Ministry of Higher Education and Scientific Research
Northern Technical University

The educational package

Scientific Section: All Departments of the Technical College of Management

Course Name: English Language 2

Level Two 2. Second Semester

2025-2026



General Information

Course Name:	**English Language 2**					
Department:	Accounting techniques					
College:	Technical College of Management					
Stage / Level:	Two					
Semester:	Second					
Weekly Hours:	Theoretical	2 hour	Practical	Not available		
Credit Hours:	2 Units					
Code:	NTU200					
Type of Course:	Theoretical		Practical		Both	
Is there a counterpart for the course in other departments?	Yes					
Counterpart Course Name:	English Language 2					
Department:	All Departments of the Technical College of Management					
Counterpart Course Code:						

Instructor Information

Instructor Name(s) for the Course:	Enas Younis Mustafa
Academic Title:	Assistant Lecturer
Year of Obtaining the Title:	2005
Degree:	Master Degree
Year of Obtaining the Degree:	2005

Number of Years of Experience (Teaching):	20 years

The general description of the course

English 2 aims to enhance students' proficiency in the English language by explaining the course material and clarifying the differences in English tenses, helping students apply these differences in expressing themselves.

The *Headway Pre-Intermediate* is an excellent resource for this level, as it provides a comprehensive approach to grammar, vocabulary, and real-life language practice. It offers engaging activities and exercises that help students improve their listening, speaking, reading, and writing skills, making it ideal for strengthening their understanding of English.

General Objectives:

Define the main objectives of the course: What should students learn and achieve by the end of the course?

- Engage students with the English language and develop their linguistic abilities, especially concerning English terminology.
- Introduce students to correct reading and writing in English.
- Familiarize students with the correct pronunciation of English words.
- Explain the differences in English tenses to students.

Specific Objectives:

- Enable students to gain knowledge and an understanding of English grammar.
- Help students acquire knowledge of the structure of speech, sentences, and their components.
- Enable students to gain knowledge of the correct pronunciation of English vocabulary and develop the ability to read, write, and speak more comprehensively and clearly with various others.

Behavioral Objectives or Learning Outcomes:

- After completing the lecture, the student will be able to define the simple present tense in English.
- The student will be able to define the present continuous tense in English.
- The student will learn the difference between the simple present tense and the present continuous tense.
- The student will be able to identify differences in parts of speech in English.
- The student will know how to use question words in English.

- The student will be able to convert nouns in English into different functions.
- The student will learn about English words that have multiple meanings.
- The student will distinguish the differences in using conjunctions in English.
- The student will be able to recognize English words that have more than one meaning.
- The student will distinguish the differences in using conjunctions in English.

Prerequisites

- A basic familiarity with the English language.

Core Behavioral Objectives or Learning Outcomes:		
	Behavioral Objective / Learning Outcome	**Assessment Method**
1	Understand and define basic English grammar rules, with a focus on verb tenses.	Quizzes and exercises on grammar concepts.
2	Differentiate between various tenses, such as the simple present and present continuous.	In-class practice activities and written tests.
3	Recognize words with multiple meanings and use them accurately in context.	Vocabulary quizzes and sentence construction tasks.
4	Improve understanding of sentence structure, parts of speech, and the proper use of conjunctions.	Written assignments and sentence analysis.
5	Use question words correctly and construct sentences in both spoken and written communication.	Oral presentations, dialogue practice, and written tests.
6	Convert nouns into different grammatical functions within sentences.	Grammar exercises and sentence transformation tasks.

TEACHING METHODS (A VARIETY OF TEACHING METHODS TO SUIT STUDENTS' NEEDS AND COURSE CONTENT)

METHODS OR APPROACHES	Justifications for Selection
DETAILED EXPLANATION OF COURSE MATERIAL IN BOTH ARABIC AND ENGLISH: PRESENTING THE CONTENT THOROUGHLY IN BOTH LANGUAGES TO ENSURE UNDERSTANDING AND ACCESSIBILITY FOR ALL STUDENTS.	
CREATING A SUITABLE LEARNING ENVIRONMENT: PROVIDING A CONDUCIVE EDUCATIONAL ATMOSPHERE THAT ENCOURAGES STUDENT ENGAGEMENT AND FOCUS.	Regular Assessments: Conducting periodic exams, either through lectures or mid-term tests, to monitor students' understanding and progress.
UTILIZING DIRECT QUESTIONS AND PERIODIC EXAMS: IMPLEMENTING REGULAR ASSESSMENTS TO GAUGE STUDENTS' COMPREHENSION AND RETENTION OF THE MATERIAL.	
EMPHASIZING COOPERATIVE LEARNING AMONG STUDENTS: ENCOURAGING COLLABORATION AND DISCUSSION BETWEEN STUDENTS TO ENHANCE THEIR UNDERSTANDING OF CONCEPTS THROUGH PEER INTERACTION.	Blended Learning: Combining traditional teaching methods with e-learning provides flexibility for students to access course content and complete tasks at different times. This approach suits the nature of the course, which includes both theoretical and practical aspects.
BLENDED LEARNING: INTEGRATING TRADITIONAL TEACHING WITH E- LEARNING TO PROVIDE FLEXIBILITY AND ACCOMMODATE DIFFERENT LEARNING STYLES.	
INTERACTIVE LECTURES: CONDUCTING LECTURES THAT	Interactive Lectures: Delivering fundamental and theoretical

STUDENTS TO ENGAGE WITH THE MATERIAL THROUGH QUESTIONS AND DISCUSSIONS.	encourages active student participation, allowing them to ask questions and engage in discussions. This method is well-suited to the theoretical content of the course.

Chapter One of the Course Content						
Weeks	**Time**					
	Theoretical	**Practical**	**Subtitle**	**Teaching Method:**	**Techniques**	**Assessment Method**
Week 1	Two Hours		**Introduction to the English 2 Course and Lectures**	Lecture	Explanation, Questions and Answers, Discussion	Daily Exam with Direct Questions
Week 2	Two Hours		**The Simple Present Tense**	Lecture	Explanation, Questions and Answers, Discussion	Daily Exam with Direct Questions
Week 3	Two Hours		**The Present Continuous Tense**	Lecture	Explanation, Questions and Answers, Discussion	Daily Exam with Direct Questions
Week 4	Two Hours		**The Difference Between the Simple Present and Present Continuous Tenses**	Lecture	Explanation, Questions and Answers, Discussion	Daily Exam with Direct Questions
Week 5	Two Hours		**Parts of Speech**	Lecture	Explanation, Questions and Answers, Discussion	Daily Exam with Direct Questions

Week 6	Two Hours		**Question Words**	Lecture	Explanation, Questions and Answers, Discussion	Daily Exam with Direct Questions
Week 7	Two Hours		**Words with Multiple Meanings and Converting Words into Functions**	Lecture	Explanation, Questions and Answers, Discussion	Daily Exam with Direct Questions
Week 8	Two Hours		**Conjunctions and Their Differences**	Lecture	Explanation, Questions and Answers, Discussion	Daily Exam with Direct Questions
Week 9	Two Hours		**Comparison and Superlative Forms**	Lecture	Explanation, Questions and Answers, Discussion	Daily Exam with Direct

						Questions
Week 10	Two Hours		**The Difference Between Some and Any**	Lecture	Explanation, Questions and Answers, Discussion	Daily Exam with Direct Questions
Week 11	Two Hours		**The Difference Between Much and Many**	Lecture	Explanation, Questions and Answers, Discussion	Daily Exam with Direct Questions
Week 12	Two Hours		**Countable and Uncountable Nouns**	Lecture	Explanation, Questions and Answers, Discussion	Daily Exam with Direct Questions

Chapter Title	Time						
Time Distribution	Theoretical	Practical	Subtitle		Teaching Method	Techniques	Method Assessment
Week 13	2 Hours		Past Simple Tense	العناوين الفرعية	Lecture	Explanation, Questions and Answers, Discussion	Daily Exam with Direct Questions
Week 14			The Past Continuous Tense				
	2 Hours				Lecture	Explanation, Questions and Answers, Discussion	Daily Exam with Direct Questions
Week 15			The Difference Between the Simple Past and Past Continuous Tenses				
	2 Hours				Lecture	Explanation, Questions and Answers, Discussion	Daily Exam with Direct Questions

The scientific content (or academic content)

Educational Content Week 1	Chapter Titles: Introduction to the English 2 Course and Lectures	Relative Importance	Behavioral Objectives					Number of Items
			Knowledge	Understanding	Application	Analysis	Evaluation	
			percentage					
Week 2	The Simple Present Tense	%6666	%6666	%6	%5	%5	%2	0
Week 3	The Present Continuous Tense	%6666	%6666	6%	5%	5%	4%	0
Week 4	The Difference Between the Simple Present and Present Continuous Tenses	%6666	%6666	6%	5%	5%	4%	0
Week 5	Parts of Speech	%6666	%6666	6%	5%	5%	4%	0
Week 6	Question Words	%6666	%6666	6%	5%	5%	4%	0

Week 7	Words with Multiple Meanings and Converting Words into Functions	%6666	%6666	6%	5%	5%	4%	0
Week 8	Conjunctions and Their Differences	%6666	%6666	6%	5%	5%	4%	1
Week 9	Comparison and	%6666	%6666	6%	5%	5%	4%	1

	Superlative Forms							
Week 10	The Difference Between Some and Any	%6666	%6666	6%	5%	5%	4%	1
Week 11	The Difference Between Much and Many	%6666	%6666	6%	5%	5%	4%	1
Week 12	Countable and Uncountable Nouns	%6666	%6666	6%	5%	5%	4%	1
Week 13	The Simple Past Tense	%6666	%6666	6%	5%	5%	4%	1
Week 14	The Past Continuous Tense	%6666	%6666	6%	5%	5%	4%	1
Week 15	The Difference Between the Simple	%6666	%6666	6%	5%	5%	4%	1

	Past and Past Continuous Tenses							
Total	Chapter Titles:	%6666	%6666	6%	5%	5%	4%	1
		%022	%022	%02	%75	%75	%62	**55**

Week One: Introductory Lecture on English Conversation 2

Lecture Number: One	
Lecture Title: Introductory	

Lecture on English Conversation 2	
Instructor Name:	Enas Younis Mustafa
Target Group: Second Year	
General Objective of the Lecture:	
To introduce students to the conversation course curriculum and assess their level in English.	1- Get an overview of the course curriculum6 2- Provide a brief explanation of the scientific material6 3- Clarify the importance of the English language6
	Interactive Lecture: Use presentations and examples to explain the main concepts. **Discussion and Dialogue:** Encourage students to participate and engage during the lecture. **Cooperative Learning:** Divide students into small groups to discuss and solve practical examples.
Behavioral Objectives or Learning Outcomes	1. Understand the course curriculum that will be taught throughout the semester. 2. Gain a general perception of the 3. Create a roadmap for the scientific material.

Facilitation Strategies Used	□ A short quiz at the end of the lecture to assess students' understanding of the main concepts. □ Assign students to prepare a case study or presentation on one type of internal banking operation.

	Monitor students' participation and engagement during discussions and class activities.

- **Pre-Questions**
- General questions about the English language.
- What is the student's academic level in English?
- What is the biggest obstacle preventing the student from learning English?

Contents (Week Two: - (Simple Present Tense in English and Its Uses)

Lecture Number: Two	
Lecture Title:	The Simple Present Tense in English and Its Uses

Instructor Name:	*Hassan Manaf Hamid – Mohammed Saleh Mahfouz – Hind Qahtan Sheet*
Target Group:	Second Year
General Objective of the Lecture:	1- Recognize the simple present tense6 2- Explain how to convert affirmative sentences into negative and interrogative sentences6 3- Clarify the different uses of the simple present tense6
Behavioral Objectives or Learning Outcomes	**Interactive Lecture:** Use presentations and examples to explain the main concepts. **Discussion and Dialogue:** Encourage students to participate and engage during the lecture. **Cooperative Learning:** Divide students into small groups to discuss and solve practical examples.
Facilitation Strategies Used	Understand the simple present tense. Ability to convert affirmative sentences into negative and interrogative sentences. Acquire skills for using various forms of the simple present tense.
Measurement Methods	A short quiz at the end of the lecture to assess students' understanding of the main concepts. Assign students to prepare a case study or presentation on one type of internal banking operation. Monitor students' participation and engagement during discussions and class activities.

Pre-Questions

What is the simple present tense?

- How can we differentiate between the simple present tense and other tenses?
- What are the primary functions of the simple present tense?

Present Simple

The simple present tense is one of the forms used to express the present tense in the English language. It is used to talk about habits, unchanging states, general facts, and fixed arrangements. Forming a sentence in the simple present tense is quite easy. Simply use the base form of the verb with the pronouns "I," "you," "we," and "they" (e.g., I take, you take, we take, they take). Add "-s" to the verb with third-person singular pronouns (he, she, it), as in (he takes, she takes).

The Simple Present Tense is Used:

- To express habits, general facts, repeated actions, fixed states, feelings, and desires.

I smoke عادة

I work in London (موقف غير متغير)

London is a large city (حقيقة عامة)؛

لإعطاء التعليمات و الارشادات

You walk for two hundred meters, then you turn left.

للتعبير عن الترتيبات الثابتة, الحالية او المستقبلية:

Your exam starts at 09.00.

Note! The simple present tense is *not* used to describe actions happening right now.

For Habits:
The simple present tense is used to express habits or routines that happen regularly.

He drinks tea at breakfast.

She only eats fish.

They watch television regularly.

For Repeated Actions and Events:
The simple present tense is used to describe actions and events that occur repeatedly or on a regular basis.

We catch the bus every morning.

It rains every afternoon in the hot season.

They drive to Monaco every summer.

For General Facts:
The simple present tense is used to state general facts or truths that are universally accepted.

Water freezes at zero degrees.

The Earth revolves around the Sun.

Her mother is Peruvian

For Instructions and Directions:
The simple present tense is used to give instructions and directions in a clear and straightforward manner.

Open the packet and pour the contents into hot water.

You take the No.6 bus to Watney and then the No.10 to Bedford.

For Fixed Arrangements:
The simple present tense is used to describe events or arrangements that are scheduled or set to happen regularly.

His mother arrives tomorrow.

Our holiday starts on the 06th March.

الإثبات	الاستفهام	النفي
Affirmative	**Question**	**Negative**

الإثبات **Affirmative**	الاستفهام **Question**	النفي **Negative**
I think	Do I think?	I do not think
You think	Do you think?	You do not think
He thinks	Does he think?	He does not think
She thinks	Does she think?	She does not think
It thinks	Does it think?	It does not think
We think	Do we think?	We do not think.
They think	Do they think?	They do not think.

الإثبات **Affirmative**	الاستفهام **Question**	النفي **Negative**

Notes on Using the Simple Present Tense with Third-Person Singular Pronouns:

- Always add "-s" to the verb when using third-person singular pronouns (he, she, it).

he wants, she needs, he gives, she thinks.

مع المفرد الغائب s + مصدر الفعل DO عبارة عن الفعل المساعد = DOES في النفي و الاستفهام, استخدام الفعل المساعد

He wants ice cream. Does he want strawberry? He does not want vanilla.

يتم تحويل ال-y الى ies:

fly --> flies, cry --> cries

اذا سبق حرف y حرف علة يبقى حرف y بدون تغيير:

play --> plays, pray --> prays

-الافعال المنتهية ب: -x, -sh, ch -ss نضيف لها المقطع es

he passes, she catches, he fixes, it pushes

He goes to school every morning.

- **She understands** English.
- **It mixes** the sand and the water.
- **He tries** very hard.
- **She enjoys** playing the piano.

Contents (Week Three: The Present Continuous)

1. **Introduction to the Present Continuous Tense**
    - Definition and explanation of the present continuous tense.
    - Difference between the present continuous and the simple present.
2. **Form of the Present Continuous Tense**
    - How to form sentences in the present continuous tense (subject + am/is/are + verb + ing).
    - Usage with different pronouns.
3. **Uses of the Present Continuous Tense**
    - Actions happening right now.
    - Temporary actions or situations.
    - Future arrangements and plans.
4. **Practical Examples**
    - Illustrative sentences showing different uses.
    - Examples from daily conversations.
5. **Practical Exercises**
    - Exercises to practice forming sentences in the present continuous tense.
    - Group activities to enhance understanding.
6. **Questions and Discussion**
    - Q&A session to address any doubts or challenges related to the present continuous tense.
    - Interactive discussion on when and how to use this tense correctly.

Lecture Number: Three	
Lecture Title: The Present Continuous	
Instructor Name:	Enas Younis Mustafa
Target Group: Second Year	
General Objective of the Lecture: To introduce the present continuous tense.	
Behavioral Objectives or Learning Outcomes:	Introduce the present continuous tense. Explain the characteristics of the present continuous tense. How to convert affirmative sentences in the simple present tense to negative and interrogative forms.
	1- PowerPoint presentation using slides. 2- Discussion and dialogue with students. 3- Providing practical examples to clarify concepts.
Facilitation Strategies Used:	Familiarize students with the present continuous tense. Understand the characteristics and uses of the present continuous tense. Acquire the necessary knowledge to convert affirmative sentences into negative and interrogative forms.
	• Oral questions and discussions during the lecture.

4 - Preliminary Questions

1. What is meant by the present continuous tense?
2. What are the uses of the present continuous tense?
3. How do you convert sentences from affirmative to interrogative and negative forms?

Present Continuous



(also called Present Progressive)

We often use the **Present Continuous tense** in English. It is very different from the Present Simple tense, both in structure and in use.

Now , at the moment , today , this year , this month

How do we make the Present Continuous tense?

The structure of the Present Continuous tense is:

subject	+	auxiliary *be*	+	main verb

		conjugated in Present Simple		
		am, are, is		**present participle (-ing)**

The auxiliary verb (be) is conjugated in the Present Simple: *am*, *are*, *is*

The main verb is invariable in present participle form: *-ing*

For negative sentences we insert **not** between the auxiliary verb and the main verb.

For question sentences, we **exchange** the subject and the auxiliary verb.

Look at these example sentences with the Present Continuous tense:

	subject	**auxiliary verb**		**main verb**	
+	I	am		speaking	to you.
+	You	are		reading	this.

	subject	auxiliary verb		main verb	
-	She	is	not	staying	in London.
-	We	are	not	playing	football.
?	Is	he		watching	TV?
?	Are	they		waiting	for John?

Time adverbs used with		
the simple present tense	the present continuous tense	the present perfect tense
always usually seldom never, sometimes, often frequently, generally habitually, occasionally once, twice, thrice	today at present at the moment still now	just yet already since for so far

How do we use the Present Continuous tense?

We use the Present Continuous to talk about:

- action happening now

Present Continuous for action happening now

a) for action happening **exactly now**

I **am eating** my lunch.		
past	**present**	**Future**
	The action is happening now.	

Look at these images. Right now you are looking at this screen and at the same time...

		
the pages **are turning**	the candle **is burning**	the numbers **are spinning**

b) for action happening **around now**

The action may not be happening exactly now, but it is happening just before and just after now, and it is not permanent or habitual.

John **is looking** for a new job.		
past	**present**	**Future**
	The action is happening "around" now.	

Look at these examples:

- Muriel **is learning** to drive.
- I **am living** with my sister until I find an apartment.

Contents (Week Four: The Difference Between the Simple Present and Present Continuous)

1. **Introduction to the Simple Present and Present Continuous**
    - Brief overview of both tenses.
    - Importance of understanding the differences.
2. **Forming the Tenses**
    - Structure of the simple present tense (subject + base verb + s/es for third-person singular).
    - Structure of the present continuous tense (subject + am/is/are + verb + ing).
3. **Uses of the Tenses**
    - When to use the simple present tense (habits, routines, general facts).
    - When to use the present continuous tense (actions happening now, temporary actions, future plans).
4. **Key Differences**
    - Comparison chart highlighting the main differences in usage and meaning.
    - Examples illustrating the difference between the two tenses in context.
5. **Practical Exercises**
    - Exercises to practice identifying and using each tense correctly.
    - Group activities for collaborative learning.
6. **Questions and Discussion**
    - Q&A session to clarify any confusion between the two tenses.
    - Interactive discussion on common mistakes and how to avoid them.

Lecture Number: Four	
Lecture Title: The Difference Between the Simple Present and Present Continuous	
Instructor Name:	Enas Younis Mustafa
Target Group: Second Year	
General Objective of the Lecture:	**Definition of Students on the Difference in Usage Between the Simple Present and Present Continuous**
Behavioral Objectives or Learning Outcomes:	Brief explanation of the simple present. Brief explanation of the present continuous. Clarification of the differences between the usage of the simple present and the present continuous.
Facilitation Strategies Used:	• Interactive lecture. • Group discussion. • Practical learning through real examples.
Skills Acquired:	❖ Understanding the differences between the simple present and the present continuous.
Measurement Methods Used:	❖ **Oral questions during the lecture.** ❖ **Short written quiz.** ❖ **Individual and group assignments and activities.**

4 - Pre-assessment Questions

- What is meant by the simple present tense?
- What is meant by the present continuous tense?
- What are the differences between the simple present tense and the present continuous tense?

The Difference Between the Simple Present and Present Continuous Tenses

Definition of Present Tense

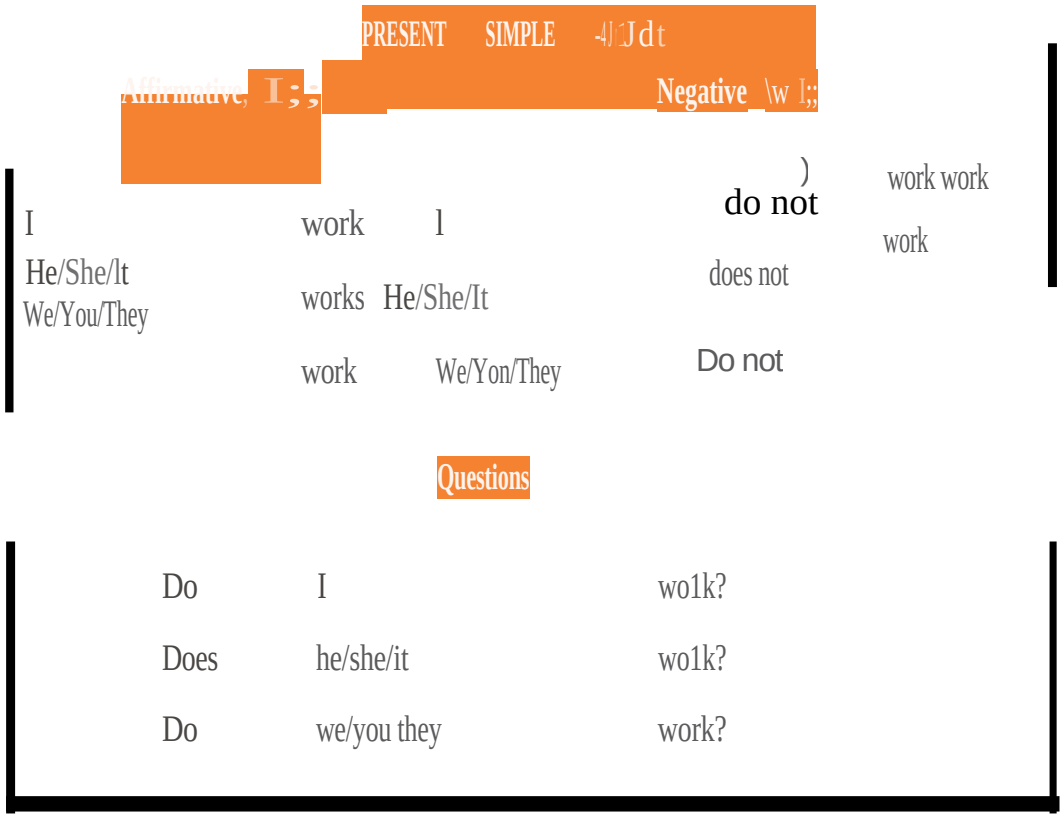
The present tense is a verbal form that indicates current states and future actions.

1. Present Simple

We use the present simple to talk about things in general.

We use it to say that something happens all the time or repeatedly.

We use the simple present tense to express things that happen continuously or repeatedly.



Affirmative	**Question** Present simple	**Negative**
I work	do I work?	I do not work
you work	do you work?	you do not work
he/ she/ **it** works	does he / she / it work?	he /she/ it does not work
we work	do we work?	we do not work
they work	do they work?	they do not work

2. Present Continuous

We use the present continuous to express actions happening at the time of speaking but not yet finished.

Example: "I am reading a book."

In this case, the action of reading is ongoing and occurring right now.

PRESENT PROGRESSIVE المضارع المستمر

Affirmative صيغة المثبت

I	am working
He/She/It	is working
We/You/They	are working

Negative صيغة النفي

I	'm not	working
He/She/It	isn't	working
We/You/They	aren't	working

Questions صيغة الأسئلة

Am	I	working?
Is	he/she/it	working?
Are	we/you/they	working?

Affermative	Negative	Question
I work	I don’t work	Do I work?
You / We / They work	You / We / They don’t work	Do you / we / they work?
He / She/ It works	He / She/ It doesn’t work	Does he / she/ it work?

Contents (Week Five: - Parts of Speech)

Lecture Number: Five	
Lecture Title: Parts of Speech	
Instructor Name:	Enas Younis Mustafa
Target Audience: Second Level	
General Objective of the Lecture:	Introducing students to the parts of speech in the English language6
Behavioral Objectives or Learning Outcomes:	1- Students will identify the parts of speech in the English language. 2- Students will state the differences between the parts of speech in the English language6
Facilitation Strategies Used:	Lecture, discussion, and practical examples.
Skills Acquired:	Understanding the differences between the parts of speech in the English language.
Assessment Methods Adopted:	Classroom activities, achievement tests.

4 - Pre-lecture Questions

1- What are the parts of speech in the English language?

2- What does an English sentence consist of?

Parts of speech

Nouns

A noun is a person, place, or thing

Some examples of a person are: sister, friend, Alex, Stephanie, you, me, dog

Examples of places are: house, beach, New York, playground, the store

Things (can be physical things or ideas): chair, pencil, thoughts, memories, and knowledge.

Verbs

Verbs are action words! They are used to describe things that nouns do!

An example of a verb would be “run”. Run is a word to describe someone or something who is moving faster than a walking speed.

Other examples of verbs include: sing, watch, play, sleep, study, walk, and think.

Adjectives

are words that modify nouns. They are often called “describing words” because they give us further details about a noun, such as what it looks like (the white horse), how many there are (the three boys) or which one it is

(the last house). Adjectives do not modify verbs or other adjectives Most often, adjectives are easy to identify in a sentence because they fall right before the nouns they modify.

- The old clock hung upon the wall.
- A white horse galloped across the lush, green grass.
- Have you met our three handsome boys?
- Ours is the last house on the street.

In these sentences, old, white, lush, green, three, handsome, and last are all adjectives;

What is an adverb?

An adverb is a word that modifies (describes) a verb (he sings loudly), an adjective (very tall), another adverb (ended too quickly), or even a whole sentence (Fortunately, I had brought an umbrella). Adverbs often end in -ly, but some (such as fast) look exactly the same as their adjective counterparts.

- Tom Longboat did not run badly.

Traditionally considered a single part of speech, adverbs perform a wide variety of functions, making it difficult to treat them as a single, unified category. However, spotting an adverb, especially one that ends in -ly is

easy. Adverbs normally help paint a fuller picture by describing how something happens, such as

- When? She always arrives early.
- How? He drives carefully.
- In what way? She eats slowly.

This function of providing more information about how something is done is called the adverbial function, and it may be accomplished by using adverbial clauses and adverbial phrases as well as by adverbs that stand alone.

There are many rules for using adverbs, and these rules often depend upon which type of adverb you are using. Remember these basics and using adverbs to make sentences more meaningful will be easier for you. Adverbs can always be used to modify verbs. Notice that the second of these two sentences is much more interesting simply because it contains an

adverb:

The dog ran. (You can picture a dog running, but you don‟t really know much more about the scene.)

The dog ran excitedly. (You can picture a dog running, wagging its tail, panting happily, and looking glad to see its owner. You can paint a much more interesting picture in your head when you know how or why the dog is running.)

Adverbs are often formed by adding the letters “-ly” to adjectives. This makes it very easy to identify adverbs in sentences.

Types of Adverbs Adverbs

of Manner

An adverb of manner will explain how an action is carried out. Very often adverbs of manner are adjectives with -ly added to the end, but this is certainly not always the case. In fact, some adverbs of manner will have the same spelling as the adjective form.

Some examples of adverbs of manner include:

Slowly

Rapidly

Clumsily

Badly

Sweetly

Warmly

Sadly

Adverb of manner examples in the following sentences are in bold for easy identification.

- She passed the exam easily.
- They walk quickly to catch the train.

- The dinner party went badly.
- John answered the question correctly.

Notice how the adverbs are formed by adding -ly to the adjectives bad, correct and quick, although there is a slight spelling change when forming an adverb with the adjective easy.

As mentioned, some adverbs of manner take the same spelling as the adjective and never add an -ly to the end:

- The boys had worked hard.

Contents (Week Six: - Question Words in the English Language(

Lecture Number: Six	
Lecture Title: Question Words in the English Language	
Instructor Name:	Enas Younis Mustafa
Target Audience: Second Level	
General Objective of the Lecture:	**Identifying question words in the English .language**
Behavioral Objectives or Learning Outcomes:	**-5Clarifying how to use question words.** **-2Explaining the use of each question word.** **-3Distinguishing the differences between question words.**
Facilitation Strategies Used:	**- Interactive lecture.** **- Discussion and dialogue.** **- Solving case studies.** **- Using examples and practical applications.**
Skills Acquired:	**- Communication and classroom interaction skills.** **- Analytical and critical thinking**

	skills. - **Decision-making and problem-solving skills.** - **Research and information organization skills.**
Assessment Methods Adopted:	- **Quiz.** - **Assessment of case studies.** - **Evaluation of participation and**

4 - Pre-lecture Questions

1- What is meant by question words?

2- What are the reasons for having more than one question word in the English language?

3- What are the different uses of question words?

Wh –question

We usually form wh-questions with wh- + an auxiliary verb (be, do or have) + subject + main verb

Question Words in the English Language are the words used to form questions. Here are the main question words:

1. **What** - Used to ask about things or information.
    - Example: *What is your name?*
2. **Who** - Used to ask about people.
    - Example: *Who is your best friend?*

3. **Where** - Used to ask about a place.
    - Example: *Where do you live?*
4. **When** - Used to ask about time.
    - Example: *When is your birthday?*
5. **Why** - Used to ask about reasons.
    - Example: *Why are you late?*
6. **How** - Used to ask about the manner or way.
    - Example: *How do you solve this problem?*
7. **Which** - Used to choose something specific from a group.
    - Example: *Which book do you prefer?*

Uses of Question Words

- **Forming Direct Questions**: Like the examples above.
- **Forming Indirect Questions**: *I wonder what she is doing.*
- **Using them in Explanatory Statements**: For example, *Can you tell me why you did that?*

Each question word plays an important role in clarifying the question and directing it toward a specific type of answer.

(2) Types of Questions in the English Language

1. **Yes/No Questions**
    - **Definition**: Questions that can be answered with a simple "yes" or "no."
    - **Structure**: Typically begin with an auxiliary verb or a modal verb followed by the subject.
    - **Examples**:

Are you coming to the party?

Can you swim?

2. **Wh- Questions**
    - **Definition**: Questions that begin with a question word (who, what, where, when, why, how) and require more detailed information.
    - **Structure**: Question word + auxiliary verb + subject + main verb.
    - **Examples**:
        - *What are you doing?*
        - *Where did she go?*

Why are they late?

Additional Types

3. **Choice Questions**
    - **Definition**: Questions that offer options for the respondent to choose from.
    - **Structure**: Typically include "or" to separate the options.
    - **Examples**:

Do you want tea or coffee?
Would you prefer to go out or stay in?

4. **Tag Questions**
    - **Definition**: Short questions added to the end of a statement to confirm or check information.
    - **Structure**: A statement followed by a tag question, often opposite in form.
    - **Examples**:

You're coming to the party, aren't you?
It's a beautiful day, isn't it?

These different types of questions serve various purposes in communication, helping to elicit specific responses and engage in meaningful conversations

3. Wh- Questions: Comprehensive Explanation

Definition: Wh- questions are open-ended questions that begin with specific words that start with "wh" (except for "how"). They are used to gather information beyond simple yes or no answers, prompting the respondent to provide detailed responses.

Common Wh- Question Words

1. **Who**
   - **Purpose**: To ask about a person or people.
   - **Structure**: Who + auxiliary verb + subject + main verb (if applicable).
   - **Examples**:

     Who is your best friend?
     Who wrote this book?
     Who are you going to the party with?
2. **What**
   - **Purpose**: To inquire about things, actions, or information.
   - **Structure**: What + auxiliary verb + subject + main verb (if applicable).
   - **Examples**:

     What are you doing this weekend?
     What is your favorite movie?
     What do you want for dinner?
3. **Where**
   - **Purpose**: To ask about places or locations.
   - **Structure**: Where + auxiliary verb + subject + main verb (if applicable).
   - **Examples**:
     - *Where do you live?*

       Where did you buy that dress?

- *Where are we meeting?*

4. **When**
   - **Purpose**: To inquire about time.
   - **Structure**: When + auxiliary verb + subject + main verb (if applicable).
   - **Examples**:
     - *When is your birthday?*

When did you start learning English?
When will the project be completed?

5. **Why**
   - **Purpose**: To ask for reasons or explanations.
   - **Structure**: Why + auxiliary verb + subject + main verb (if applicable).
   - **Examples**:

Why are you studying English?
Why did she leave the party early?
Why is it important to exercise?

6. **How**
   - **Purpose**: To inquire about the manner or method.
   - **Structure**: How + auxiliary verb + subject + main verb (if applicable).
   - **Examples**:

How do you get to work?
How can I improve my English skills?
How did you learn to cook?

7. **Which**
   - **Purpose**: To choose from a set of options.
   - **Structure**: Which + noun + auxiliary verb + subject + main verb (if applicable).
   - **Examples**:

Which book did you read last?

- *Which restaurant do you recommend?*

Which team won the match?

Wh- Questions in Different Contexts

1. **In Education**:
   - *Who is the author of the textbook?*
   - *What topics will be covered in the exam?*
   - *Where can I find additional resources?*
2. **In Daily Conversation**:
   - *How was your day?*
   - *What do you like to do in your free time?*
   - *Where did you go on vacation?*
3. **In Interviews**:
   - *Why do you want to work for this company?*
   - *What are your strengths and weaknesses?*
   - *When can you start working?*

Tips for Forming Wh- Questions

- **Remember to use the correct verb form**: Depending on the tense (present, past, etc.), ensure that the verb agrees with the subject.
  - Example: *What did you do yesterday?*
- **Pay attention to the context**: The context of the conversation can help determine which wh-word to use.
  - Example: If someone mentions a restaurant, you might ask, *Which restaurant did you go to?*
- **Practice forming questions**: The more you practice, the easier it becomes to formulate wh- questions quickly and accurately.

Contents (Week Seven: - Words with Multiple Meanings and Transforming Words into Functions)

Lecture Number: Seventh	
Lecture Title: Words with Multiple Meanings and Transforming Words into Functions	
Instructor Name:	Enas Younis Mustafa
Target Audience: Second Stage	
General Objective of the Lecture:	Introducing Students to Some Words with the Same Form and Multiple Meanings and Teaching Students the Rules for Transforming Nouns into Functions
Behavioral Objectives or Learning Outcomes:	Students will recognize some words with the same form and multiple meanings and their importance. Students will distinguish between words with the same meaning based on the context of the sentence. Students will understand how to transform

	words into functions. □ Students will apply the additions that should be made to words to transform them into functions.
Facilitation Strategies Used:	□ Interactive lecture. □ Discussion and dialogue. □ Problem-solving.
Acquired Skills	□ Skill in recognizing words with multiple meanings. □ Skill in distinguishing between these words and differentiating their meanings. □ Skill in identifying the additions that can be made to a word to transform it into a function.
Measurement Methods Used	• Written tests. • Homework and classroom activities. • Participation and interaction in class.

4 - Pre-assessment Questions

1. What are words with multiple meanings?
2. How can words be transformed into different functions?

Transforming a Word into a Function Jobs

(-er/r , -ian , -ist , - man/-woman)

Music	musician
art	artist
science	scientist
journal	Journalist
politics	Politician
manage	Manager
Interpret	interpreter
electric	electrician
photographer	Photograph
post	postman/woman
police	policeman/woman
reception	receptionist

Words have more than one meanings.

Book	I am reading a good **book**.
	I **booked** a room at a hotel.
Kind	What **kind** of music do you like?
	He is so **kind**.
Can	**Can** you swim?
	I'd like a **can** of cola.
flat	I live in a **flat**.
	Holland is a **flat** country.
Play	I **play** football.
	We saw a **play at the theater** last night.
Ring	The phone is ringing.
	I bought the wedding ring.

Contents (Week Eight: Sentence Connectors and Their Differences(

Lecture Number: Eighth	
Lecture Title: Sentence Connectors and Their Differences	
Instructor Name:	Enas Younis Mustafa
Target Group: First Stage	
General Goal of the Lecture:	Recognizing How to Connect Sentences in English6

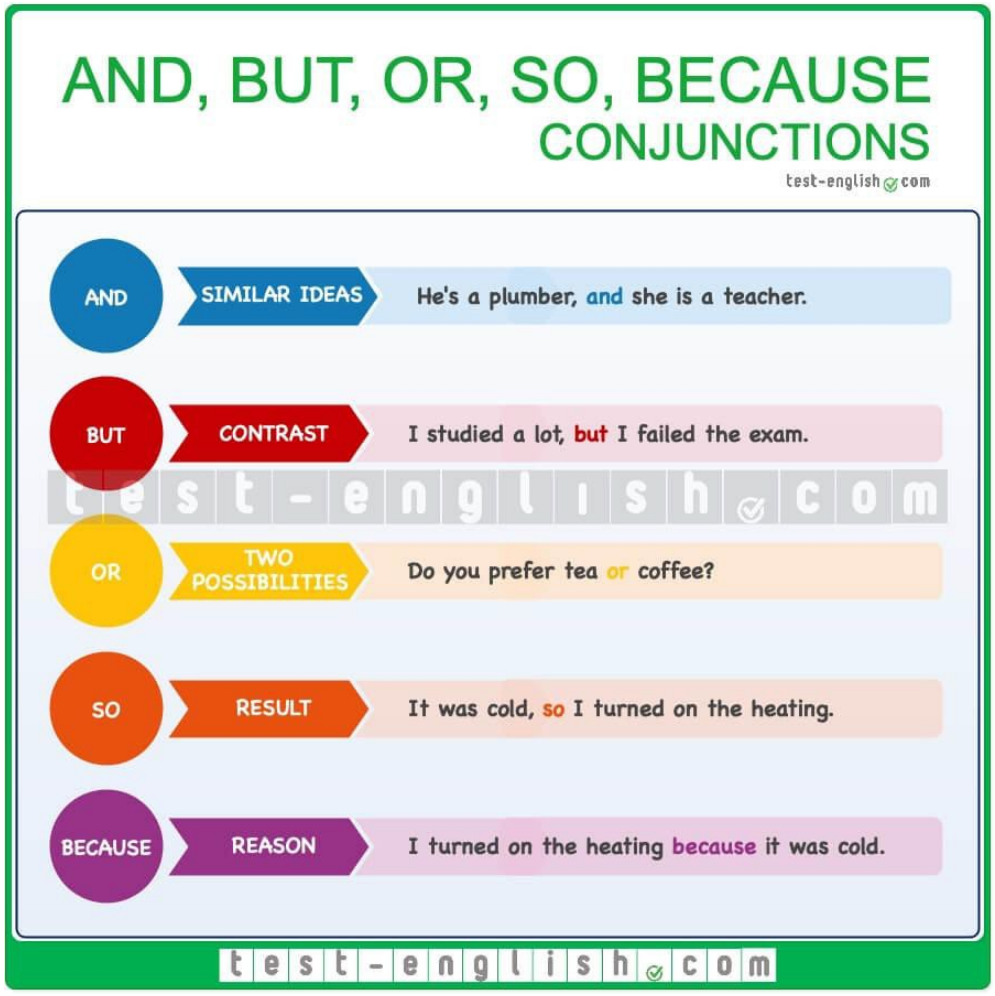
Behavioral Objectives or Learning Outcomes:	- Clarifying how to connect sentences In English. - Explaining the rules that students should follow when connecting sentences. - Distinguishing between different conjunctions.
Facilitation Strategies Used:	- Interactive lecture. - Discussion and dialogue. - Case study analysis. - Use of examples and practical applications.
Acquired Skills:	• How to connect sentences.

	• Recognizing different sentence connectors. • Distinguishing between sentence connectors.
Measurement Methods Used:	- Short quiz. - Evaluation of case studies. - Assessment of participation and classroom activities. -

4 - Pre-assessment Questions

1. What are conjunctions in English?
2. How do you connect sentences in English?

And, but, or, so, because – Grammar chart



And

We use **and** for adding **similar information** or ideas; it means „too“ or „in addition“.

- *My brother is a plumber,* ***and*** *my sister is a teacher.*
- *They have an apartment in the city* ***and*** *a little house in the countryside.*

When we are connecting sentences, we don“t need to repeat the subject (**Tom, I, we, she, etc.**)

- *She got up* ***and*** *left.* (=She got up and she left.)
- *He was looking at us* ***and*** *smiling.* (=He was looking at us and he was smiling.)

But

We use **but** for adding **contrasting information**, i.e. information that is different.

- *I studied a lot,* ***but*** *I failed the exam.*
- *He is good* ***but*** *not the best.*

Or

We use **or** to connect **different possibilities**.

- *Would you like to go to the swimming pool* ***or*** *to the beach?*
- *He can go to a hotel* ***or*** *stay with us.*

We use **or** (NOT ~~**and**~~) in negative sentences to mean „not one thing and not another thing“.

I don't like oranges and lemons.

I don't like oranges or lemons.

Use **and, but, or** to connect similar words or phrases.

The items that we connect with **and, but, or** should be the same grammar type. Check these common mistakes:

*I like dancing **and** sing.*

*I like dancing **and** singing.* (-ing verb **and** -ing verb)

*Would you like to go to the beach **or** having an ice cream in the park?*

*Would you like to go to the beach **or** to have an ice cream in the park?* (to-infinitive **and** to-infinitive)

So

We use **so** to introduce the **consequence** or the **result** of something. The second part of the sentence is the result of the first part of the sentence.

- *It was cold, **so** I turned on the heating.*
- *I spent three hours at the gym, **so** I'm really tired now.*

Because

We use **because** to introduce the **reason** for something.

- *I turned on the heating **because** it was cold.*
- *I'm speaking quietly **because** I don't want to wake up the baby.*

I was tired so I went to bed

I went to bed because I was tired

Contents (Week Nine: Comparison and Preference)

Lecture Number: Ninth	
Lecture Title: Comparison and Preference	
Instructor Name:	Enas Younis Mustafa
Target Group: Second Stage	
General Goal of the Lecture:	**Introducing students to the rules of converting adjectives into comparative or superlative forms.**
Behavioral Objectives or Learning Outcomes:	Explaining the different methods of converting adjectives into comparative or superlative forms. Clarifying the various rules for transforming adjectives into comparative forms. Clarifying the different rules for transforming adjectives into superlative

	forms.
Facilitation Strategies Used:	• Interactive lecture. • Presentation of practical examples. • Engaging students in discussions.
Acquired Skills:	¯ Understanding the methods of converting adjectives into comparative and superlative forms. Ability to distinguish between comparison and preference.
Measurement Methods Used:	In-class questions and discussions. A short quiz at the end of the lecture. Assigning students practical tasks.

4 - Pre-assessment Questions

1. What is comparison, and how are adjectives converted into comparative forms?
2. What is preference, and how are adjectives converted into superlative forms?

The comparative and the superlative Comparative adjectives

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

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

The second item of comparison can be omitted if it is clear from the context (final example below).

Examples

- My house is **larger** than hers.
- This box is **smaller** than the one I lost.
- Your dog runs **faster** than Jim's dog.
- The rock flew **higher** than the roof.
- Jim and Jack are both my friends, but I like Jack **better**. ("than Jim" is understood)

Superlative adjectives

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

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

The group that is being compared with can be omitted if it is clear from the context (final example below).

Examples

- My house is the **largest** one in our neighborhood.
- This is the **smallest** box I've ever seen.
- Your dog ran the **fastest** of any dog in the race.

- We all threw our rocks at the same time. My rock flew the **highest**. ("of all the rocks" is understood)

Forming regular comparatives and superlatives

Forming comparatives and superlatives is easy. The form depends on the number of syllables in the original adjective.

One syllable adjectives

Add *-er* for the comparative and *-est* for the superlative. If the adjective has a consonant + single vowel + consonant spelling, the final consonant must be doubled before adding the ending.

Adjective	**Comparative**	**Superlative**
tall	taller	tallest

Adjective	Comparative	Superlative
fat	fatter	fattest
big	bigger	biggest
sad	sadder	saddest

Two syllables

Adjectives with two syllables can form the comparative either by adding *-er* or by preceeding the adjective with *more*. These adjectives form the superlative either by adding *-est* or by preceeding the adjective with *most*. In many cases, both forms are used, although one usage will be more common than the other. If you are not sure whether a two-syllable adjective can take a comparative or superlative ending, play it safe and use *more* and *most* instead. For adjectives ending in *y*, change the y to an i before adding the ending.

Adjective	Comparative	Superlative
happy	happier	happiest
simple	simpler	simplest

Adjective	Comparative	Superlative
busy	busier	busiest
tilted	more tilted	most tilted
tangled	more tangled	most tangled

Three or more syllables

Adjectives with three or more syllables form the comparative by putting *more* in front of the adjective, and the superlative by putting *most* in front.

Adjective	Comparative	Superlative
important	more important	most important
expensive	more expensive	most expensive

Irregular comparatives and superlatives

These very common adjectives have completely irregular comparative and superlative forms.

Adjective	Comparative	Superlative
good	better	best
bad	worse	worst
little	less	least
much	more	most
far	further / farther	furthest / farthest

Contents (Week Ten: The Difference between Some and Any)

Lecture Number: Tenth	
Lecture Title: The Difference Between Some and Any	
Instructor Name:	Enas Younis Mustafa
Target Group: Second Stage	
General Goal of the Lecture:	Introducing students to "some." Introducing students to "any." Explaining the difference between "some" and "any" to students.
Behavioral Objectives or Learning Outcomes:	1. Students will recognize "some." 2. Students will recognize "any." 3. Students will apply the difference between "some" and "any."
Facilitation Strategies Used:	Interactive lecture. Group discussion.
Acquired Skills:	Classroom communication and interaction skills. Research and investigation skills.
Measurement Methods Used:	Written assessments. Evaluation of projects and case studies. Assignments and homework tasks.

4 - Pre-assessment Questions

1. What is meant by "some"?

2. What is meant by "any"?
3. What is the difference between "some" and "any"?

Some and Any

We use **SOME** and **ANY** with **plural nouns** and **uncountable nouns**.

Some is generally used in **positive** sentences.

Any is generally used in **negative** sentences.

- I have **some information** for you about flights to Paris.
  (Positive - Uncountable)
- I don't have **any information** for you about flights to Paris.
  (Negative - Uncountable)

- We met **some friends** for drinks after work yesterday.
  (Positive - Plural Countable)
- I didn't see **any friends** there on Thursday.
  (Negative - Plural Countable)

- I think he will have **some time** to speak to you today.
  (Positive - Uncountable)
- I don't think he will have **any time** to speak to you today.
  (Negative - Uncountable)

You can also use **SOME** and **ANY** in a sentence without a noun if the meaning of the sentence is clear.

- I didn't eat any salad but Peter ate **some**. (salad)
- Sean took lots of photos of the mountains but Emma didn't take **any**. (photos)

Questions with Some and Any

Generally, we use **ANY** in questions.

- Do you know **any** famous people?
- Do you have **any** children?

Contents (Week Eleven: The Difference Between Much and Many(

Lecture Number: Eleven	
Lecture Title: The Difference Between Much and Many	
Instructor Name:	Enas Younis Mustafa
Target Group: Second Stage	
General Goal of the Lecture:	**Introduce students to the difference between "much" and "many".**
Behavioral Objectives or Learning Outcomes:	The student will recognize the use of "much." The student will recognize the use of "many." The student will explain the difference between "much" and "many."
Facilitation Strategies Used:	Interactive lecture. Case studies. Cooperative learning.
Acquired Skills:	Explanation of how to use "much." Explanation of how to use "many." Discussion on the difference between "much" and "many."
Measurement Methods Used:	Written test. Evaluation of class participation and

	activities. □ Assessment of case study presentations.

- □ What is meant by "Much"?
- □ What is meant by "Many"?
- □ What is the difference between "Much" and "Many"?

Much / many

Use **much** if the noun is non-countable (e.g., water, sand). Use **many** if the noun is countable (e.g., oranges, children). For example:

1. I don‟t have **much** money.
2. They own **many** houses.
   Examples for much / many

1. Phillip owns **many** properties in France.
2. We didn‟t earn **much** profit this year.
3. How **much** money have you got?
4. Sharon does not have **many** friends.
5. There are too **many** students in this class.
6. It doesn‟t need **much** milk.
7. We had so **much** fun.

8. I spent **many** days there

Much / many exercises

Decide whether you have to use much or many:

1. We saw _____animals at the zoo.
2. How _____ oranges did you put in the box?
3. There isn‟t _____ sugar in my coffee.
4. I don‟t have _____friends.
5. The old man hasn‟t got _____hair on his head.
6. I‟ve packed _____bottles of water.
7. I didn‟t get _____sleep last night.
8. How _____fruit do you eat in an average day?

Contents (Week Twelve: Countable and Uncountable Nouns)

Lecture Number: Twelve	
Lecture Title: Countable and Uncountable Nouns	
Instructor's Name:	*Enas Younis Mustafa*
Target Audience: First Level	
General Objective of the Lecture:	**Empowering students to understand the differences between countable and uncountable nouns.**
Behavioral Objectives or Learning Outcomes:	• The student explains the concept of countable nouns. • The student clarifies uncountable nouns. • The student identifies the difference between countable and uncountable nouns.
Facilitation Strategies Used:	Interactive lecture. Practical examples.
Skills Acquired:	The ability to understand countable nouns.

	▯ The ability to understand uncountable nouns. ▯ The ability to distinguish between countable and uncountable nouns.
Assessment Methods Used:	▯ Written exam. ▯ Class participation. ▯ Homework assignments.

4 - Preliminary Questions

1. What are countable nouns?
2. What are uncountable nouns?
3. What is the difference between countable and uncountable nouns?

Countable and Uncountable Nouns

It is important to be able to distinguish between countable and uncountable nouns in English, as the determiners (articles and pronouns) and verb forms used with each differ.

Countable Nouns

Countable nouns are things that can be counted using numbers. Countable nouns come in both singular and plural forms. When using the singular form, the countable noun is preceded by one of the indefinite articles "a" or "an." If you want to ask about the quantity of a countable thing, use the question word "How many?" followed by the plural form of the countable noun.

Singular	Plural
one dog	two dogs
one horse	two horses
one man	two men
one idea	two ideas

Singular	Plural
one shop	two shops

Examples:

She has **three dogs**.

I own **a house**.

I would like **two books** please.

How many friends do you have?

Uncountable Nouns

Uncountable nouns are things that we cannot count with numbers. Uncountable nouns include abstract ideas, very small physical things, or shapeless, uncountable objects (such as liquids, powders, gases, and others). The verb with uncountable nouns is used in the singular form. Uncountable nouns are not usually used in the plural form.

Examples

- tea
- sugar
- water

- air
- rice
- knowledge
- beauty
- anger
- fear
- love
- money
- research
- safety
- evidence

Indefinite articles "a/an" are not used with uncountable nouns. To express quantity with countable nouns, use words or expressions like (some, a lot of, much, a bit of, a great deal of), or use a specific measuring tool, such as saying (a cup of, a bag of, 1 kg of, 1 L of, a handful of, a pinch of, an hour of, a day of). When asking about the quantity of uncountable nouns, you can use the question word "How much"?

Examples

- There has been **a lot of research** into the causes of this disease.
- He gave me **a great deal of advice** before my interview.

- Can you give me **some information** about uncountable nouns?
- He did not have **much sugar** left.
- Measure **1 cup of water, 300g of flour, and 1 teaspoon of salt**.
- How much rice do you want?

Common Mistakes

Note that some nouns that can be counted in other languages cannot be counted in English. These nouns follow their own specific rules. Some of the most common examples of these nouns include:

accommodation, advice, baggage, behavior, bread, furniture, information, luggage, news, progress, traffic, travel, trouble, weather, work

Examples:

- I would like to give you **some advice**.
- **How much bread** should I bring?
- I didn't make **much progress** today.
- This looks like **a lot of trouble** to me.
- We did **an hour of work** yesterday.
- The word "hair" is an uncountable noun in English, so it is not pluralized; however, it can be used in the singular form only when referring to a specific hair or hairs.

  Examples:

- She has long blond hair.

- The child's hair was curly.
- I washed my hair yesterday.
- My father is getting a few grey hairs now.

- I found a hair in my soup!

Contents (Week Thirteen: Simple Past).

Lecture Number: Fourteen	
Lecture Title: Simple Past	
Instructor's Name	Enas Younis Mustafa
Target Audience: Second Level	
General Objective of the Lecture:	**Recognizing the simple past tense**
Behavioral Objectives or Learning Outcomes:	□ Definition of the simple past. □ How to convert affirmative sentences in the simple past tense to negative and interrogative forms. □ Explanation of how to convert present tense verbs to past tense.
Facilitation Strategies Used:	□ Interactive lecture with the use of presentations.

	Skills for implementing internal and external transfer procedures.
Skills Acquired:	Understanding the simple past tense and its uses. Knowing how to convert affirmative sentences in the simple past tense to negative and interrogative forms.
Assessment Methods Used:	Oral and written tests. Assessment of activities and practical assignments.

4 - Preliminary Questions

1. What is meant by the simple past tense?
2. How do you convert present tense verbs to past tense?

Definition of the simple past tense

The simple past tense, sometimes called the preterite, is used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important.

Examples

John Cabot sailed to America in 1498.

My father died last year.

He lived in Fiji in 1976.

We crossed the Channel yesterday.

You always use the simple past when you say when something happened, so it is associated with certain past time expressions

frequency: often, sometimes, always

I sometimes walked home at lunchtime.

I often brought my lunch to school.

a definite point in time: ((last week, when I was a child, yesterday, six weeks ago)

We saw a good film last week.

Yesterday, I arrived in Geneva.

She finished her work at seven o'clock

I went to the theatre last night

an indefinite point in time: the other day, ages ago, a long time ago

People lived in caves a long time ago.

She played the piano when she was a child.

Note: the word ago is a useful way of expressing the distance into the past. It is placed after the period of time: a week ago, three years ago, a minute ago.

Be Careful: The simple past in English may look like a tense in your own language, but the meaning may be different.

Forming the simple past tense

Patterns of simple past tense for regular verbs

Affirmative

Subject + verb + ed

I skipped.

Negative

Subject + did not + infinitive without to

They didn't go

Interrogative

Did + subject + infinitive without to

Did she arrive?

Affirmative	Negative	Interrogative
I walked	I didn't walk	Did I walk?
You walked	You didn't walk	Did you walk?
He walked	He didn't walk	Did he walk?
We walked	We didn't walk	Did we walk?

Affirmative

The affirmative of the simple past tense is simple.

I was in Japan last year

She had a headache yesterday.

We did our homework last night.

Simple past, irregular verbs

Irregular verbs are verbs that do not follow a rule when converting from the present tense to the past tense.

Some verbs are irregular in the simple past. Here are the most common ones.

to go

He went to a club last night.

Did he go to the cinema last night?

He didn't go to bed early last night.

to give

We gave her a doll for her birthday.

They didn't give John their new address.

Did Barry give you my passport?

to come

My parents came to visit me last July.

We didn't come because it was raining.

Did he come to your party last week?

Contents (Week Fourteen: Past Continuous)

Lecture Number: Fourteen	
Lecture Title: Past Continuous	
Instructor's Name:	Enas Younis Mustafa
Target Audience: Second Level	
General Objective of the Lecture:	**Recognizing the past continuous tense**
Behavioral Objectives or Learning Outcomes:	Definition of the past continuous. How to convert affirmative sentences in the past continuous tense to negative and interrogative forms.
Facilitation Strategies Used:	• Interactive lecture with the use of presentations. • Skills for implementing internal and external transfer procedures.
Skills Acquired:	Understanding the past continuous tense and its uses. Knowing how to convert affirmative sentences in the past continuous tense to negative and interrogative forms.

Assessment Methods Used:	☐ Oral and written tests. ☐ Assessment of activities and practical assignments.

4 - Preliminary Questions

1. What is meant by the simple past tense?
2. How do you convert affirmative sentences in the past continuous tense to negative and interrogative forms?

Past continuous tense

Functions of the past continuous

The past continuous describes actions or events in a time **before now**, which began in the past and were **still going on** when another event occurred.

It is used:

- Often, to describe the background in a story written in the past tense, e.g. "The sun **was shining** and the birds **were singing** as the elephant came out of the jungle. The other animals **were relaxing** in the shade of the trees, but the elephant moved very quickly. She **was looking** for her baby, and she didn't notice the hunter who **was watching** her through his binoculars. When the shot rang out, she **was running** towards the river..."
- to describe an unfinished action that was interrupted by another event or action, e.g. "I **was having** a beautiful dream when the alarm clock rang."
- to express a change of mind: e.g. "I **was going** to spend the day at the beach but I've decided to get my homework done instead."
- with *'wonder'*, to make a very polite request: e.g. "I **was wondering** if you could baby-sit for me tonight."

Examples

- They were waiting for the bus when the accident happened.
- Caroline was skiing when she broke her leg.
- When we arrived he was having a bath.
- When the fire started I was watching television.

Note: with verbs not normally used in the continuous form, the simple past is used.

Forming the past continuous

The past continuous of any verb is composed of two parts : the past tense of the verb *"to be" (was/were)*, and the base of the main verb *+ing*.

Subject	**+was/were**	**+base + ing**
They	were	watching
Affirmative		
She	was	reading
Negative		
She	wasn't	reading

Subject	+was/were	+base + ing
Interrogative		
Was	she	reading?
Interrogative negative		
Wasn't	she	reading?

To play, past continuous

Affirmative	Negative	Interrogative
I was playing	I was not playing	Was I playing?

Affirmative	Negative	Interrogative
You were playing	You were not playing	Were you playing?
He was playing	He wasn't playing	Was he playing?
We were playing	We weren't playing	Were we playing?
They were playing	They weren't playing	Were they playing?

Contents (Week Fifteen: The Difference between the Simple Past and the Past Continuous)

Lecture Number: Fifteen	
Lecture Title:	**The Difference Between the Simple Past and the Past Continuous**
Instructor's Name:	Enas Younis Mustafa
Target Audience: Second Level	
General Objective of the Lecture:	**Introducing students to the difference between the simple past and the past .continuous**
Behavioral Objectives or Learning Outcomes:	1. Understand the concept of the simple past. 2. Understand the concept of the past continuous. 3. Distinguish the difference between the simple past and the past continuous.
Facilitation Strategies Used:	Interactive discussion. PowerPoint presentation.
Skills Acquired:	Recognizing the difference between the simple past and the past continuous.

	☐ Skill in classifying and distinguishing between the simple past and the past continuous.
Assessment Methods Used:	☐ Oral questions during the lecture. ☐ A short test at the end of the lecture. ☐ Assigning students practical tasks and activities.

4 - Preliminary Questions

1. What is meant by the simple past?
2. What is meant by the past continuous?
3. What is the difference between the simple past and the past continuous?

The Difference between Simple Past and Past Continuous in English

Contents

- The Rule of Simple Past and Past Continuous in English
- Past Simple and Past Continuous

(I worked VS. I was working)

This lesson presents two of the most important tenses in the English language that revolve around the past tense. The first tense is the simple past (past simple), which is a crucial foundation in the language and from which other past tenses branch out. The second tense is the past continuous (past continuous). We will learn about the main differences between them regarding usage, formation, keywords, and more.

Examples:

I worked with my friend yesterday.
I was working with my friends all morning yesterday.

Which one is the simple past, and which one is the past continuous? Notice that the first sentence expresses the simple past, while the second one expresses the past continuous, according to the differences that we will present later.

First: The Difference in Usage between Simple Past and Past Continuous

1. The simple past (past simple) is used to indicate an action that started and finished at a specific time in the past, as in: "Rama read a scientific book last week," meaning that Rama finished reading the book at a specific time during the week.
   In contrast, the past continuous (past continuous) indicates the ongoing nature of an event during a specific period in the past, as in: "Rama was reading a scientific book all evening yesterday," meaning that Rama began reading it yesterday (in the past) but continued to read it throughout the evening.

2. Another difference in usage between the simple past and the past continuous is that the simple past is used to mention an event without details, such as: "I wrote a letter" , while the past continuous tends to provide more details, such as the duration of the action: "I was writing a letter yesterday at 7 o'clock"
3. It is important to note that we often use both tenses in the same sentence, such as: "While Rama was reading a book, her mother called her. " Here, both events occurred simultaneously.
4. We also use both tenses in the same sentence when one event interrupts another, such as: "The employees were talking to each other when the manager entered the room" (This means that the act of talking was ongoing (past continuous) when the manager entered (simple past).

We use both "when" and "while" to refer to the past continuous and simple past tenses. We start with "when," which is associated with the simple past and means and is used to indicate the intersection of two sentences or events; the short event (simple past) interrupts the long event (past continuous).

As for "while," it means and is associated with the past continuous because it indicates the simultaneous occurrence of two events, with the earlier event representing the past continuous and the later event representing the simple past.

Second: The Difference in Structure Between Simple Past and Past Continuous

Structure of the Simple Past:

Subject	**Verb (V2)**	**Object**
I	wrote	a letter

Since it is called the simple past, there are no auxiliary verbs accompanying the main verb in the affirmative case. We place the verb in its second form (V2) without any additions or changes, whether the subject is singular or plural. Then, we complete the sentence.

- **Examples:**

She wrote a letter to her grandma in 2019.

Sami tried to sleep early.

- They loved our new project.
- I passed my exams last week.
- My father bought the groceries yesterday.

Structure of the Past Continuous:

Subject	was/were	V + ing	Complement
I	was	writing	a letter yesterday at 7 o‘‘clock

We start with the subject, follow it with one of the auxiliary verbs (was/were), and then add the main verb with -ing, completing the sentence. We use the auxiliary verb "was" with singular subjects, while "were" is used with plural subjects.

- **Examples:**

We were sitting outside while the planes were flying overhead.

I was going to spend the afternoon at the mall but decided to stay home instead.

While she was sleeping, someone took her phone

Third: The Difference in Negation Between Simple Past and Past Continuous

Negation of the Simple Past: We negate using the auxiliary verb "did" and the negation word "not" to become "didn't." It is very important to return the verb to its base form (V1) in the negation. For example, when we say: "I ate too much junk food" in the affirmative, the negation becomes: "I didn't eat too much junk food."

Subject	didn’t	base verb	Object
I	didn‟t	eat	too much junk food

Negation of the Past Continuous: We negate using "not" alongside "was" or "were" to become "wasn't" or "weren't." For example, when we say: "Laith was reading a book" in the affirmative, it becomes "Laith wasn‟t reading a book" in the negative.

Subject	wasn’t/were not	V + ing	Object
Laith	wasn‟t	reading	a book

- **Examples:**
  - Teachers weren‟t reading a book.

Fourth: The Difference in Questioning Between Simple Past and Past Continuous

Questions in the Simple Past: We ask using the auxiliary verb "did," and we revert the verb from the second form to the first form. For example, when we say: "She passed her exams last week" in the affirmative, in the question form, it becomes:

Past Simple and Past Continuous (الماضي البسيط والماضي المستمر)

This lesson covers two of the most important tenses in English that revolve around the past. The first tense is the **Past Simple,** which serves as a fundamental aspect of the language, while the second tense is the **Past Continuous.** We will explore the key differences between them regarding usage, structure, keywords, and more.

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1. Difference in Usage (الفرق في الاستخدام)

1. **Past Simple** is used to indicate an action that started and ended at a specific time in the past. For example:
    - **Rama read a scientific book last week.** (This means that Rama finished the book at a specific time during the week.)

    Past Continuous indicates the continuity of an event during a specific time in the past, such as:

    - **Rama was reading a scientific book all evening yesterday.** (This implies that Rama started reading the book yesterday but continued for the entire evening.)
2. **Past Simple** is used to mention an event without details:
    - **I wrote a letter.** (This states the action without elaboration.)

    Past Continuous often includes additional details such as the duration of the action:

- **I was writing a letter yesterday at 7 o'clock.**

3. Both tenses can be used in the same sentence, indicating that two events occurred simultaneously:
   - **While Rama was reading a book, her mother called her.** (Here, both actions happened at the same time.)
4. We also use both tenses in the same sentence when one event interrupts another:
   - **The employees were talking to each other when the manager entered the room.** (The talking was continuous (past continuous) when the manager entered (past simple).)

- We use both **when** and **while** to indicate the past simple and past continuous. **When** connects to the past simple and signifies that one action interrupts another. **While** means "at the same time" and connects to the past continuous, showing both events occurred together.

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2. Difference in Structure (الفرق في التركيب)

Past Simple Structure:

- **Subject + Verb 2 (past form) + Object**
- Example:
  - **I wrote a letter.**

- **She wrote a letter to her grandma in 2019.** (She is the subject, wrote is the past verb, and a letter is the object.)

Past Continuous Structure:

- **Subject + was/were + Verb + ing + Object**
- Example:
  - **I was writing a letter yesterday at 7 o'clock.**
  - **We were sitting outside while the planes were flying overhead.**

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3. Difference in Negation (الفرق في النفي)

Negation in Past Simple:

- We use the auxiliary verb **did** and the negation **not**, which becomes **didn't**, returning the verb to its base form (V1).
- For example:

- **I didn’t eat too much junk food.**

Negation in Past Continuous:

- We negate using **not** alongside **was** or **were**, resulting in **wasn't** or **weren't**.
- For example:
  - **Laith wasn’t reading a book.**

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4. Difference in Question Formation (الفرق في السؤال)

Question in Past Simple:

- We use the auxiliary verb **did** to form the question and revert the verb from its past form to the base form (V1).
- For example:
  - **Did she pass her exams last week?**
  - (Notice the change from "passed" to "pass.")

Question in Past Continuous:

- **Was/Were + Subject + Verb + ing + Object?**

- For example:
    - **Was Laith reading a book?**
    - **Were teachers reading a book?**

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5. Keywords for Past Simple and Past Continuous (الكلمات المفتاحية)

Keywords for Past Simple:

Yesterday

Ago

Once a (week/month/year)

Twice a (week /month/ year)

In the past

- **Previously**
- **In (1999, 1874,...)**

Last (week/month/year)

Example Sentences:

- **I passed my exams last week.**
- **My father bought the groceries yesterday.**

Keywords for Past Continuous:

While

When

All night/all morning

All day/all evening

All that time

Yesterday evening

All those days

Example Sentences:

- **My mother was cleaning the kitchen all night yesterday.**
- **I was teaching my brother Husam during all that time.**

Questions Including Both Tenses:

Question One: Correct the verbs between brackets:

1. Salam …….(not/ know) that I.....her while singing. (watch).
    - **Answer:** Salam didn't know that I was watching her while singing.
2. My father……..(work) at home when the game…..... (start).
    - **Answer:** My father was working at home when the game started.
3. At night, I……(sleep), but Lama…..... (listening) to music.
    - **Answer:** At night, I slept, but Lama was listening to music.
4. They.....(argue) when my mom arrived.
    - **Answer:** They were arguing when my mom arrived.
5. I saw my aunt while I.....(water) the plants.
    - **Answer:** I saw my aunt while I was watering the plants.

Question Two: Rewrite the following sentences using the negative form:

1. I lost my new notebook in the auditorium.
    - **Answer:** I didn‟t lose my new notebook at the auditorium.
2. It was raining heavily when I arrived.

- **Answer:** It wasn‟t raining heavily when I arrived.

3. They were studying French when teacher Sanaa came.
    - **Answer:** They weren‟t studying French when teacher Sanaa came.
4. Ahmad was cooking when he hurt his ankle.
    - **Answer:** Ahmad wasn‟t cooking when he hurt his ankle.

Basic Sources for the Educational Curriculum

0New Headway Plus Pre-Intermediate student‟s book Liz and John Soars

2) **English Grammar In Use – Raymond Murphy.**

3) **Getting On In English – John Haycraft.**

4) **A Comprehensive Grammar Of The English Language – Quirk et al**

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Educational Links

- https://www.youtube.com/watch?v=QoKpQMJnBHY
- https://www.learn-to-learn.org/clearpurpose.html https://english-improve.com/o/app-bm-v3?screen=0&utm_source=google&utm_medium=paid_search&utm_campaign=21328015811&utm_adgroupid=170796040514&utm_keyword=easy+english+with+vini+com&utm_matchtype=b&entry_point=true&gad_source=1&gclid=CjwKCAjw0t63BhAUEiwA5xP54TuLnpWfTNrQlwe9owGwRBw-I68810ylyC_40qDmiKVljITrRkOItBoCrokQAvD_BwE