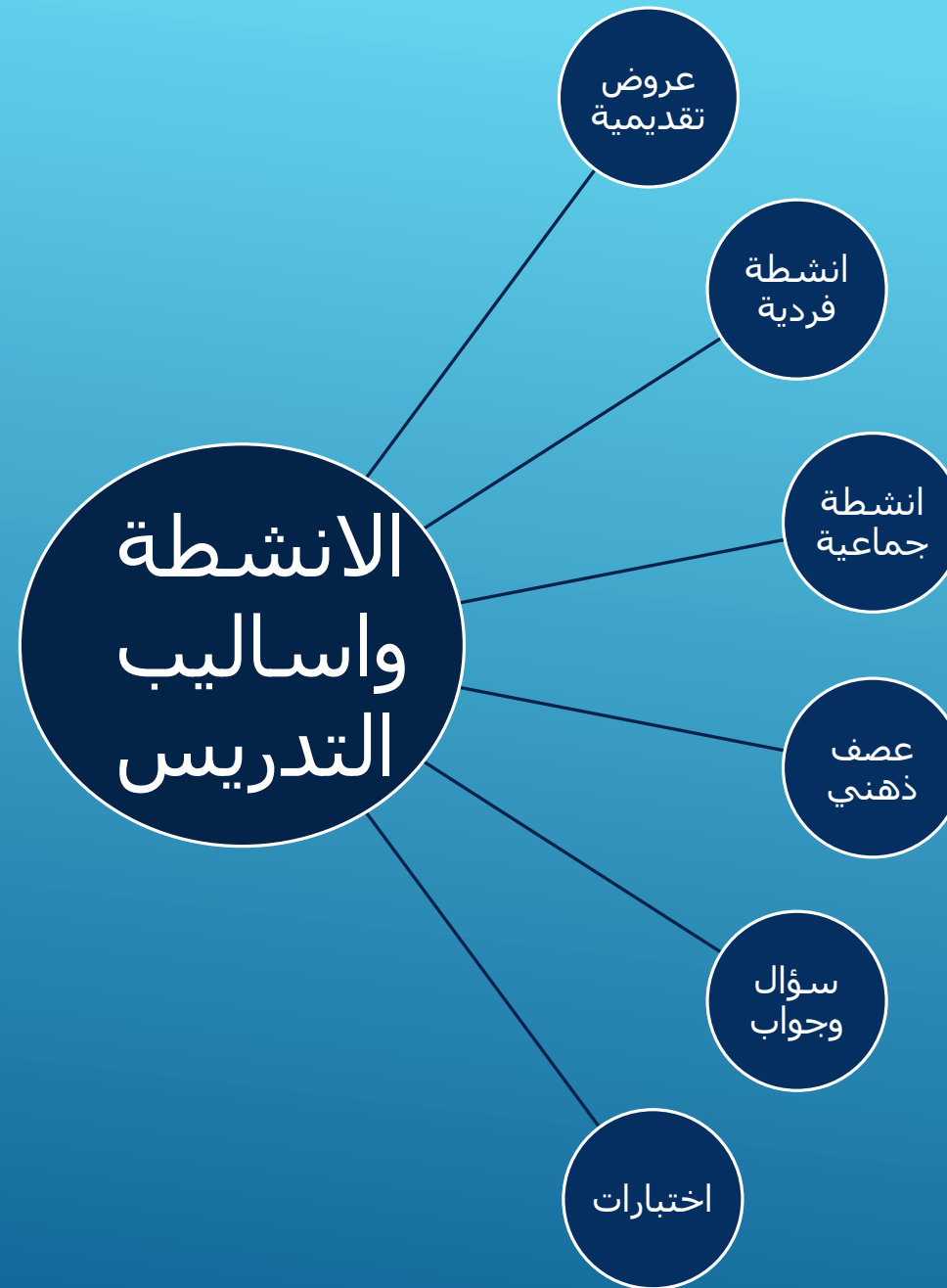
• الالتزام بالهدوء داخل المحاضرة

5

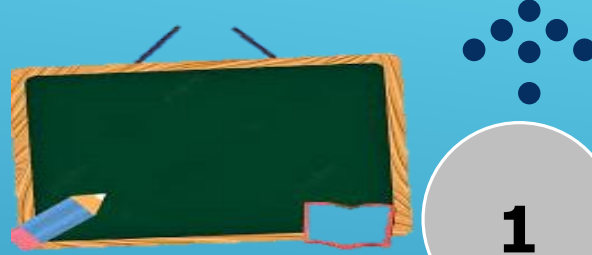
• تقبل دورك في المجموعة

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• التفاعل داخل القاعة



الوسائل التعليمية



1

السبورة



2

Google class
room



3

لابتوب

4

اداة عرض او شاشة



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THE 1ST LECTURE YOU AND ME VERB TO BE

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Mr. Mohammed Laith Alwan

مسار المحاضرة

الوقت	العنوان الفرعي
10 دقائق	تمهيد المحاضرة وترحيب بالطلبة وتهنئتهم بالعام الدراسي الجديد
30 دقيقة	ان يلقي الطالب التحية ويميز بين استخدام افعال الكينونة
15 دقائق	نشاط جماعي:
30 دقيقة	تطبيق المحادثة بين الطلبة
15 دقيقة	نشاط فردي
10 دقائق	مراجعة
10 دقائق	الخاتمة والتشجيع



• استخدام الكلمات التالية لاداء التحية

Hello

Hi

Good morning

Good evening

Good afternoon



- ممكن ان ياتي بعدها سؤال what's your name
- او ياتي بعدها اسم المتحدث My name's Ali
- الملاحظتين اعلاه مع الاشخاص الذين نلتقي بهم اول مرة اي للتعارف.
- اما السؤال عن الحال فيكون مع الاشخاص الذين نعرفهم

Examples :

Hello, I'm Carla

Hi, I'm Hamed

Hello, what's your name?

Hi, what's your name ?

Hi, how are you?

Hello, how you are being do ?



إذا شخص غريب واثناء التعارف اردت السؤال عن حاله فنقول

Hello, how do you do?

Complete the conversation

- Hello, my Heba. What's your name?
- Ali
- are you from, Ali?
- from Bagdad. Whereyou from?
- Basra
- Oh, Nice to meet you.



Group exercise

Give an example for the first meeting as a conversation among you.

2nd grade student
Google class room



<https://classroom.google.com/c/Nzg1NjU4NTM0MDQy/a/Nzg5NTAwMzE1MjE5/details>

Verb to be

Is { he
she
it }

Are { you
we
they }

Am { I }



positive

I'm = I am

He's = he is

She's = she is

You're = you are

what's = what is

negative

I'm not

He isn't

she isn't

you aren't

Example

- Water is in the ocean.
 - The money is in a bank.
 - I am very happy.
 - He is at school.
 - She is from Basra.
 - They are good boys.
 - We are on classroom.
- 
- Several thin, parallel white lines of varying lengths and orientations are positioned in the bottom right corner of the slide, creating a modern, abstract graphic element.

- ✓ There isn't much milk left in the fridge.
 - ✓ He isn't a doctor.
 - ✓ We aren't team.
 - ✓ She isn't bad girl.
 - ✓ They aren't a football player.
 - ✓ I'm not happy.
- 
- A series of three parallel white diagonal lines in the bottom right corner of the slide.

Quiz



<https://forms.gle/i6Qi8HkfRk8GJM3R7>



- ❖ How do you say greeting to someone you just meet?
- ❖ How do you use the verb to be?
- ❖ How do you say greeting to someone you know?



Thanks for listening

Three parallel white lines of varying lengths are positioned in the bottom right corner of the slide, slanted diagonally upwards from left to right.

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THE 2ND LECTURE

PERSONAL INFORMATION

POSSESSIVE ADJECTIVE

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Google class room

Mr. Mohammed Laith Alwan



مسار المحاضرة

الوقت	العنوان الفرعي
10 دقائق	تمهيد المحاضرة وتذكير بما سبق
30 دقيقة	ان يميز بين ضمائر الفاعل وضمائر التملك
15 دقيقة	نشاط جماعي:
30 دقيقة	يستخدم الضمائر في التعريف عن نفسه
15 دقيقة	نشاط فردي
10 دقائق	مراجعة
10 دقائق	الخاتمة والتشجيع



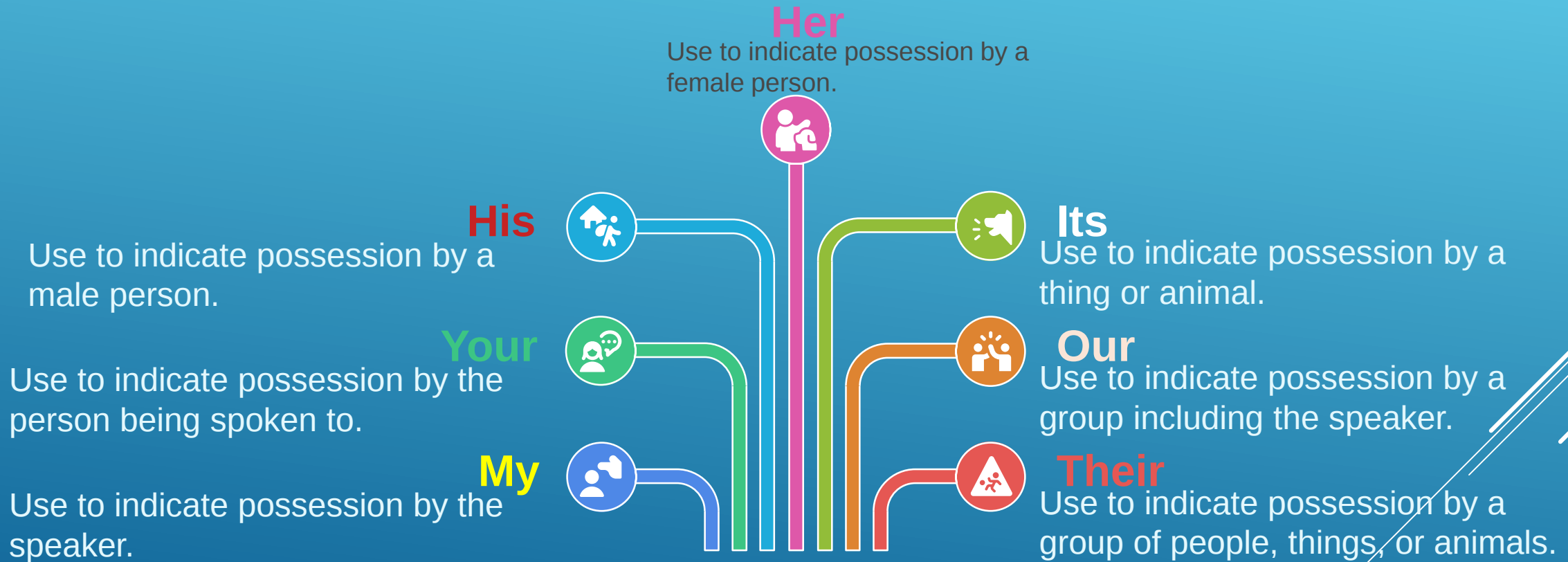
What are the possessive adjectives?



Here's a breakdown of the possessive adjectives in English:

- **My:** Used to show possession by the speaker (first person singular).
 - Example: *My* car is red.
- **Your:** Used to show possession by the person being spoken to (second person singular and plural).
 - Example: Is that *your* book?
 - Example: Is that *your* homework, students?
- **His:** Used to show possession by a male person (third person singular).
 - Example: *His* house is very large.
- **Her:** Used to show possession by a female person (third person singular).
 - Example: *Her* dog is friendly.
- **Its:** Used to show possession by a thing or animal (third person singular).
 - Example: The dog wagged *its* tail.
- **Our:** Used to show possession by a group including the speaker (first person plural).
 - Example: *Our* team won the game.
- **Their:** Used to show possession by a group of people, things, or animals (third person plural).
 - Example: *Their* children are well-behaved.

Which possessive adjective should I use?



Group
exercise

Which possessive adjective should I use?



Key Characteristics and Usage Rules:

Placement: Possessive adjectives specify which noun is being referred to.

- Correct: **My** phone is ringing.
- Incorrect: Phone **my** is ringing.

2.Agreement: Possessive adjectives must agree with the *possessor*, not the thing possessed. This means you choose the possessive adjective based on who or what owns the noun, not the noun itself.

- Example: The students brought **their** books. (The possessive adjective "their" agrees with "students," not "books.")
- Example: The company announced **its** profits. (The possessive adjective "its" agrees with "company," not "profits.")

3.No Apostrophe: Possessive adjectives *never* use an apostrophe. The apostrophe is reserved for possessive nouns (e.g., John's car) and contractions (e.g., it's = it is).

- Correct: **Its** color is blue.
- Incorrect: **It's** color is blue. (This means "it is color is blue," which is grammatically incorrect.)

4.Distinguishing "Its" and "It's": The confusion between "its" and "it's" is a common error. Remember that "its" is the possessive adjective, while "it's" is a contraction of "it is" or "it has."

- **Its** purpose is clear. (Possessive adjective) • **It's** a beautiful day. (Contraction of "it is") •
- **It's** been a long time. (Contraction of "it has")

5.Using Possessive Adjectives with Gerunds: When a noun or pronoun precedes a gerund (a verb acting as a noun, ending in -ing), a possessive adjective is often used to show who is performing the action.

- Example: I appreciate **your** helping me. (Not "I appreciate you helping me.")
- Example: **His** singing is terrible. (Not "He singing is terrible.")

6.Redundancy: Avoid using possessive adjectives when the possessor is already clear from the context.

- Redundant: I brushed **my** teeth. (It's generally understood you brush your own teeth.)
- Better: I brushed **my** dog. (Clarifies you brushed the dog, not something else.)

Examples in Sentences:

- My favorite color is blue.
- Is that *your* umbrella?
- *His* presentation was excellent.
- *Her* smile is contagious.
- The cat licked *its* paws.
- *Our* vacation was amazing.
- *Their* opinions are important.



Practice Exercises:

Fill in the blanks with the correct possessive adjective:

1.This is _____ house. (I)

2.Is that _____ car? (you)

3.The dog wagged _____ tail. (it)

4._____ parents are coming to visit. (we)

5.The students finished _____ homework. (they)

6._____ brother is a doctor. (he)

7._____ sister is a teacher. (she)

Quiz



<https://forms.gle/JRC2Te95DYHUokmF8>



By understanding the rules and practicing their usage, you can confidently and accurately use possessive adjectives in your writing and speech. Pay close attention to the agreement between the possessive adjective and the possessor, and remember to avoid common errors like using apostrophes incorrectly or confusing "its" and "it's." Mastering possessive adjectives will significantly improve the clarity and precision of your communication.

من خلال فهم القواعد والتدرب على استخدامها، يمكنك استخدام صفات الملكية بثقة ودقة في كتابتك وكلامك. انتبه جيدًا للتوافق بين صفة الملكية والمالك، وتذكر تجنب الأخطاء الشائعة مثل استخدام الفواصل العليا بشكل غير صحيح أو الخلط بين "its" و "it's". إتقان صفات الملكية سيحسن بشكل كبير من وضوح ودقة تواصلك.

Thanks for listening



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THE 3RD LECTURE

PASSIVE FORM

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2nd grade student
Google class room



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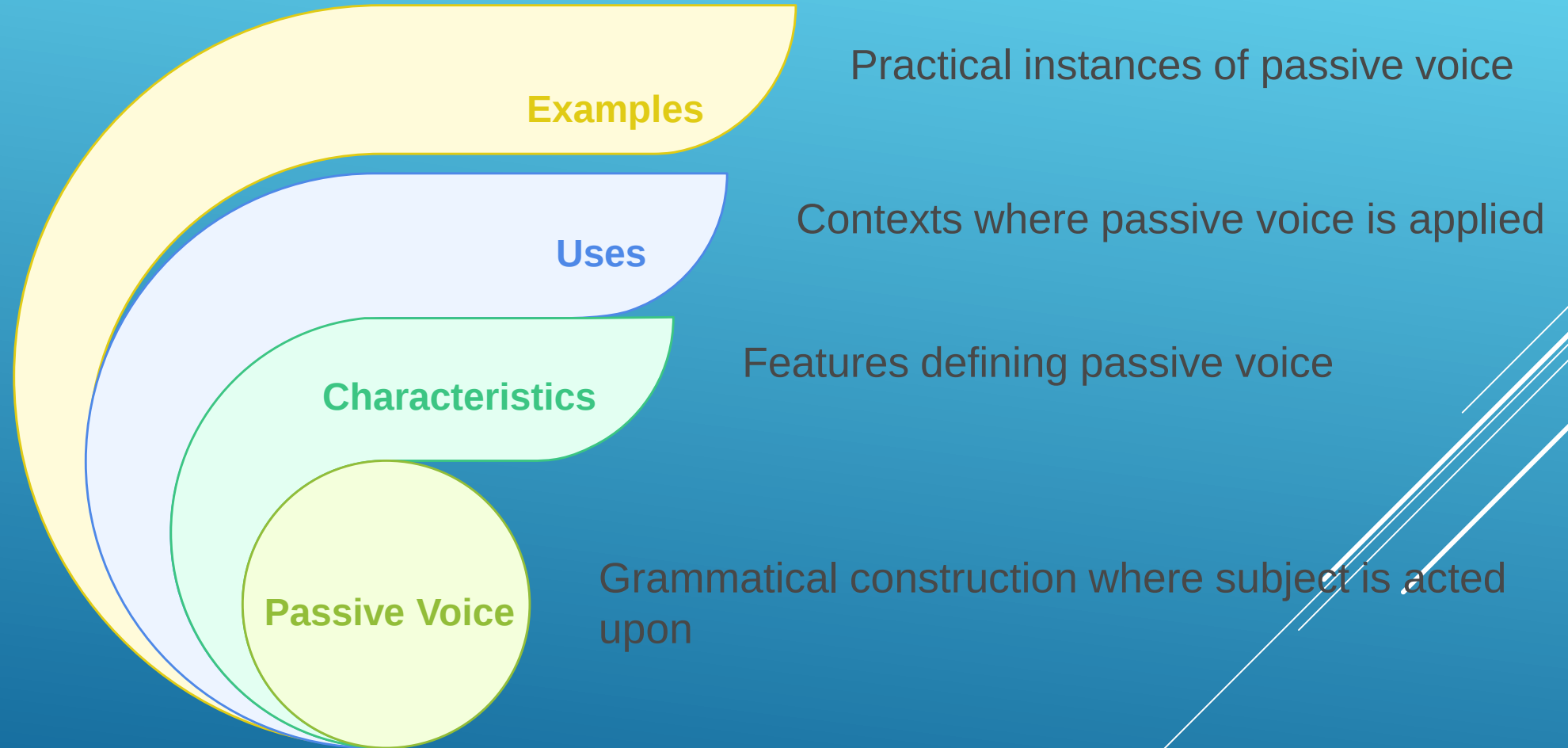
الوقت	العنوان الفرعي
10 دقائق	تمهيد المحاضرة وتذكير بما سبق
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5 دقائق	نشاط جماعي:
30 دقيقة	
15 دقيقة	نشاط فردي
10 دقائق	مراجعة
10 دقائق	الخاتمة والتشجيع



OUT PUT

- ▶ Knowing the function of passive voice
 - ▶ Distinguish between Active and Passive voice
 - ▶ Converted the sentences from the active to passive form
- 
- Three parallel white diagonal lines are located in the bottom right corner of the slide, extending from the middle of the right edge towards the bottom left.

Understanding Passive Voice



FUNCTION OF PASSIVE VOICE

- ▶ The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.

Examples

The passive voice is used frequently. (= we are interested in the passive voice, not in who uses it.)

- ▶ Sometimes we use the passive voice because we don't know or do not want to express who performed the action.

Examples

noticed that a window had been left open.

RULE

1. Present & Past continuous

Sub. +   **Is**
Are
Was
were + v. (ing) + obj. + com.

Passive voice

Obj. +   **Is**
Are
Was
were + being + V. (p.p.)

خطوات الحل

- ✚ نحذف الفاعل واستبداله بالمفعول به الذي يحل محله في بداية الجملة
- ✚ نضع فعل الكينونة الموجود في الجملة (is, are, was, were,....)
- ✚ اضافة being بعد الفعل المساعد
- ✚ تحويل الفعل الى التصريف الثالث للفعل وحذف (ing)

EXAMPLES

↴ My mother is cooking the meal.

The meal is being cooked.

↴ The workers were repairing the road .

The road was being repaired.

2. PRESENT & PAST PERFECT

have
Sub. + has + V.(p.p.) + Obj + Com.
had

Passive voice

have
Obj. + has + been + + V.(p.p) Com.
had

خطوات الحل

- ▶ نحذف الفاعل واستبداله بالمفعول به الذي يحل محله في بداية الجملة
- ▶ نضع فعل المساعد الموجود في الجملة (Have, has, had)
- ▶ إضافة been بعد الفعل المساعد
- ▶ تنزيل الفعل كما هو لانه بالتصريف الثالث للفعل

EXAMPLES

▶ She has written a novel.

A novel has been written.

▶ She had cleaned the room.

The room had been cleaned.

▶ The team have solved the problem.

The problem have been solved.



Group
exercise

Give an examples about these rules?



3. FUTURE

Sub. + [will
shall + V.(inf.) + obj. + com
can

passive voice

Obj.+ [will
shall + be + V.(inf.) + com
can

خطوات الحل

- ▶ نحذف الفاعل واستبداله بالمفعول به الذي يحل محله في بداية الجملة
- ▶ نضع الفعل المساعد الموجود في الجملة (will , shall , can)
- ▶ إضافة be بعد الفعل المساعد
- ▶ تحويل الفعل الى التصريف الثالث للفعل (p.p)

EXAMPLES

▶ They will pay the bill tomorrow.

The bill will be paid tomorrow.

▶ I shall write the report.

The report shall be written.

▶ The teacher can give the student a certificate.

The student can be given a certificate.

200 COMMON IRREGULAR VERBS

BASE FORM

PAST SIMPLE

PARTICIPLE

BASE FORM

PAST SIMPLE

PARTICIPLE

- **Feel**
- **Dig**
- **Bend**
- **Drink**
- **Do**
- **Feed**
- **Choose**
- **Dive**
- **Buy**
- **Shake**

- **Felt**
- **Dug**
- **Bent**
- **Drank**
- **Did**
- **Fed**
- **Chose**
- **Dove**
- **Bought**
- **Shook**

- **Felt**
- **Dug**
- **Bent**
- **Drunk**
- **Done**
- **Fed**
- **Chosen**
- **Dived**
- **Bought**
- **Shaken**

- **Sleep**
- **Sing**
- **Sell**
- **Say**
- **Rise**
- **Ride**
- **Put**
- **Arise**
- **Dwell**
- **Seek**

- **Slept**
- **Sang**
- **Sold**
- **Said**
- **Rose**
- **Rode**
- **Put**
- **Arose**
- **Dwelt**
- **Sought**

- **Slept**
- **Sung**
- **Sold**
- **Said**
- **Risen**
- **Ridden**
- **Put**
- **Arisen**
- **Dwelt**
- **Sought**

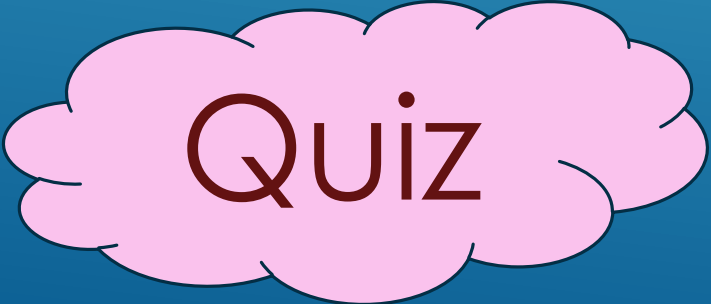
EXERCISES

► Rewrite the sentences and make them passive.

1. They are serving breakfast in the dining room.
2. The authorities are opening the town health center next week.

► Make sentences in passive voice. Add words where necessary.

1. The schoolhouse – repair – today
2. When I came in – the fridge – repair
3. Special technology – use



Quiz

<https://forms.gle/QKrPpsaqe9HnNNke6>



Thanks for listening



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THE 4TH LECTURE

SOME WHERE TO LIVE

THERE IS \ ARE

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Google class room



مسار المحاضرة

الوقت	العنوان الفرعي
10 دقائق	تمهيد المحاضرة وتذكير بما سبق
30 دقيقة	ان يميز بين استخدام "there is" "there are and
5 دقائق	نشاط جماعي:
30 دقيقة	ان يتمكن من استخدامها في التعبير عن مكان سكنهم
15 دقيقة	نشاط فردي
10 دقائق	مراجعة
10 دقائق	الخاتمة والتشجيع

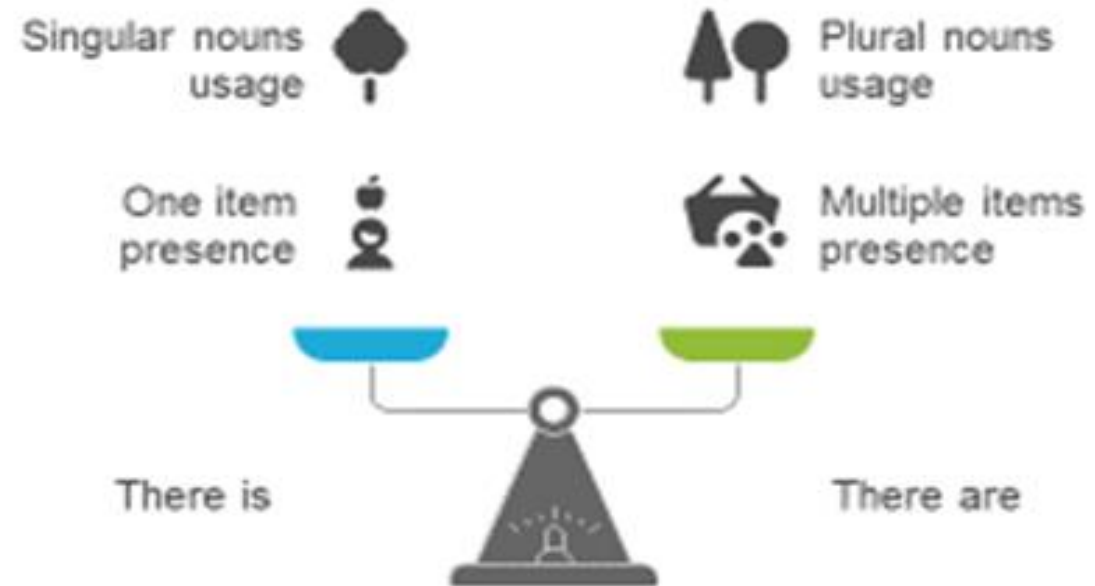


The Basic Rule: Singular vs. Plural

The fundamental rule governing the use of "there is" and "there are" is based on the number of the noun that follows.

- **"There is"** is used with singular nouns or uncountable nouns.
- **"There are"** is used with plural nouns.

Choose the correct phrase based on noun type.



Examples:

- **There is** a cat on the mat. (singular noun: cat)
- **There is** milk in the refrigerator. (uncountable noun: milk)
- **There are** books on the shelf. (plural noun: books)
- **There are** many opportunities available. (plural noun: opportunities)



Understanding the Subject

The noun that follows "there is/are" is the subject of the sentence. It's important to identify the subject correctly to determine whether to use "is" or "are."

Examples:

- **There is** a problem with the car. ("problem" is the subject, and it's singular)
- **There are** several problems with the car. ("problems" is the subject, and it's plural)

Compound Subjects

When dealing with compound subjects (two or more nouns joined by "and"), the rule is generally to use "there are."

Examples:

- **There are** a pen and a pencil on the desk.
- **There are** John, Mary, and Peter waiting outside.

However, there are exceptions to this rule, particularly when the compound subject is considered a single unit or idea.

Examples:

- **There is** bacon and eggs for breakfast.
(considered a single dish)
- **There is** law and order in this town. (considered a single concept)

Group exercise

When do you use there is or there are?
Explain with an examples.



Starting a Sentence with "Here"

The same principle applies when using "here is/are." The verb agrees with the noun that follows.

Examples:

- **Here is** your book.
- **Here are** your keys.

Questions

In questions, the verb "is" or "are" comes before "there."

Examples:

- **Is** there a doctor in the house?
- **Are** there any questions?

Contractions

"There is" can be contracted to "there's." However, "there are" cannot be contracted in the same way. While grammatically incorrect, you might hear "there's" used informally with plural nouns, but it's best to avoid this in formal writing.

Examples:

- **There's** a problem. (Correct)
- **There's** problems. (Incorrect - should be "There are problems.")

Indefinite Pronouns

Indefinite pronouns like "some," "any," "none," "all," "most," and "enough" can be followed by either singular or plural nouns. The choice between "there is" and "there are" depends on the noun that follows the indefinite pronoun.

Examples:

- **There is** some milk left. (uncountable noun: milk)
- **There are** some cookies left. (plural noun: cookies)
- **There is** enough time. (uncountable noun: time)
- **There are** enough chairs. (plural noun: chairs)

When the Subject is a Clause

Sometimes, the subject following "there is/are" is a clause. In these cases, "there is" is generally used.

Examples:

- **There is** no telling what will happen.
- **There is** something I need to tell you.

Practice Exercises

To solidify your understanding, try these exercises:

1. There is/are _____ (a cat/cats) sleeping on the sofa.

2. There is/are _____ (water/some water) in the glass.

3. There is/are _____ (a book/books) and a pen on the table.

4. There is/are _____ (a lot of/much) traffic on the road.

5. There is/are _____ (a team/teams) playing in the stadium.

Answers:

1.are (cats)

2.is (water/some water)

3.are (a book and a pen)

4.is (much traffic) / are (a lot of traffic)

5.is (a team - singular unit) / are (teams - multiple teams)



Quiz



<https://forms.gle/maJp1pwe8ZQ52Mm3A>

Mastering the use of "there is" and "there are" is essential for clear and grammatically correct writing and speaking. By understanding the basic rules, exceptions, and common pitfalls, you can confidently use these phrases in various contexts. Remember to always identify the subject of the sentence and ensure that the verb agrees in number. With practice, you'll be able to use "there is" and "there are" with ease and accuracy.

إتقان استخدام "there is" و "there are" ضروري لكتابة وتحدث واضحين وصحيحين نحويًا. بفهم القواعد الأساسية والاستثناءات والأخطاء الشائعة، يمكنك استخدام هذه العبارات بثقة في سياقات مختلفة. تذكر دائمًا تحديد فاعل الجملة والتأكد من تطابق الفعل في العدد. بالممارسة، ستتمكن من استخدام "there is" و "there are" بسهولة ودقة.



Thanks for listening

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THE 5TH LECTURE LIFE'S UPS AND DOWN(PAST SIMPLE)

Mr. Mohammed Laith Alwan

2nd grade student
Google class room



مسار المحاضرة

الوقت	العنوان الفرعي
10 دقائق	تمهيد المحاضرة وتذكير بما سبق
30 دقيقة	ان يتمكن من استخدام زمن الماضي البسيط وان يميز الزمن من خلال دائله
5 دقائق	نشاط جماعي:
30 دقيقة	يعطي امثلة عن استخدام الزمن الماضي وكيف صياغته
15 دقيقة	نشاط فردي
10 دقائق	مراجعة
10 دقائق	الخاتمة والتشجيع



Formation of the Past Simple

Sub. { I
He
she
it } + Was + v. (past) + com

Sub. { they
we
you } + Were + v. (past) + com

Formation of the Past Simple

The past simple tense is generally formed in two ways, depending on whether the verb is regular or irregular.

Regular Verbs

For regular verbs, the past simple is formed by adding "-ed" to the base form of the verb.

- **Base Form:** walk
- **Past Simple:** walked
- **Base Form:** play
- **Past Simple:** played
- **Base Form:** listen
- **Past Simple:** listened

Spelling Rules for Regular Verbs:

- **Verbs ending in 'e':** Add only 'd'.
 - *Example:* love -> loved, bake -> baked
- **Verbs ending in a consonant + 'y':** Change 'y' to 'i' and add 'ed'.
 - *Example:* study -> studied, cry -> cried
- **One-syllable verbs ending in consonant-vowel-consonant (CVC):** Double the final consonant and add 'ed'.
 - *Example:* stop -> stopped, plan -> planned
 - *Note:* This rule generally applies when the stress is on the last syllable.

- **Two-syllable verbs ending in consonant-vowel-consonant (CVC) with stress on the second syllable:**
Double the final consonant and add 'ed'.
- *Example:* prefer^r -> prefer^{rr}ed,
- admit^t -> admitt^{tt}ed



Irregular Verbs

Irregular verbs do not follow the "-ed" rule. Their past simple forms must be memorized. Here are some common examples:

- **Base Form:** go
- **Past Simple:** went
- **Base Form:** see
- **Past Simple:** saw
- **Base Form:** eat
- **Past Simple:** ate
- **Base Form:** have
- **Past Simple:** had
- **Base Form:** be (am, is, are)
- **Past Simple:** was, were



Negative and Interrogative Forms

The auxiliary verb "did" is used to form negative and interrogative sentences in the past simple.

Negative Sentences:

- **Sub. + did + not + base form of the verb**
- *Example:* I did not (didn't) go to the store.
- *Example:* She did not (didn't) eat breakfast.

Interrogative Sentences:

- **Did + subject + base form of the verb + ?**

- *Example:* Did you go to the party?

- *Example:* Did she finish her homework?

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Group exercise

Give an examples about how used
the past form from your live.



What are the uses of the Past Simple?



Uses of the Past Simple

The past simple tense is used to describe completed actions or states in the past. Here are the main uses:

1. Completed Actions in the Past: This is the most common use. It describes actions that started and finished at a specific time in the past.

- *Example:* I visited Paris last summer.
- *Example:* She finished her book yesterday.

2. A Series of Completed Actions in the Past: The past simple can be used to describe a sequence of events that happened one after another.

- ❖ *Example:* I woke up, brushed my teeth, and ate breakfast.
- ❖ *Example:* He arrived at the station, bought a ticket, and boarded the train.

3.Past Habits or Repeated Actions: The past simple can describe habits or actions that were repeated regularly in the past, but are no longer true. "Used to" is often a more natural way to express past habits, but the past simple is also correct.

3.Example: I played the piano when I was a child.

4.Example: She walked to school every day.

4.Past Facts or General Truths: The past simple can describe facts or general truths that were true in the past but are no longer necessarily true.

4.Example: Shakespeare wrote many famous plays.

5.Example: The Earth was believed to be flat.

5.Stating Past States: The past simple can describe states of being or conditions that existed in the past.

5.Example: I was tired yesterday.

6.Example: She lived in London for five years.

Time Expressions with the Past Simple

Certain time expressions are commonly used with the past simple to indicate when the action took place. These include:

- **Specific Time:** yesterday, last week, last month, last year, ago (e.g., two days ago, a week ago), in 2005, at 3 pm
 - *Example:* I saw him yesterday.
 - *Example:* She graduated last year.
- **Time Periods:** during, for (a period of time)
 - *Example:* I lived in Italy for five years.
 - *Example:* He worked during the summer.
- **When Clauses:** when + past simple
 - *Example:* I was happy when I received the news.
 - *Example:* She cried when she heard the story.

Common Mistakes and Pitfalls

- **Incorrect Verb Forms:** Forgetting to use the correct past simple form, especially with irregular verbs, is a common mistake. Carefully study and memorize irregular verb forms.
- **Mixing with Present Perfect:** The past simple describes completed actions in the past, while the present perfect connects the past to the present. Avoid using the past simple when the action has relevance to the present.
 - *Incorrect:* I have seen that movie last week.
 - *Correct:* I saw that movie last week.
- **Using "did" in Affirmative Sentences:** "Did" is only used in negative and interrogative sentences in the past simple.
 - *Incorrect:* I did went to the store.
 - *Correct:* I went to the store.
- **Spelling Errors:** Pay attention to the spelling rules for adding "-ed" to regular verbs.

Quiz



<https://forms.gle/Akcg8NSTXLhXS2x16>

Thanks for listening



Ministry of Higher Education & Scientific research
Southern Tech. University
Basra Tech. Institute.
Department: Electronic techniques



THE 6TH LECTURE

EAT IN OR OUT (COUNT AND UNCOUNT NOUNS)

2nd grade student
Google class room

Mr. Mohammed Laith Alwan



مسار المحاضرة

الوقت	العنوان الفرعي
10 دقائق	تمهيد المحاضرة وتذكير بما سبق
30 دقيقة	ان يميز الطالب بين الاسماء المعدودة وكيفية استخدامها
10 دقائق	نشاط جماعي:
25 دقيقة	اعطاء امثلة حول الكلمات التي يمكن ان تكون معدودة وغير معدودة
15 دقيقة	نشاط فردي
10 دقائق	مراجعة
10 دقائق	الخاتمة والتشجيع



Count Nouns

Count nouns, also known as countable nouns, are nouns that can be counted. They have both singular and plural forms. Because they can be counted, they can be used with numbers and the indefinite articles "a" or "an" in the singular form.

الأسماء المعدودة، والمعروفة أيضًا بالأسماء المعدودة، هي أسماء قابلة للعد. لها صيغتا المفرد والجمع. ولأنها قابلة للعد، يمكن استخدامها مع الأعداد وأداة التنكير "a" أو "an" في صيغة المفرد.

Characteristics of Count Nouns:

- **Can be counted:** You can say "one apple," "two apples," "three apples," etc.
- **Have singular and plural forms:** *apple* (singular), *apples* (plural).
- **Can be used with numbers:** "I have *five books*."
- **Can be used with "a" or "an" in the singular form:** "I need *a pen*."
- **Can be used with quantifiers like "many," "few," "several," and "a number of":** "There are *many students* in the class."

Examples of Count Nouns:

- | | |
|---------|---------|
| •Book | -idea |
| •Person | -car |
| •Chair | -dog |
| •House | -window |
| •Table | -tree |

Singular Count Nouns:

Always use an article ("a," "an," or "the") or a possessive pronoun ("my," "your," "his," etc.) before a singular count noun.

- Incorrect: "I need pen."*
- Correct: "I need *a pen*." or "I need *my pen*."

•Plural Count Nouns:

- Plural count nouns can be used alone or with quantifiers.

- Correct: "I like *apples*."

Correct: "I have *many apples*."



Uncount Nouns

Uncount nouns, also known as non-count nouns or mass nouns, are nouns that cannot be counted. They typically refer to things that are considered whole or continuous and cannot be easily divided into individual units. They generally do not have a plural form.

الأسماء غير المعدودة، والمعروفة أيضًا باسم الأسماء غير المعدودة أو أسماء الكتلة، هي أسماء لا يمكن عدّها. تشير عادةً إلى الأشياء التي تُعتبر كاملة أو متصلة، ولا يمكن تقسيمها بسهولة إلى وحدات مفردة. ولا تأتي عادةً بصيغة جمع.

Characteristics of Uncount Nouns:

- **Cannot be counted:** You cannot say "one water," "two waters," etc.
- **Generally do not have a plural form:** *water* (not *waters*).
- **Cannot be used with "a" or "an":** You cannot say "a water."
- **Used with quantifiers like "much," "little," "a lot of," "some," and "any":** "I need *much water*."

Examples of Uncount Nouns:

- water
 - air
 - advice
 - bread
 - cheese
 - coffee
 - electricity
 - furniture
 - information
 - knowledge
 - love
 - money
 - music
 - news
 - rice
 - salt
 - sugar
 - time
 - wine
 - wood
- 
- A series of three parallel white diagonal lines in the bottom right corner of the slide.

Using Uncount Nouns Correctly:

- Uncount nouns are generally treated as singular and take singular verbs.
 - Correct: "The *water is* cold."*
 - Incorrect: "The *water are* cold."
- To quantify uncount nouns, use units of measurement or containers.
 - "a glass of water"*
 - "a piece of advice"*
 - "a loaf of bread"*
 - "a grain of rice"*
 - "a kilo of sugar"

When we used some or any?

كيف تستخدم any & Some مع الاسماء المعدودة وغير المعدودة؟

There is some wine.
There isn't any beer.
Is there any coffee?

There are some tomatoes.
There aren't any apples.
Are there any bananas?

- Duncan and Nick both order the same meal.(true or false)
- They don't want any water. (true or false)

Nouns That Can Be Count or Uncount

Some nouns can be both count and uncount, depending on the context. The meaning of the noun changes depending on whether it is used as a count or uncount noun.

Several thin, parallel white lines are drawn diagonally across the bottom right corner of the slide, extending from the right edge towards the bottom.

Group
exercise

Give an examples of Nouns That Can
Be Count or Uncount

.



Examples:

•Time:

- Uncount: "I don't have much *time*." (general concept of time)
- Count: "I've been to the museum three *times*." (instances or occurrences)

•Hair:

- Uncount: "She has long *hair*." (referring to hair in general)
- Count: "I found a *hair* in my soup." (referring to a single strand)

•Light:

- Uncount: "There is not much *light* in this room." (referring to illumination)
- Count: "The traffic *lights* are red." (referring to individual traffic signals)

•Paper:

- Uncount: "I need some *paper* to write on." (referring to the material)
- Count: "I have to write two *papers* for my class." (referring to documents)

•Experience:

- Uncount: "He has a lot of *experience* in marketing." (referring to general knowledge or skill)
- Count: "That was an amazing *experience*." (referring to a specific event)

Plural Forms of Uncount Nouns (Exceptions)

While uncount nouns generally do not have plural forms, there are exceptions, often when referring to different types or instances of something.

Examples:

- **Wines:** "We tasted several *wines* at the vineyard." (different types of wine)
- **Beers:** "They offer a variety of *beers* at the pub." (different types of beer)
- **Waters:** "The *waters* of the lake are very clear." (referring to a specific body of water, or different sources of water)
- **Teas:** "They sell different *teas* from around the world." (different types of tea)

In these cases, the plural form indicates different varieties or instances of the uncount noun.

إتقان التمييز بين الأسماء المعدودة وغير المعدودة ضروريٌ لدقة القواعد النحوية ووضوح التواصل في اللغة الإنجليزية. بفهم خصائص كل نوع من الأسماء وممارسة استخدامها الصحيح، يمكنك تحسين طلاقتك وثقتك في استخدام اللغة الإنجليزية. تذكر الانتباه إلى السياق، فبعض الأسماء قد تكون معدودة وغير معدودة في آنٍ واحد، وذلك حسب المعنى المقصود.

Quiz



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Thanks for listening



Ministry of Higher Education & Scientific research
Southern Tech. University
Basra Tech. Institute.
Department: Electronic techniques



THE 7TH LECTURE A GOOD JOB PRESENT SIMPLE & JOBS

Mr. Mohammed Laith Alwan

2nd grade student
Google class room



مسار المحاضرة

الوقت	العنوان الفرعي
10 دقائق	تمهيد المحاضرة وتذكير بما سبق
30 دقيقة	شرح قاعدة المضارع البسيط وكيفية استخدامه
5 دقائق	نشاط جماعي:
30 دقيقة	توضيح كيف يستخدم هذا الزمن مع ذكر الوظائف واهم الافعال التي تأتي معها
15 دقيقة	نشاط فردي
10 دقائق	مراجعة
10 دقائق	الخاتمة والتشجيع



The present simple tense

is one of the most fundamental tenses in English. It's used to describe habits, routines, general truths, and facts. Its basic structure is straightforward:

- **I/You/We/They + base form of the verb**
- **He/She/It + base form of the verb + -s/-es**

For example:

- I **work** as a teacher.
- You **study** medicine.
- We **live** in London.
- They **play** football.
- He **works** in a bank.
- She **teaches** English.
- It **rains** a lot in Seattle.



Forming Questions

To form questions in the present simple, we use the auxiliary verbs "do" and "does":

- **Do** I/you/we/they + base form of the verb?
- **Does** he/she/it + base form of the verb?

Examples:

- **Do** you work here?
- **Does** she like her job?

Forming Negatives

To form negative sentences, we use "do not" (don't) and "does not" (doesn't):

- I/You/We/They + **do not (don't)** + base form of the verb
- He/She/It + **does not (doesn't)** + base form of the verb

Examples:

- I **don't** like my job.
- She **doesn't** work on Sundays.
- They **don't** live in this city.

Using the Present Simple to Describe Jobs

The present simple is frequently used to describe what people do for a living, their daily routines, and the general responsibilities associated with their jobs. Here are some common ways it's used:

Describing Job Titles and Professions

We use the present simple to state someone's profession:

- I **am** a doctor. (Using the verb "to be")
- She **is** an engineer. (Using the verb "to be")
- He **is** a programmer. (Using the verb "to be")
- They **are** teachers. (Using the verb "to be")

Describing Daily Routines and Responsibilities

The present simple is ideal for outlining the typical activities someone performs at work:

- A doctor **sees** patients every day.
- A teacher **prepares** lessons and **grades** papers.
- A programmer **writes** code and **tests** software.
- A chef **cooks** food and **manages** the kitchen.
- A waiter **takes** orders and **serves** customers.
- A salesperson **sells** products and **meets** clients.
- A nurse **cares** for patients and **administers** medication.
- A pilot **flies** planes and **ensures** passenger safety.
- A librarian **organizes** books and **helps** readers.
- A journalist **writes** articles and **reports** news.



Describing General Facts about a Job

We also use the present simple to state general truths or facts about a particular job:

- A firefighter **puts out** fires.
- A police officer **enforces** the law.
- A lawyer **represents** clients in court.
- A scientist **conducts** research.
- An artist **creates** art.
- A musician **plays** music.
- An accountant **manages** finances.
- A politician **makes** laws.



Examples in Context

Here are some examples of how the present simple is used in conversations about jobs:

- **A:** "What do you do?"
- **B:** "I **work** as a software engineer. I **write** code and **debug** programs."
- **A:** "Does she like her job?"
- **B:** "Yes, she **loves** it. She **works** as a veterinarian and she **helps** animals every day."
- **A:** "Where does he work?"
- **B:** "He **works** at the local hospital. He **is** a surgeon."
- **A:** "What does a teacher do?"
- **B:** "A teacher **teaches** students, **prepares** lessons, and **grades** assignments."
- **A:** "Do they work on weekends?"
- **B:** "No, they **don't**. They **have** weekends off."

Group
exercise

Give an examples of jobs with using
the present simple.

.



Common Verbs Used with Jobs

Here's a list of common verbs frequently used when talking about jobs in the present simple:

- **Work:** I work as a teacher.
- **Teach:** She teaches English.
- **Manage:** He manages a team.
- **Sell:** They sell cars.
- **Write:** I write articles.
- **Cook:** She cooks food.
- **Drive:** He drives a bus.
- **Help:** They help people.
- **Care:** She cares for patients.
- **Design:** He designs websites.
- **Build:** They build houses.
- **Repair:** I repair computers.
- **Answer:** She answers phones.
- **Meet:** He meets clients.
- **Organize:** They organize events



Practice Exercises

Fill in the blanks with the correct form of the present simple tense:

1. She _____ (work) as a nurse at the hospital.
2. They _____ (teach) English to foreign students.
3. He _____ (manage) a team of developers.
4. I _____ (not/like) my job very much.
5. _____ (you/work) on weekends?
6. She _____ (cook) delicious meals at the restaurant.
7. He _____ (drive) a taxi in the city.
8. They _____ (help) people in need.
9. She _____ (care) for animals at the shelter.
10. He _____ (design) websites for clients.



Answers:

- 1.works
- 2.teach
- 3.manages
- 4.don't like
- 5.Do you work
- 6.cooks
- 7.drives
- 8.help
- 9.cares
- 10.designs



Quiz



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The present simple tense is an essential tool for describing jobs, routines, and general facts related to work. By understanding its structure and usage, you can effectively communicate about your own profession or inquire about the professions of others. This document provides a solid foundation for using the present simple in the context of jobs and careers.

يُعدّ زمن المضارع البسيط أداةً أساسيةً لوصف الوظائف والروتين
والحقائق العامة المتعلقة بالعمل. بفهم بنيته واستخداماته، يمكنك
التواصل بفعالية حول مهنتك أو الاستفسار عن مهن الآخرين. تُقدّم هذه
الوثيقة أساسًا متينًا لاستخدام زمن المضارع البسيط في سياق الوظائف
والمهن.

Thanks for listening



Ministry of Higher Education & Scientific research
Southern Tech. University
Basra Tech. Institute.
Department: Electronic techniques



THE 8TH LECTURE

CITY LIVING

COMPARATIVE ADJECTIVE

2nd grade student
Google class room

Mr. Mohammed Laith Alwan



مسار المحاضرة

الوقت	العنوان الفرعي
10 دقائق	تمهيد المحاضرة وتذكير بما سبق
30 دقيقة	ان يميز الطالب اهمية استخدام الصفات وكيف توظف في المقارنة
5 دقائق	نشاط جماعي:
30 دقيقة	يستخدم الطالب الصفات للمقارنة بين الاماكن
15 دقيقة	نشاط فردي
10 دقائق	مراجعة
10 دقائق	الخاتمة والتشجيع



What are Comparative Adjectives?



Comparative adjectives are used to compare two nouns. They show which noun has *more* of a particular quality than the other. In essence, they express a higher degree of a characteristic.

تُستخدم صفات المقارنة لمقارنة اسمين. فهي تُظهر أيّ اسم يتميز بخاصية معينة أكثر من الآخر. في جوهرها، تُعبّر عن درجة أعلى في إحدى الخصائص.

Forming Comparative Adjectives

The way you form a comparative adjective depends on the number of syllables in the original adjective.

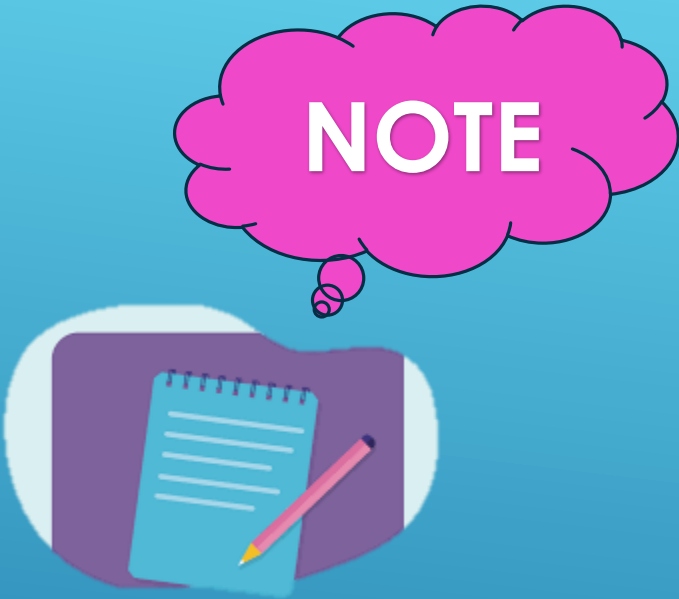
One-Syllable Adjectives

For most one-syllable adjectives, you simply add "-er" to the end of the word.

إضافة "er" لنهاية الصفة عند المقارنة بين اثنين فقط اذا
كأمنت مكونة من مقطع واحد

•Example:

- *tall* becomes *taller*
- *short* becomes *shorter*
- *fast* becomes *faster*
- *old* becomes *older*



NOTE

If the one-syllable adjective ends in a single vowel followed by a single consonant, you usually double the consonant before adding "-er".

• **Example:**

- *big* becomes *big**g**er*
- *hot* becomes *hot**t**er*
- *thin* becomes *thin**n**er*

Two-Syllable Adjectives

For two-syllable adjectives, there are two common ways to form the comparative:

1. Adding "-er": Some two-syllable adjectives can take the "-er" ending, especially those that end in "-y", "-ow", "-er", or "-le". When an adjective ends in "-y", change the "y" to "i" before adding "-er".

*

Example: *

happy becomes *happier* *

narrow becomes *narrower* *

clever becomes *cleverer* *

simple becomes *simpler*



2.Using "more":

For many other two-syllable adjectives, you use "more" before the adjective.

- **Example:**
- * *careful* becomes *more careful*
- * *pleasant* becomes *more pleasant*
- * *useful* becomes *more useful*



It's important to note that some two-syllable adjectives can take either "-er" or "more," although one form might be more common or sound more natural than the other. For example, "quiet" can be "quieter" or "more quiet."

Three-Syllable (or More) Adjectives

For adjectives with three or more syllables, you almost always use "more" before the adjective to form the comparative.

•Example:

- *beautiful* becomes *more beautiful*
- *expensive* becomes *more expensive*
- *intelligent* becomes *more intelligent*
- *complicated* becomes *more complicated*

Using "Than"

When using a comparative adjective, you typically use the word "than" to introduce the second noun being compared.

•Example:

- "My car is *faster than* yours."
- "She is *more intelligent than* her brother."
- "This book is *more interesting than* that one."

Group
exercise

Compare between your city and
Bagdad.



Irregular Comparative Adjectives

Some adjectives have irregular comparative forms that don't follow the standard rules. These need to be memorized.

- **good** becomes **better**
- **bad** becomes **worse**
- **far** becomes **farther/further** (farther refers to physical distance, further refers to metaphorical distance or degree)
- **little** becomes **less**
- **many/much** becomes **more**

Examples of Comparative Adjectives in Sentences

Here are some examples of comparative adjectives used in sentences:

- "The blue car is *newer than* the red car."
- "Elephants are *bigger than* dogs."
- "This coffee is *stronger than* the coffee I had yesterday."
- "Learning to code is *more challenging than* learning to knit."
- "She is *more creative than* I am."
- "The weather today is *better than* it was yesterday."
- "His performance was *worse than* expected."
- "The library is *farther than* the post office."
- "I have *less time than* I thought."
- "He has *more money than* she does."

Avoiding Double Comparatives

A common mistake is using both "more" and "-er" with the same adjective (e.g., "more taller"). This is called a double comparative and is grammatically incorrect. Choose either "more" or "-er," but not both.

- **Incorrect:** "He is *more taller* than his brother."
- **Correct:** "He is *taller* than his brother."

Comparative adjectives are essential for making comparisons between two nouns. Understanding the rules for forming comparative adjectives, including the use of "-er," "more," and irregular forms, is crucial for writing and speaking grammatically correct English. Remember to use "than" to introduce the second noun being compared and avoid double comparatives. By mastering these concepts, you can effectively express differences in qualities between two subjects.

صفات المقارنة أساسية لإجراء مقارنات بين اسمين. فهم قواعد صياغة صفات المقارنة، بما في ذلك استخدام "er" و "more" والأشكال الشاذة، أمرٌ بالغ الأهمية لكتابة وتحدث اللغة الإنجليزية بشكل صحيح نحويًا. تذكر استخدام "than" لتقديم الاسم الثاني المراد مقارنته وتجنب المقارنات المزدوجة. بإتقان هذه المفاهيم، يمكنك التعبير بفعالية عن اختلافات الصفات بين فاعلين.



Quiz



<https://forms.gle/KhBRTh6HtRKXHLd7A>

Thanks for listening

Several thin, parallel white lines of varying lengths are positioned in the bottom right corner of the slide, angled upwards from left to right.

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Southern Tech. University
Basra Tech. Institute.
Department: Electronic techniques



THE 9TH LECTURE

SUPER ME

CAN & CAN'T

ADVERBS

2nd grade student
Google class room



Mr. Mohammed Laith Alwan

مسار المحاضرة

الوقت	العنوان الفرعي
10 دقائق	تمهيد المحاضرة وتذكير بما سبق
30 دقيقة	شرح وتوضيح قاعدة Can , can't
5 دقائق	نشاط جماعي:
30 دقيقة	التعرف غبى بعض الاخطاء الشائعة وما هي بدائل can , can't
15 دقيقة	نشاط فردي
10 دقائق	مراجعة
10 دقائق	الخاتمة والتشجيع



Expressing Ability with "Can"

The modal verb "can" is used to indicate that someone or something is able to do something. It expresses the capacity, skill, or opportunity to perform an action.

Formula:

Subject + can + base form of the verb

Examples:

- **I can swim.** (This means I have the ability to swim.)
 - **She can speak French.** (This means she has the skill to speak French.)
 - **They can come to the party.** (This means they have the opportunity to come.)
 - **He can play the guitar.** (This means he has the skill to play the guitar.)
 - **We can see the mountains from here.** (This means we have the ability to see the mountains.)
- 
- A series of white diagonal lines of varying lengths and thicknesses are positioned in the bottom right corner of the slide, creating a modern, abstract graphic element.

Explanation:

- The subject is the person or thing performing the action.
- "Can" is the modal verb indicating ability.
- The base form of the verb is the infinitive form without "to" (e.g., swim, speak, come, play, see).

Important Notes:

- "Can" does not change form based on the subject. It remains "can" for all subjects (I, you, he, she, it, we, they).
- "Can" is followed directly by the base form of the verb. There is no "to" between "can" and the verb.

Expressing Inability with "Can't" (Cannot)

The negative form of "can" is "can't" (contraction of "cannot"). It is used to indicate that someone or something is not able to do something. It expresses the lack of capacity, skill, or opportunity to perform an action.

Formula:

Subject + can't (cannot) + base form of the verb

Examples:

- **I can't swim.** (This means I do not have the ability to swim.)
- **She can't speak German.** (This means she does not have the skill to speak German.)
- **They can't come to the meeting.** (This means they do not have the opportunity to come.)
- **He can't play the piano.** (This means he does not have the skill to play the piano.)
- **We can't see the stars tonight.** (This means we do not have the ability to see the stars.)

Explanation:

- The subject is the person or thing that is unable to perform the action.
- "Can't" (or "cannot") is the negative modal verb indicating inability.
- The base form of the verb is the infinitive form without "to" (e.g., swim, speak, come, play, see).

Group
exercise

Give an example for using can and can't from your skills.



Important Notes:

- "Can't" (or "cannot") does not change form based on the subject. It remains "can't" for all subjects.
- "Can't" (or "cannot") is followed directly by the base form of the verb. There is no "to" between "can't" and the verb.
- While "cannot" is grammatically correct, "can't" is more common in spoken English and informal writing.

Questions with "Can"

To form questions using "can" to inquire about ability, the word order is inverted.

Formula:

Can + subject + base form of the verb?

Several white lines of varying lengths and angles are drawn in the bottom right corner of the slide, creating a modern, abstract graphic element.

Examples:

- **Can you swim?** (Are you able to swim?)
- **Can she speak Spanish?** (Does she have the skill to speak Spanish?)
- **Can they come tomorrow?** (Do they have the opportunity to come tomorrow?)
- **Can he drive a car?** (Does he have the skill to drive a car?)
- **Can we go home now?** (Are we allowed to go home now?)

Short Answers:

- Yes, I can. / No, I can't.
 - Yes, she can. / No, she can't.
 - Yes, they can. / No, they can't.
 - Yes, he can. / No, he can't.
 - Yes, we can. / No, we can't.
- 
- A series of three parallel white diagonal lines in the bottom right corner of the slide.

Alternatives to "Can" for Expressing Ability

While "can" is the most common way to express ability, there are alternative phrases that can be used, particularly when referring to ability in the past or future.

"Be able to"

"Be able to" can be used in all tenses, unlike "can," which only has present and past forms (could).

- **Present:** I **am able to** swim. (Similar to "I can swim.")
- **Past:** I **was able to** swim. (Equivalent to "I could swim.")
- **Future:** I **will be able to** swim. (Expresses future ability.)

Common Mistakes to Avoid

- **Using "to" after "can" or "can't":** Incorrect: "I can to swim." Correct: "I can swim."
- **Changing the form of "can" based on the subject:** Incorrect: "He cans swim." Correct: "He can swim."
- **Using "can" to express past ability in all cases:** While "could" is the past form of "can," "was/were able to" is often more appropriate, especially when describing a specific instance of success in the past. For example: "I was able to catch the bus" (implies a specific successful attempt).

Quiz



Understanding the "can" and "can't" formula is crucial for expressing ability and inability in English. By following the simple grammatical structure and avoiding common mistakes, you can effectively communicate your capabilities and limitations. Remember to use "be able to" for tenses where "can" is not available and "know how to" for expressing acquired skills.

فهم صيغة "يستطيع" و"لا يستطيع" أمرٌ بالغ الأهمية للتعبير عن القدرة وعدم القدرة في اللغة الإنجليزية. باتباع البنية النحوية البسيطة وتجنب الأخطاء الشائعة، يمكنك التعبير بفعالية عن قدراتك وحدودك. تذكر استخدام "يستطيع" للأزمنة التي لا تتوفر فيها "يستطيع"، و"يعرف كيف" للتعبير عن المهارات المكتسبة.

Thanks for listening



Ministry of Higher Education & Scientific research
Southern Tech. University
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Department: Electronic techniques



THE 10TH LECTURE

SUPER ME

WRITE AN EMAIL &

INTERVIEW

Mr. Mohammed Laith Alwan

2nd grade student
Google class room



مسار المحاضرة

الوقت	العنوان الفرعي
10 دقائق	تمهيد المحاضرة وتذكير بما سبق
30 دقيقة	توضيح كيفية كتابة الایمیل واهم الملاحظات والمفردات التي تستخدم
5 دقائق	نشاط جماعي:
30 دقيقة	توضیح كيف يتم التحضير للمقابلات من اجل الحصول على عمل من خلال التركيز على نقاط القوة لدى الفرد
15 دقيقة	نشاط فردي
10 دقائق	مراجعة
10 دقائق	الخاتمة والتشجيع



Structuring Effective Emails

A well-structured email is easy to read and understand, increasing the likelihood that your message will be received positively.

- **Introduction:** Start with a brief introduction that states the purpose of your email. For example, "I am writing to inquire about..." or "I am following up on our conversation regarding..."
- **Body:** The body of your email should provide the necessary details and information. Organize your thoughts into clear and concise paragraphs. Use bullet points or numbered lists to highlight key points.
- **Call to Action:** Clearly state what you want the recipient to do. For example, "Please review the attached document and let me know your thoughts," or "I would appreciate the opportunity to discuss this further."
- **Closing:** End with a polite closing that expresses gratitude or appreciation. For example, "Thank you for your time and consideration," or "I look forward to hearing from you soon."

Crafting Effective Emails



1. Subject Line: Be Clear and Concise

The subject line is the first (and sometimes only) impression your email makes. It should accurately reflect the email's content and entice the recipient to open it.

- **Be Specific:** Avoid vague subject lines like "Hi" or "Question." Instead, use phrases like "Meeting Request: Project X Discussion" or "Urgent: Deadline Approaching for Report Y."
- **Keep it Short:** Aim for a subject line that's easily readable on mobile devices. Around 5-7 words is a good target.
- **Use Keywords:** Include relevant keywords that will help the recipient quickly understand the email's purpose.
- **Indicate Urgency (Sparingly):** Use "Urgent" or "Important" only when necessary, as overuse can diminish their impact.
- **Avoid All Caps and Exclamation Points:** These can make your email look like spam.

2. Greeting: Set the Right Tone

The greeting sets the tone for the entire email. Choose a greeting that is appropriate for your relationship with the recipient.

- **Formal:** Use "Dear Mr./Ms./Dr. [Last Name]" for formal communication, especially when contacting someone for the first time or addressing a senior colleague.
- **Semi-Formal:** "Hello [First Name]" or "Good morning/afternoon [First Name]" are suitable for colleagues or acquaintances.
- **Informal:** "Hi [First Name]" or simply "[First Name]," can be used with close colleagues or friends.
- **Avoid Generic Greetings:** Avoid using "To Whom It May Concern" unless you truly don't know who the recipient is. Try to find a specific contact person.

3. Body: Be Clear, Concise, and Courteous

The body of your email should be well-organized, easy to read, and respectful. **State Your Purpose Clearly:** Get straight to the point. In the first paragraph, clearly state the reason for your email.

Use Short Paragraphs: Break up your text into short, manageable paragraphs to improve readability.

Use Bullet Points and Numbered Lists: These are helpful for presenting information in a clear and organized manner.

Use Proper Grammar and Spelling: Proofread your email carefully before sending it. Errors can make you look unprofessional.

Maintain a Professional Tone: Avoid slang, jargon, and overly casual language, especially in formal communications.

Be Polite and Respectful: Use "please" and "thank you" appropriately.

Avoid Sarcasm and Humor: These can easily be misinterpreted in written communication.

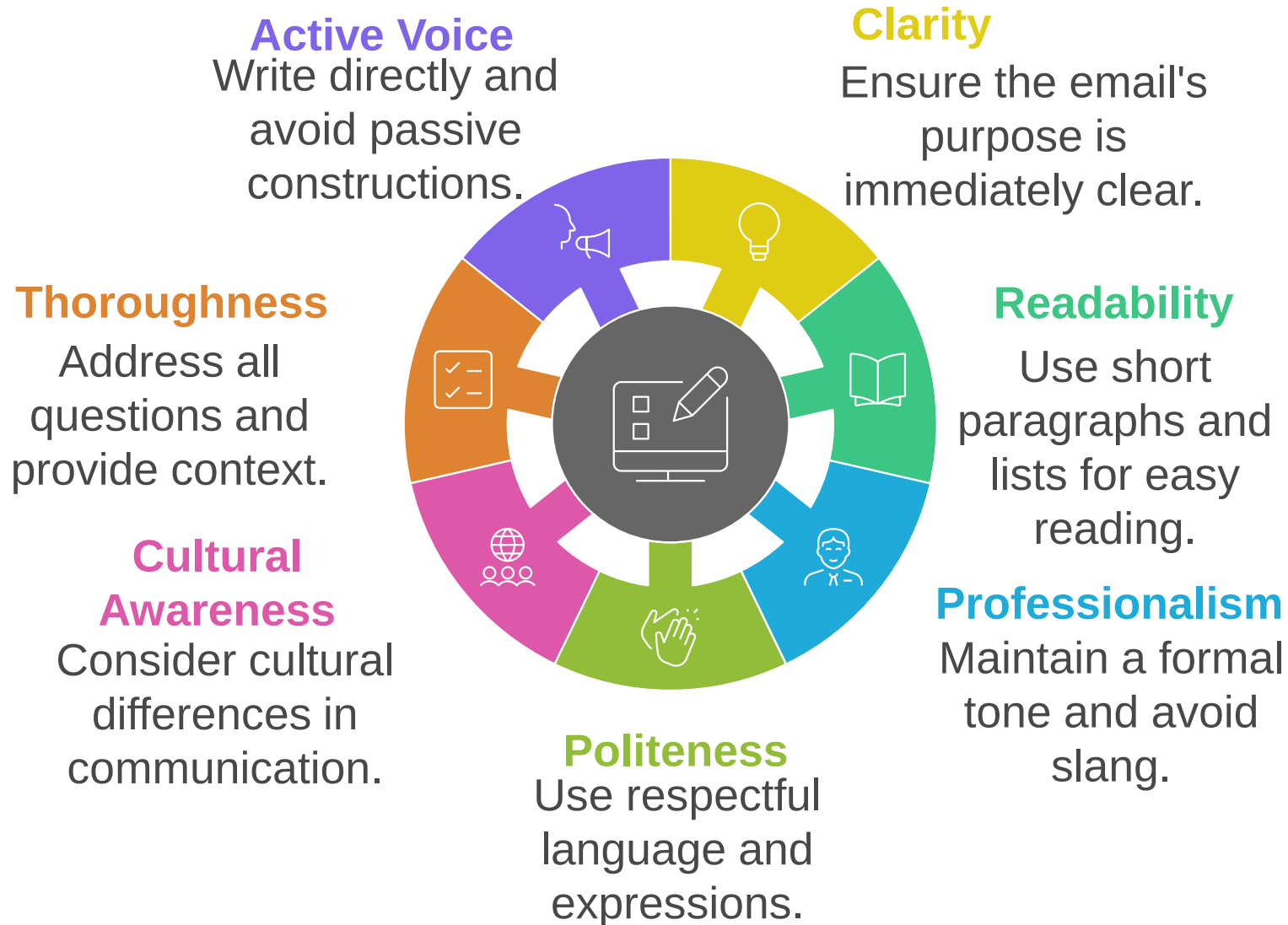
Be Mindful of Cultural Differences: Be aware that communication styles can vary across cultures.

Answer All Questions: If you're responding to an email, make sure you address all the questions that were asked.

Provide Context: If you're referring to a previous conversation or document, provide enough context so the recipient can easily understand what you're talking about.

Use Active Voice: Active voice makes your writing more direct and easier to understand. For example, "I will send the report" is better than "The report will be sent by me."

Email Writing Strategies



4. Attachments: Be Mindful and Informative

Attachments should be relevant and clearly labeled.

- **Mention Attachments in the Email:** Let the recipient know that you've included an attachment and briefly describe its contents. For example, "Please find attached the project proposal."
- **Use Descriptive File Names:** Avoid generic file names like "Document1.pdf." Use names that clearly indicate the content of the file, such as "Project_Proposal_v2.pdf."
- **Compress Large Files:** If you're sending large files, consider compressing them into a zip file to reduce the file size.
- **Use Appropriate File Formats:** Use common file formats like PDF, DOCX, or XLSX to ensure the recipient can open the files.

5. Closing: End on a Positive Note

The closing provides a final opportunity to reinforce your message and express your appreciation.

• **Use a Professional Closing:** Choose a closing that is appropriate for your relationship with the recipient. Common closings include:

- **Sincerely:** For formal communication.
- **Best regards:** A versatile and professional option.
- **Regards:** Similar to "Best regards," but slightly less formal.
- **Best:** A simple and friendly option.
- **Thank you:** Expresses gratitude.

• **Include Your Signature:** Your signature should include your full name, title, and contact information. You can also include your company logo.

• **Proofread Again:** Before hitting send, take one last look at your email to catch any errors.

6. Replying: Be Prompt and Thorough

Responding to emails in a timely manner is crucial for maintaining good communication.

- **Reply Promptly:** Aim to respond to emails within 24-48 hours. If you need more time, let the sender know that you've received their email and will respond as soon as possible.
- **Use "Reply All" Judiciously:** Only use "Reply All" if your response is relevant to everyone on the email thread.
- **Quote Relevant Text:** When replying to a long email, quote the relevant text to provide context for your response.
- **Change the Subject Line if Necessary:** If the topic of the email thread changes, update the subject line to reflect the new topic.

How to effectively manage email replies?



Reply Promptly

Responding within 24-48 hours maintains good communication.



Use "Reply All" Judiciously

Ensures relevance to all recipients.



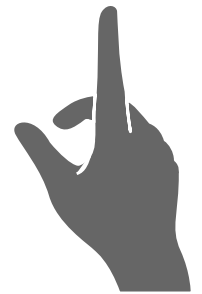
Quote Relevant Text

Provides context in long email threads.



Change Subject Line

Reflects new topics in email threads.

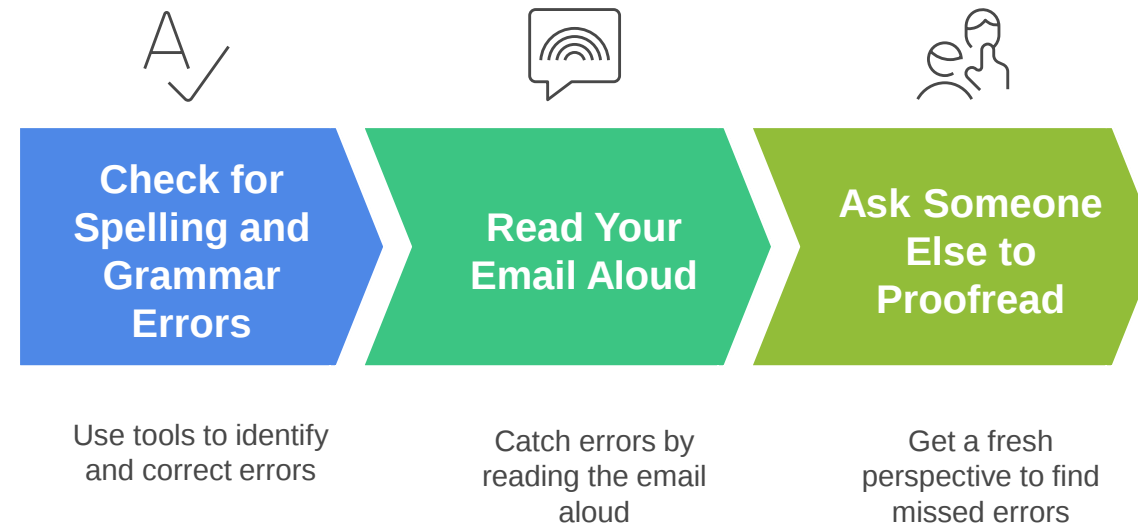


7. Proofreading: The Final Check

Always proofread your email before sending it.

- **Check for Spelling and Grammar Errors:** Use a spell checker and grammar checker to identify and correct any errors.
- **Read Your Email Aloud:** This can help you catch errors that you might miss when reading silently.
- **Ask Someone Else to Proofread:** A fresh pair of eyes can often catch errors that you've missed.

Email Proofreading Process



8. General Etiquette: Be Respectful and Professional

- **Think Before You Send:** Consider the impact of your email before sending it. Avoid sending emails when you're angry or upset.
- **Respect Privacy:** Be careful about sharing confidential information in emails.
- **Be Mindful of Tone:** Written communication can easily be misinterpreted. Be mindful of your tone and avoid using language that could be offensive or hurtful.
- **Don't Use Email for Sensitive Topics:** Avoid discussing sensitive topics like performance reviews or disciplinary actions via email. These topics are best discussed in person or over the phone.
- **Be Patient:** Not everyone responds to emails immediately. Be patient and avoid sending multiple emails asking for a response.

Email Etiquette Outcomes

Thoughtful Communication



Emails are carefully crafted to avoid misunderstandings and maintain professionalism.

Tone Awareness



Emails are written with consideration for tone to avoid offense.

Patience in Response



Senders wait patiently for responses, avoiding unnecessary follow-ups.



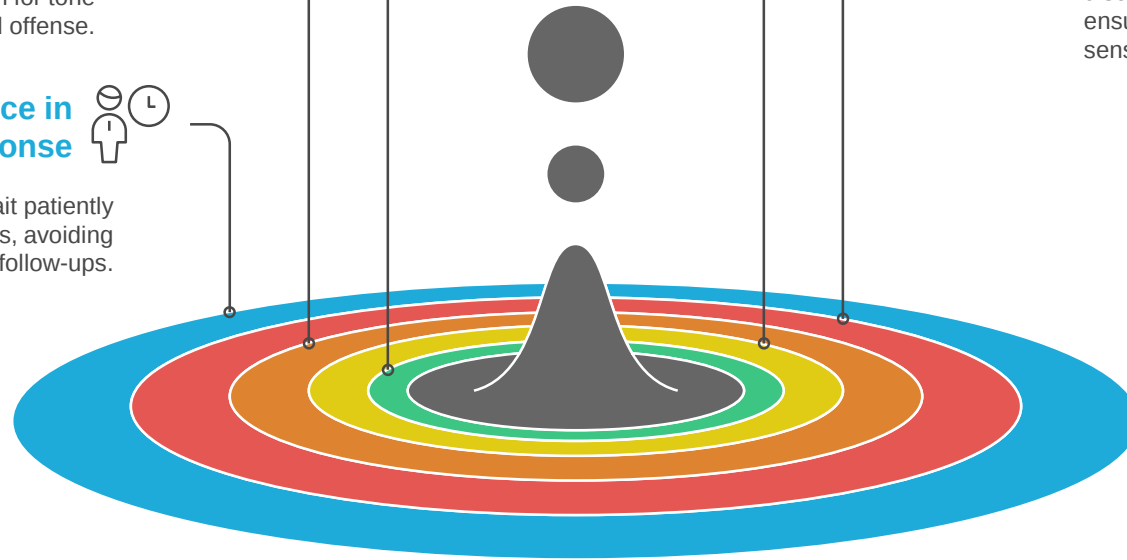
Privacy Protection

Confidential information is handled with care to prevent breaches.



Sensitive Topic Avoidance

Sensitive topics are discussed in person to ensure clarity and sensitivity.



Example

🗨️ Last Weekend ↩️ Reply | ▾

from: Sally.bates4@chatchat.co.uk
to: dunk.dude@garglemail.com
date: Mon 3 May

Hi Duncan,

Thanks for last weekend. It was really great. The meal was fantastic – didn't know you could cook! Just kidding ;-) Email me the recipe. I'd like to make cottage pie for my friends here – they're always starving hungry!

The journey was sooooooooooooo long and boring – the coach stopped at a motorway service station where I had a disgusting cheese sandwich and a cold coffee. Yuk!

I slept for the rest of the journey – not surprising really – we did dance ALL night! House Rules was a brilliant club, but going to bed at 4 and getting up at 8 to go back to Edinburgh was awful! You're a star for getting up early to take me to the coach station!

Everyone here is worried about the exams. They start next week, like yours. It was good to forget about them for the weekend! I miss you a lot. Come and visit me soon – it's cheap on the coach.

Can't wait to see you again. Email me, or send a text.

Lots of love
Sal xxxx

Group exercise

Write an email to your friend telling him
her about your traveling to Landon.



Pre-Interview Preparation

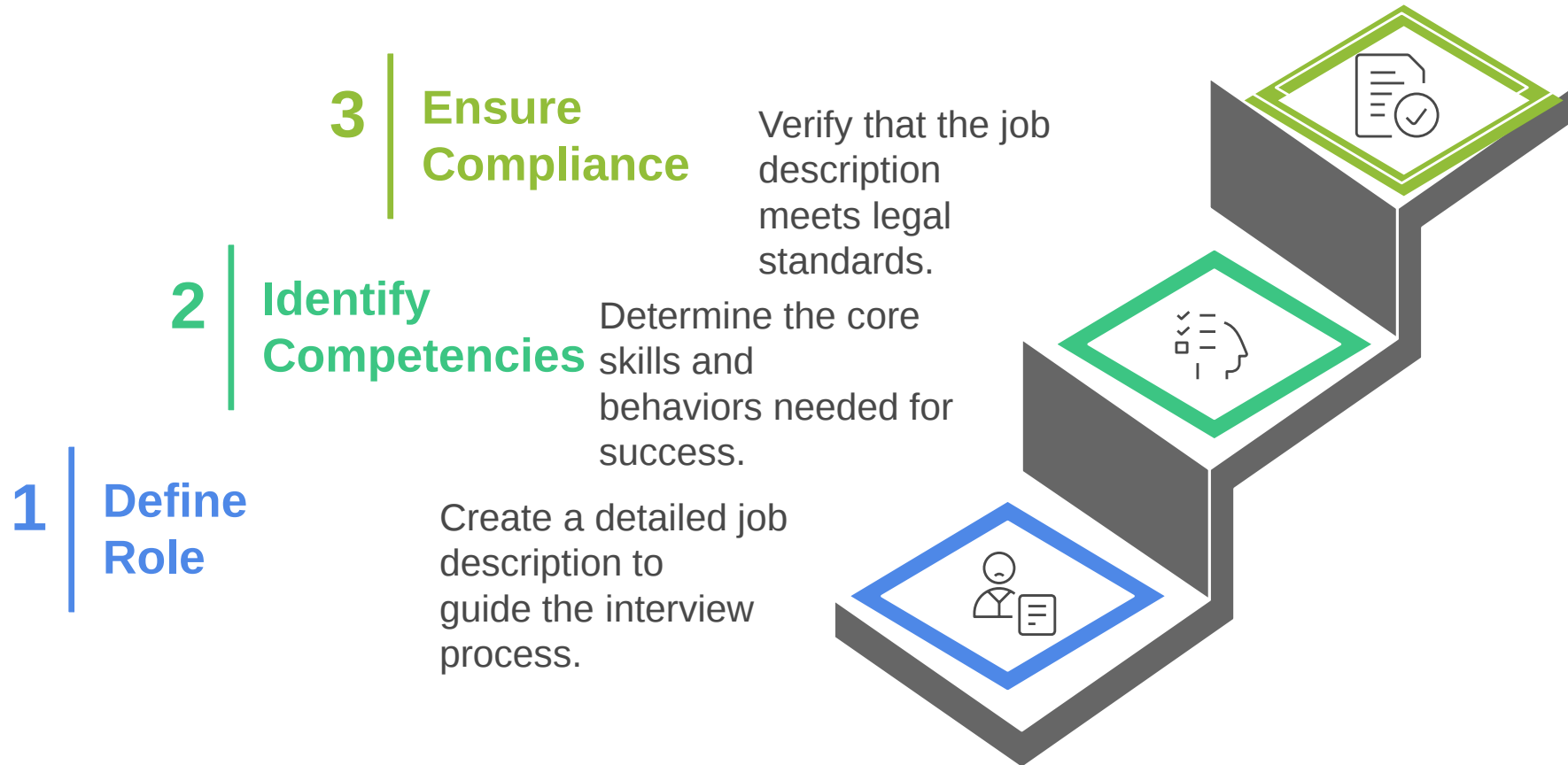
Define the Role and Requirements:

Job Description: knowing a detailed job description outlining responsibilities, required skills, experience, and qualifications. This serves as the foundation for interview questions and evaluation criteria.

Key Competencies: Identify the core competencies needed for success in the role. These should be measurable and observable behaviors.

Legal Compliance: Ensure the job description and requirements are non-discriminatory and comply with all applicable laws (e.g., ADA, EEO).

Steps to Prepare for Interviews



During and end the Interview

. Start with a Warm Welcome:

- **Introduce Yourself:** Introduce yourself and your role in the company.
- **Explain to the reviewers :** Clearly explain the interview format, including the types of questions you will be asking and the expected duration.
- **Thankful the reviewers**

JOB INTERVIEW PROCEDURE

1

GREETING



2

COMPANY
INTRODUCTION



3

SELF-
PRESENTATION



4

PROFESSIONAL &
PERSONAL
QUESTIONS



5

OWN
QUESTIONS



6

INTERVIEW
CONCLUSION &
FOLLOW-UP



Quiz



Write a CV that you Gave it in job interview

اختبار مؤجل ارسل الواجب كملف pdf بصف الالكتروني

Thanks for listening



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THE 11TH LECTURE REVIEW

2nd grade student
Google class room



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مسار المحاضرة	
الوقت	العنوان الفرعي
2 دقائق	تمهيد المحاضرة
5 دقائق	مراجعة لكل محاضرة من المحاضرات العشر السابقى
8 دقائق	الخاتمة والتشجيع



في ختام هذه الخقية التعليمية ارجو ان اكون وفقت
في تغطية لمفردات منهج المقرر وتمكنت من ايصالها
لكم بالشكل المطلوب و زيادة قدراتكم على استخدام
اللغة الانكليزية في حياتكم القادمة، شكرا لكم جميعا
اعزائي الطلبة

