



وزارة التعليم العالي والبحث العلمي  
الجامعة التقنية الشمالية  
المعهد التقني الطبي/كركوك  
**الحقية التعليمية**



القسم	تقنيات صحة المجتمع
اسم المقرر	اللغة الإنجليزية
المستوى	الأول
الفصل الدراسي	الثاني
السنة الدراسية	2024 - 2025

اسم المقرر	اللغة الإنجليزية
القسم	تقنيات صحة المجتمع
المعهد	التقني الطبي/ كركوك
المستوى	الأول
الفصل الدراسي	الثاني
عدد الساعات الاسبوعية:	نظري   2   عملي   لا يوجد
عدد الوحدات الدراسية:	٢
الرمز:	NTU 101
نوع المادة	نظري   نعم   عملي   لا   كلاهما

هل يتوفر نظير للمقرر في الأقسام الأخرى	
اسم المقرر النظير	
القسم	
رمز المقرر النظير	
معلومات تدريسي المادة	
اسم مدرس (مدرسي) المقرر:	حنان فيصل غازي
اللقب العلمي:	مدرس مساعد
سنة الحصول على اللقب	2024
الشهادة :	ماجستير
سنة الحصول على الشهادة	2022
عدد سنوات الخبرة ( تدريس )	

## الوصف العام للمقرر :

هذا المقرر إلى يطور المهارات اللغوية الأساسية في اللغة الإنجليزية، ويُركّز على تحسين قدرة الطلبة في المهارات الأربع: الاستماع، التحدث، القراءة، والكتابة. يشمل محتوى المقرر تدريبات على قواعد اللغة، والمفردات العامة، وبناء الجمل بطريقة صحيحة. يُساعد المقرر الطلبة على استخدام اللغة الإنجليزية في مواقف الحياة اليومية والبيئة الأكاديمية بشكل فعّال. كما يعزز من ثقة الطالب في التواصل الشفهي والكتابي. ويُعدّ هذا المقرر قاعدة أساسية لمواصلة تعلم اللغة في مستويات متقدمة.

## الاهداف العامة

- ان ينشأ الطالب على حب اللغة الانكليزية وتعلم مفرداتها
- تجديد معارف الطالب في اللغة الانكليزية من اجل تحقيق النجاح المهني والشخصي
- صقل مهارات الطالب في القراءة والكتابة والتحدث والاستماع

## الأهداف الخاصة

- تعريف الطلبة بأساسيات النطق والتهجئة باللغة الإنجليزية.
- تنمية مهارات القراءة والفهم للنصوص القصيرة والبسيطة.
- تطوير القدرة على كتابة جمل وفقرات باستخدام تراكيب صحيحة.
- تعزيز مهارات الاستماع والتفاعل مع المحادثات اليومية.
- تمكين الطلبة من استخدام القواعد الأساسية للتواصل الشفهي والكتابي.

## الأهداف السلوكية او نواتج التعلم

- يُتقن الطالب نطق الحروف والكلمات الإنجليزية نطقاً سليماً.
- يُميّز الطالب تراكيب الجمل الصحيحة ويستخدمها في سياقات مناسبة.
- يقرأ الطالب نصوصاً بسيطة ويفهم معناها العام والتفصيلي.
- يكتب الطالب فقرات قصيرة مستخدماً مفردات وتراكيب لغوية صحيحة.
- يتفاعل الطالب باللغة الإنجليزية شفهيّاً وكتابياً في مواقف يومية وأكاديمية.

## المتطلبات السابقة

- معرفة أساسية بالحروف الإنجليزية قراءة وكتابة .
- قدرة مبدئية على فهم التعليمات البسيطة باللغة الإنجليزية .
- استعداد للتعلم والتفاعل داخل الصف باستخدام اللغة الإنجليزية .
- خلفية بسيطة في استخدام المفردات والجمل اليومية العامة.

١. اسم المقرر:					
اللغة الانكليزية					
٢. رمز المقرر					
NTU 101					
٣. الفصل / السنة					
٢٠٢٥ الفصل الثاني					
٤. تاريخ إعداد هذا الوصف					
٢٠٢٤/١٠/٢٥					
٥. أشكال الحضور المتاحة					
٦. عدد الساعات الدراسية (الكلي)/ عدد الوحدات (الكلي)					
٢/٢					
٧. اسم مسؤول المقرر الدراسي ( اذا اكثر من اسم يذكر)					
الاسم: حنان فيصل غازي      الأيميل : Hanan_faisal2024@ntu.edu.iq					
٨. اهداف المقرر					
اهداف المادة الدراسية			-ان ينشأ الطالب على حب اللغة الانكليزية وتعلم مفرداتها -تجديد معارف الطالب في اللغة الانكليزية من اجل تحقيق النجاح المهني والشخصي -صقل مهارات الطالب في القراءة والكتابة والتحدث والاستماع		
٩. استراتيجيات التعليم والتعلم					
الاستراتيجية			استراتيجية المحاضرة واتباع اسلوب الحوار بين التدريسي والطالب وتلخيص المعلومات والافكار في نقاط رئيسية		
١٠. بنية المقرر					
الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
١	٢	التعرف على الأساسيات الرئيسة للغة الانكليزية	اساسيات اللغة الانكليزية	طريقة المناقشة والمحاضرة	اختبار شفهي

اختبار شفهي	طريقة المناقشة والمحاضرة	اجزاء الكلام	التعرف على اجزاء الكلام في اللغة الانكليزية	٢	٢
اختبار شفهي	طريقة المناقشة والمحاضرة	الضمائر	التعرف على الضمائر في اللغة الانكليزية وتمييز الجمع والمفرد	٢	٣
اختبار تحريري	طريقة المناقشة والمحاضرة	الضمائر	التعرف على الضمائر في اللغة الانكليزية وتمييز الجمع والمفرد	٢	٤
اختبار شفهي	طريقة المناقشة والمحاضرة	الاسماء	التعرف على الاسماء في اللغة الانكليزية وطريقة جمعها	٢	٥
اختبار شفهي	طريقة المناقشة والمحاضرة	الافعال	التعرف على الافعال في اللغة الانكليزية	٢	٦
اختبار شفهي	طريقة المناقشة والمحاضرة	الصفات	التعرف على الصفات في اللغة الانكليزية	٢	٧
اختبار شفهي	طريقة المناقشة والمحاضرة	الظروف	التعرف على الظروف في اللغة الانكليزية	٢	٨
اختبار شفهي	طريقة المناقشة والمحاضرة	حروف الجر	التعرف على حروف الجر في اللغة الانكليزية	٢	٩
اختبار شفهي	طريقة المناقشة والمحاضرة	ادوات الربط	التعرف على ادوات الربط في اللغة الانكليزية	٢	١٠
اختبار شفهي	طريقة المناقشة والمحاضرة	المدخلات	التعرف على المدخلات في اللغة الانكليزية	٢	١١
اختبار شفهي	طريقة المناقشة والمحاضرة	المعرفة والنكرة	التعرف على المعرفة والنكرة في اللغة الانكليزية	٢	١٢
اختبار شفهي	طريقة المناقشة والمحاضرة	الازمنة	التعرف على الازمنة في اللغة الانكليزية وقواعد كل زمن	٢	١٣
اختبار شفهي	طريقة المناقشة والمحاضرة	الاختصارات	التعرف على الاختصارات في اللغة الانكليزية وطريقة كتابتها	٢	١٤

١٥	٢	التعرف على كيفية وصف الحالة المرضية في اللغة الانكليزية	وصف الحالة والاعراض	طريقة المناقشة والمحاضرة	اختبار شفهي
١٦	٢	التعرف على اساسيات التللفظ والنطق في اللغة الانكليزية	اساسيات التللفظ والنطق	طريقة المناقشة والمحاضرة	اختبار شفهي
١١. تقييم المقرر					
توزيع الدرجة من ١٠٠ على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير .... الخ					
١٢. مصادر التعلم والتدريس					
الكتب المقررة المطلوبة ( المنهجية أن وجدت )			Shehdeh Fareh and Inaam Hamadi (2017). <b>English for Medicine Health Science.</b> Elsevier.		
المراجع الرئيسية ( المصادر )					
الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير .... )					
المراجع الإلكترونية ، مواقع الانترنت					

# Basic English: 30+ Golden Phrases That Are Incredibly Useful

## 1. Thanks so much. شكرا جزيلا

This is a simple sentence you can use to thank someone.

To add detail, say:

**Thanks so much + for + [noun] / [-ing verb].**

For example:

*Thanks so much for the birthday money.*

*Thanks so much for driving me home.*

## 2. I really appreciate... انا اقدر هذا حقاً

You can also use this phrase to thank someone. For example, you might say:

*I really appreciate your help.*

Or you can combine #1 and #2:

*Thanks so much for cooking dinner. I really appreciate it.*

*Thanks so much. I really appreciate you cooking dinner.*

## 3. Excuse me. عذرا ، من رخصتك

When you need to get through but there's someone blocking your way, say "Excuse me."

You can also say this phrase to politely get someone's attention. For example:

*Excuse me sir, you dropped your wallet.*

*Excuse me, do you know [what time it is](#)?*

## 4. I'm sorry. اسف

Use this phrase to apologize, whether for something big or small. Use "for" to give more detail. For example:

*I'm sorry for being so late.*

*I'm sorry for the mess. I wasn't expecting anyone today.*

You can use "really" to show you're very sorry for something:

*I'm really sorry I didn't invite you to the party.*

## 5. What do you think? ماذا تعتقد

When you want to hear someone's opinion on a topic, use this question.



*I'm not sure if we should paint the room yellow or blue. What do you think?*

## **6. How does that sound? كيف يبدو ذلك؟**

If you suggest an idea or plan, use this phrase to find out what others think.

*We could have dinner at 6, and then go to a movie. How does that sound?*

*Let's hire a band to play music, and Brent can photograph the event. How does that sound?*

## **7. That sounds great. يبدو جيدا.**

If you like an idea, you can respond to #6 with this phrase. "Great" can be replaced with any synonym, such as "awesome," "perfect," "excellent" or "fantastic."

*A: My mom is baking cookies this afternoon. We could go to my house and eat some. How does that sound?*

*B: That sounds fantastic!*

## **8. (Oh) never mind. لا عليك ، لا تهتم.**

Let's say someone doesn't understand an idea you're trying to explain. If you've explained it over and over and want to stop, just say "oh, never mind." You can now talk about something else!

You can also use "never mind" to mean "it doesn't matter" or "just forget it." In these situations, say it with a smile and positive tone, though. Otherwise, when you say this phrase slowly with a falling low tone, it can mean you're bothered or upset.

*A: Are you going to the grocery store today?*

*B: No, I'm not. But why—do you need something?*

*A: Oh, never mind. It's okay, I'll go tomorrow.*

## **9. I'm learning English.**

This simple phrase tells people that English is not your native language. If you're a total beginner, add "just started" after I: "I just started learning English."

*My name is Sophie and I'm learning English.*

## **10. I don't understand. لا افهم.**

Use this phrase when you don't understand what someone means.

## **11. Could you repeat that please? ممكن تعيد من فضلك؟**

If you'd like someone to say a word, question or phrase again, use this question. Since "to repeat" means "to say again," you can also ask, "Could you say that again please?"

We can say "please" either at the end of the question or right after "you," like this:

*Could you please repeat that?*

*Could you repeat that please?*

## **12. Could you please talk slower? ممكن تتكلم ببطء من فضلك؟**

Native speakers can talk very fast. Fast English is hard to understand! This is an easy way to ask someone to speak more slowly.

### 13. Thank you. That helps a lot. شكرا جزيلا

After someone starts speaking more slowly for you, thank them with this phrase.

You can use it in many other situations, too.

*A: Ben, could you please make the font bigger? It's hard for me to read the words.*

*B: Sure! I'll change it from size 10 to 16. How's this?*

*A: Thank you. That helps a lot.*

### 14. What does \_\_\_\_\_ mean? ماذا يعني

When you hear or see a new word, use this phrase to ask what it means.

*A: What does "font" mean?*

*B: It's the style of letters, numbers and punctuation marks when you type. A common font in the USA is Times New Roman.*

### 15. How do you spell that? كيف تهجئ هذا

English spelling can be tricky, so make sure to learn this question. You could also ask someone, "Could you spell that for me?"

*A: My name is Robbertah Handkerchief.*

*B: How do you spell that?*

### 16. What do you mean? ماذا تقصد؟

When you understand the words one by one, but not what they mean together, use this question. You can ask it whenever you're confused about what someone is telling you.

*A: The Smiths do have a really nice house, but the grass is always greener on the other side.*

*B: What do you mean?*

*A: I mean that if we had the Smith's house, we probably wouldn't be happier. We always think other people have better lives than us, but other people have problems too.*

### 17. Hi! I'm [Name]. (And you?)

Here's an informal greeting you can use when you meet new friends. If the person doesn't tell you their name, you can ask "And you?" or "And what's your name?"

*Hi! I'm Rebecca. And you?*

### 18. Nice to meet you. سررت بلقاءك

After you learn each other's names, it's polite to say this phrase.

*A: Hi Rebecca, I'm Chad.*

*B: Nice to meet you, Chad.*

*A: Nice to meet you too.*

### 19. Where are you from? من اين انت

Ask this question to find out which country someone is from. You answer this question with “I’m from ~.”

Can you answer this question in English? Say both the question and answer aloud right now. (Four times, remember?)

*A: Nice to meet you, Sergio. So, **where are you from?***

*B: I’m from Spain.*

## **20. What do you do? ماذا تعمل؟**

Most adults ask each other this question when they meet. It means what do you do for a living (what is your job).

I think this question is boring, so I ask other questions. But many people will probably ask you this, so it’s important to know what it means.

*A: **What do you do**, Cathleen?*

*B: I work at the university as a financial specialist.*

## **21. What do you like to do (in your free time)?**

Instead of asking for someone’s job title, I prefer to ask what they enjoy doing. The responses (answers) are usually much more interesting!

*A: So Cathleen, **what do you like to do** in your free time?*

*B: I love to read and to garden. I picked two buckets of tomatoes last week!*

# Parts of speech أقسام الكلام

كما في كل اللغات، تتألف اللغة الانجليزية من كلمات. و هذه الكلمات بدورها تنقسم الى ٨ أقسام تدعى أقسام الكلام. **Parts of speech.**

## اولا: الاسماء Nouns

Nouns are names of persons, places, objects and ideas  
الاسماء هي ما نسمي او ندعو به كل شيء حولنا من اشخاص او حيوانات او اشياء او افكار

persons: student, Walid, mother  
animals: cat, frog, horse  
places: library, street, Egypt  
things: desk, table, chair  
ideas: friendship, love, honesty

## ثانيا Pronouns :

Pronouns are words that replace a noun. Like the noun they replace, they can refer to a person, object, or idea

هي الضمائر و التي تحل عادة محل الاسماء في الجملة و ممكن ان تدل مثل الاسماء على اشخاص او اشياء او حيوانات الخ... وتنقسم الى ضمائر الفاعل وهي

person: I, you, he, she, we, they

و ضمائر المفعول به وهي  
Me, us, you, her, him, it, them  
و ضمائر التملك وهي  
My, his, her, its, their, our

## ثالثا Verbs :

Verbs are words that express action. They also indicate when the action takes place through the tense used

الافعال و هي ما نقوم به من أعمال و الافعال لها صيغ و اشكال مختلفة

examples: bark, read, write, talk, play, decide

#### رابعاً : Adjectives

Adjectives are words that describe a noun or a pronoun. An adjective could define the number, color, state, or kind of a noun or pronoun

الصفات هي الكلمات التي تصف الاسماء او الضمائر و هي تعبر عن اللون او العدد او الحالة او النوع الخ..

Number: five, ten , thirty

Color: green, red, brown

State: old, tidy, respectable

Kind: Italian, comical

تأتي الصفات عادة في اللغة الانجليزية قبل الاسماء

مثلاً : red rose, hot tea, beautiful girl

و لكنها ممكن ان تأتي بعض الافعال مثل verb be مثلاً:

she is beautiful

He is smart

We are happy

او بعد الافعال التي تعبر عن الحالات او كيف تبدو الاشياء linking verbs

The food tastes good

The perfume smells nice

He looks sad

#### خامساً : Adverbs

Adverbs are words that describe a verb giving additional information about when, where, or how the action occurred

هي كلمات تصف الافعال و تعطي معلومات اضافية عن متى و اين و كيف حدث الفعل

When: yearly, often, yesterday, always, usually

Where: away, down, outside, up

How: loudly, correctly, fast, slowly

## سادسا : Prepositions

Prepositions are words used with nouns or pronouns to connect them with other verbs in the sentence

احرف الجر هي كلمات تستعمل مع الاسماء او الضمائر و تربطهم مع باقي اجزاء الجملة

Examples: in, on, at, from, above, behind, through, across

ملاحظة هامة: بعض احرف الجر قد تأتي adverbs في بعض الجمل. حتى تعرف اذا كانت الكلمة حرف جر او adverb نظر الى الكلمة التي بعدها. اذا كانت الكلمة اسم او ضمير عندها تكون الكلمة حرف جر اما اذا كانت غير هذا ان الجملة انتهت عند الكلمة المحيرة عندها تكون adverb

we went around the field  
around هي حرف جر لأنه جاء بعدها اسم the field

اما اذا كانت الجملة we went around  
هنا around هي adverb لأنها في آخر الجملة

## سابعا : Conjunctions

Conjunctions are words that connect words, phrases or clauses. A conjunction may be a coordinating, subordinating or a correlative conjunction  
هي كلمات تقوم بربط الجمل او اجزا من الجمل ببعضها لتعطي معنى اوضح و افضل

**Coordinating conjunction:** and, or, but, for, so, yet, nor  
**subordinating conjunction:** when, where, after, even though, because, which, whose, however  
**correlative conjunction,** not only...but also, neither,,nor, either...or

## ثامنا : Interjections

An interjection is an unusual kind of word, because it often stands alone. Interjections are words which express emotion or surprise, and they are usually followed by exclamation marks.

هي عبارة عن كلمات تعبر فقط عن شعور قوي او مفاجأة و عادة يكون بعدها علامة تعجب!

Examples:  
Ouch!, Hello!, Hurray!, Oh no!, Ha!

## تاسعا : Articles

An article is used to introduce a noun  
عادة تستعمل قبل الاسم

Examples:  
the, a, an

## Personal Pronouns

<i>Subject Pronouns</i>	<i>Object Pronouns</i>	<i>Possessive Adjectives</i>	<i>Possessive Pronouns</i>
<b>I</b>	<b>me</b>	<b>my</b>	<b>mine</b>
<b>you</b>	<b>you</b>	<b>your</b>	<b>yours</b>
<b>he</b>	<b>him</b>	<b>his</b>	<b>his</b>
<b>she</b>	<b>her</b>	<b>her</b>	<b>hers</b>
<b>it</b>	<b>it</b>	<b>its</b>	<b>its</b>
<b>we</b>	<b>us</b>	<b>our</b>	<b>ours</b>
<b>they</b>	<b>them</b>	<b>their</b>	<b>theirs</b>

- **Subject Pronoun + Verb**  
**I** live in France.  
**He** is 25 years old.  
**We** have got a dog.
  
- **Verb or Preposition + Object Pronoun**  
She loves **him**.  
I don't like **it**.  
Talk to **me**.
  
- **Possessive Adjective + Noun**  
This is **my** book.  
They are in **our** house.  
**Your** hair is beautiful.
  
- **Verb + Possessive Pronoun**  
That is **mine**!  
Which one is **theirs**?  
This bag is **hers**.

### Exercise

- That is \_\_\_\_\_ hat. That hat is \_\_\_\_\_.  

*mon*
*le mien*
- \_\_\_\_\_ is Mike. \_\_\_\_\_ name is Mike.  

*Il*
*Son*
- \_\_\_\_\_ already spoke with \_\_\_\_\_.  

*Nous*
*elle*
- \_\_\_\_\_ mother needs to see \_\_\_\_\_.  

*Ta*
*te / toi*
- \_\_\_\_\_ really loves \_\_\_\_\_ house.  

*Elle*
*sa*
- Go with \_\_\_\_\_. This car is \_\_\_\_\_.  

*eux*
*la leur*



# PRONOUNS

A pronoun is a word that \_\_\_\_\_.

Good writers use pronouns to avoid repetition in their writing.

A **personal pronoun** refers to the person speaking (1<sup>st</sup> person), the person spoken to (2<sup>nd</sup> person), or the one spoken about (3<sup>rd</sup> person). Personal pronouns have both singular and plural forms.

Complete the personal pronoun chart below by using either the purple chart on page 78 in your textbook or your pronoun flip chart.

	Singular	Plural
First Person	I, me, my, mine	We, us, our, ours
Second Person		
Third Person		

IMPORTANT\*\*\* You should also know that personal pronouns are divided into cases according to their uses – **subjective** case, **objective** case, and **possessive** case.

A **subjective** pronoun will be used as the subject of an independent or dependent clause or as the predicate nominative.

An **objective** pronoun acts as an object, which includes the direct object, the indirect object, or the object of the preposition.

**Possessive** pronouns show possession but these possessives DO NOT have apostrophes.

Use the above statements AND your background knowledge about pronouns to complete the personal pronoun chart below.

**Personal Pronoun Chart Based on Case (Subjective, Objective, and Possessive)**

Case	Singular	Plural	Use
<b>Subjective (nominative)</b>	I You He, she, it		Subject (tells who or what in front of the verb) Predicate Nominative (renames the subject after a linking verb)
<b>Objective</b>		Us You them	Direct Object (who or what in reference to the verb) Indirect Object (to whom, for whom, to what, or for what in reference to the verb) Object of the Preposition (the noun or pronoun that ends the prepositional phrase)
<b>Possessive</b>	My, mine Your, yours His, her, its		Describes or replaces a noun Shows possession (These possessives do not have apostrophes.)

REMEMBER: Good writers use pronouns to avoid repetition. Here is an example of a repetitious sentence:

*Mrs. Autrey gave Mrs. Autrey's car to Mrs. Autrey's husband, Mr. Autrey. Mr. Autrey loved the car.*

Here is the same sentence, which has been revised using pronouns:

*Mrs. Autrey gave her car to her husband. He loved it.*

Read the story below. Cross out repetitious nouns when needed. Do not replace a noun that is needed for clarity.

#### Sixth Grade Nature Camp

Connie looked forward to Sixth Grade Nature Camp with all of Connie's heart. Her friends Joanne, Debbie, and Lydia could hardly wait, either. On the morning that Connie, Joanne, Debbie, and Lydia were to go to camp, Connie, Joanne, Debbie, and Lydia put Connie, Joanne, Debbie, and Lydia's suitcases in the bus. Connie sat down next to Connie's best friend. The driver started the bus and the driver guided the bus out onto the road. The mountains were beautiful, with trees thickly covering the mountains. Connie and Connie's friend stared out the window in delight. "Connie is so happy she finally gets to go to camp," Connie told Connie's friend. The boy behind Connie took a picture of Connie with the boy's camera. "Smile!" the boy said to Connie, and Connie smiled Connie's best smile. Soon the bus driver pulled into a parking lot, and the driver helped the kids get the kids' bags off the bus. It was time to camp!

Now,  
rewrite  
the

paragraph using personal pronouns in place of the nouns you crossed out.

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#### Practice with Personal Pronouns as Predicate Pronouns

Remember that a subjective pronoun can be used as a **subject** AND may be used as a **predicate nominative** (noun or pronoun that follows a linking verb and renames the subject).

Directions: Underline the predicate pronoun in each sentence.

Example: It was I who wrote this report.

1. The reader of this report is you.
2. The first pilgrims were they.
3. The farmer is he.
4. After many months of travel, this was it.
5. The crop of corn was it.
6. The sick woman was she.
7. The most faithful man was he.
8. Was the captain he? (The captain was he.)
9. The doctor is he.
10. It is I, Hamlet the Dane.

Directions: Choose the right word to complete the sentence.

1. The leader of the Mayflower was (him, he).
2. It was (me, I) who prepared the food on the ship.
3. The writer of the novel was (she, her) who kept notes during the voyage.
4. The happiest children were (we, them) in hopes of a new home.
5. The first volunteers were (they, them).
6. The best hunter was (him, he).
7. "It is (me, I)!" exclaimed Governor Bradford.
8. It was the Indians and (me, I) who planted the corn.
9. The reader of the Bible was (her, she).
10. It was (they, them) who farmed that plot of land.

### Practice with Personal Pronouns as Direct Objects

Personal Pronouns can also be the **direct object** of a sentence.

\*\*\*\*Remember, a direct object is the word or phrase in a sentence that indicates somebody or something is directly affected by the action.

Example: Mary threw the ball to Sarah.

What did Mary throw? *ball*

*To Sarah* is a prepositional phrase.

Personal pronouns as the direct object must be in the OBJECTIVE case! Get it? Direct **OBJECT**, personal **OBJECTIVE** case!

Directions: Underline the personal pronoun that also acts as the direct object in each sentence below.

1. Six Flags Over Texas attracts me.
2. Erica likes it, too.
3. The rides thrill us every time we go!

4. The shows entertained us.
5. We saw them in the afternoon.
6. Have you ever seen them?
7. The actors picked her to come on stage.
8. She saw us in the audience.
9. The audience likes it very much.
10. The boys and girls cheered them.

Complete each sentence by choosing the correct pronoun as the direct object. (Remember to use the objective case pronoun!)

11. The Runaway Mine Train scared (us, we) most of all.
12. The food satisfied (they, them).
13. We lost (she, her) in line.
14. The police dog located (she, her) with our help.
15. We wanted to reward (it, they) for helping.
16. That incident startled (us, we).
17. It disturbed (her, she) and made her cry.
18. She followed (we, us) closely afterwards.

Note: A pronoun that indicates **male** sex is **masculine** gender. A pronoun that indicates **female** sex is **feminine** gender. A pronoun that indicates objects having **no specific** sex is **neuter** gender.

Write an appropriate gender pronoun for each word below. **If the word is plural, you must use a plural pronoun and the gender must be correct.**

Example: Dad's His

1. Sarah \_\_\_\_\_
2. Mark's \_\_\_\_\_
3. Dog \_\_\_\_\_
4. Students' \_\_\_\_\_
5. Girl Scouts \_\_\_\_\_

A **reflexive pronoun** refers to \_\_\_\_\_ and is **necessary** to the basic meaning of the sentence.

Examples: We treated ourselves to a hamburger.

Mark bought himself a new car.

An **intensive pronoun** emphasizes its \_\_\_\_\_ and is **unnecessary** to the meaning of the sentence.

Examples: Mrs. Autrey herself monitored the test.

The movie will be narrated by Tom Cruise himself.

Chart reflexive and intensive pronouns below using the green chart on page 78 of your textbook or by looking at your flip book.

### Reflexive and Intensive Pronoun Chart

First Person	
Second Person	
Third Person	

There is a “test” for reflexive and intensive pronouns in the margin on page 79. Write the “test” and examples below.

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Stop and complete exercises 6 and 7 on page 79. Use the space provided below to record your answers.

Exercise 6	Exercise 7
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

In some texts, pronouns that are known as reflexive and intensive are also referred to as “compound personal pronouns.”

Directions: Underline the compound personal pronouns (reflexive/intensive pronouns) in each of the following sentences.

1. We helped ourselves to dessert.
2. The instructor said all students must prepare themselves for the examination.
3. He prepared himself for the test by studying carefully.
4. Are you, yourselves, ready?
5. We wrote the practice questions ourselves.
6. I, myself, studied two hours.
7. Have you mastered the skills yourself?

Directions: Use page 80 in your text to fill in the following blanks.

A demonstrative pronoun \_\_\_\_\_

\_\_\_\_\_

Demonstrative pronouns are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Directions: Turn to page 87 in your text. Read about demonstrative adjectives and then write a sentence explaining the difference between a demonstrative pronoun and a demonstrative adjective.

\_\_\_\_\_

\_\_\_\_\_

An indefinite pronoun (pg. 80) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Directions: Using the lavender chart on page 80 in your text, list commonly used indefinite pronouns in the box below.

**Indefinite Pronouns Chart**


Directions: Using your flip chart book, highlight all singular indefinite pronouns yellow, highlight all plural pronouns blue, and highlight the pronouns that can be both singular and plural pink.

Directions: Complete Exercise 8 on page 81. If the pronoun is demonstrative, write demonstrative. If the pronoun is indefinite, write indefinite in the first blank and write whether it is singular or plural in the second blank.

### Exercise 8, p. 81

Type of Pronoun	If it is <b>indefinite</b> , is it singular or plural?
1.	
2.	
3.	
4.	

5.	
6.	
7.	
8.	
9.	
10.	

**Interrogative pronouns** introduce a question. What are the five interrogative pronouns?

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**\*Who** is used when speaking of persons.

**What** is used in speaking of things.

**Which** is used in speaking of persons or things.

**\*VERY IMPORTANT:** Who is the only interrogative pronoun that changes form. Who is used as the subject or predicate nominative, BUT when the sentence requires an object (indirect object, direct object, or object of the preposition), **whom** is used instead of who.

Directions: Choose the correct interrogative pronoun to complete each sentence.

1. For (who, whom) will you vote?
2. You do prefer (who, whom)?
3. (What, who) are the issues?
4. (Which, what) will be the moderator of the debate?
5. (Which, what) of you will speak first?
6. (Who, whom) will count the ballots?
7. This ballot is mine, but (who, whose) is this?
8. (Who, whom) elected our class representative?
9. To (who, whom) will the title be awarded?
10. (What, which) are the results of the election?

**Relative pronouns** introduce subordinate clauses. What are the commonly used relative pronouns?

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**Who** and **whom** relate to persons

**Which** relates to animals or things.

**That** relates to persons, animals, or things.

A relative pronoun is one that relates to a noun or pronoun which comes before it. The noun or pronoun that precedes the relative pronoun is called its antecedent.

Example: Helen Keller was a girl who was deaf and blind, but achieved great accomplishments.

*Who* is the relative pronoun.

*Helen Keller* is the antecedent.

Directions: Read the following sentences and write the type of subordinate clause in the blank provided. Is it an adjective or adverb subordinate clause? Circle the relative pronoun that introduces the subordinate clause.

1. Harry S. Truman, **who became president when Franklin D. Roosevelt died**, surprised many people with his victory over Thomas Dewey in 1948. \_\_\_\_\_
2. Robins are among the birds **that migrate south for the winter**. \_\_\_\_\_

Based on the two examples above, does it seem that relative pronouns introduce adjective or adverb subordinate clauses? \_\_\_\_\_

Directions: Underline the relative pronoun and circle the antecedent (the noun to which it refers). If you do not follow directions, you will receive NO credit.

1. George Washington Carver was a boy who wanted to learn.
2. His life began as a slave who lived on a cotton plantation.
3. He was named after George Washington who was the first president.
4. The plantation owners gave the boy their own last name which was Carver.
5. After the war that freed the slaves, George remained with Mr. and Mrs. Carver.
6. George wanted an education which would help him in life.
7. Mrs. Carver gave him a Bible which he used as a reading textbook.

Directions: Complete Exercise 9 on page 83 and write your answers in the chart below.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

### 3-2-1 Response

Directions: Below, write three concepts about pronouns that you learned by completing this packet. Then write two questions that you have or two concepts that you find confusing. Last, write one EXCELLENT sentence using three types of pronouns.

Three (3)

1. \_\_\_\_\_
2. \_\_\_\_\_



3. \_\_\_\_\_

Two (2)

1. \_\_\_\_\_

2. \_\_\_\_\_

One (1)

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# Conjunctions

What is a conjunction? A conjunction is a word that joins other words or parts of sentences together.

## Types of conjunctions

### 1. Coordinating conjunctions

- Joins words, phrases and sentences together

Ex. I like peas **and** carrots.

(You can remember the coordinating conjunctions because their first letters spell “BOYFANS.”)

but	for
or	and
yet	nor
	so

### 2. Subordinating conjunctions

- Joins a dependent clause to an independent clause

Ex: I’m not talking to him again **unless** he tells me the secret.

after	although	as	as if	because	before	for
once	since	so	so that	than	that	though
if	unless	until	when	whenever	where	while
whereas	wherever	whether				

*\* Notice that some of these conjunctions can also act as prepositions.*

*\*\* Also, notice that a comma is not needed before the conjunction in this case even though the conjunction precedes a complete sentence because the conjunction shows a strong relationship, and that relationship is needed to convey the sentence’s meaning.*

### 3. Correlative conjunctions

- Used in pairs to join words and clauses

Ex: I would like **either** the jellybeans **or** the Milk Duds.

both/and	either/or	neither/nor
whether/or	just as/so	not only/but also

#### 4. Adverbial conjunctions

- Joins clauses of equal value (needs to be used with a semicolon)  
Ex: Joe was absent today; **therefore**, he missed the quiz.

accordingly

besides

finally

furthermore

indeed

likewise

on the contrary

specifically

then

also

certainly

for example

hence

instead

meanwhile

on the other hand

still

therefore

anyway

consequently

for instance

however

in addition

moreover

otherwise

subsequently

thus

as a result

conversely

for this reason

incidentally

in fact

nevertheless

similarly

that is

yet

# Interjections

Interjections are words that convey surprise or emotion; they are **most often used as introductory elements in fiction writing, especially in dialogue**. They are generally **not appropriate for academic writing**. Examine the following sentences:

- |  |   |
|--|---|
| 1) <b>Hooray!</b> I won the prize!         | <b>Effective sentence fragment</b>      |
| 2) <b>Oh,</b> I see Dave over by the door. | Introductory element                    |
| 3) <b>Well,</b> what should we do now?     | Introductory element                    |
| 4) <b>Ouch,</b> that hurt!                 | Introductory element                    |
| 5) <b>Hey!</b> Stop texting in class!      | <b>Effective sentence fragment</b>      |
| 6) <b>Hey,</b> Bob, how are you?           | Introductory element                    |
| 7) <b>Oh, well, that's life.</b>           | <b>Two</b> Introductory elements        |
| 8) <b>Huh,</b> what was that?              | Introductory element                    |
| 9) I'm, <b>wow,</b> so overjoyed!          | Middle of clause                        |
| 10) <b>Wow.</b> I'm overjoyed. <b>Not!</b> | <b>Two effective sentence fragments</b> |

**Q)** *What on Earth is an “effective sentence fragment?” Aren’t sentence fragments always wrong?*

Look at this short dialogue. Determine what is going on in number twelve based on what you see in the first ten examples:

- 11) “Do you suppose Marko will call me back?” Jane asked.
- 12) “**Huh? Oh, well,** I don’t know. It’s possible.” Maggie said.
- 13) After Phil and Joe cleaned up the mess, they thought, **well,** that things would be different.

There’s nothing complicated about Interjections. The most important thing to remember is this:

## Use Commas

Study the examples above to get ideas on how interjections can be incorporated into one’s writing. **Pay close attention, for example, to number seven because it uses two interjections.**

### When is interjection use appropriate?

**Avoid using Interjections in academic writing.** In fiction writing, however, interjections have a valuable use in **character dialogue**. After all, **dialogue attempts to replicate the exact way people talk**. I shudder to think how believable some of Mark Twain’s loveable characters would be if they talked like triple-doctorate bankers: “*I say, Huck, the life of a slave is rather contemptuous, would you not concur? And, by the way, do you have any Grey Poupon?*”

**Outside of dialogue, however, one should avoid using interjections and similar introductory elements.** Look at the example below:

*Roy parked his truck sideways near the tall oak in the backyard. **Well,** once the black smoke finally cleared, we got to work. **So,** we grabbed the toolbox and started taking the engine apart.*

Young writers often fall into habits like this. **The two introductory elements above are unnecessary; they make one’s writing appear unsophisticated and elementary.** The best way to avoid these kinds of mistakes is to **edit one’s writing carefully**. Pay close attention to your sentence structure; it’s always best to find ways to keep one’s writing tight, concise, and to the point. Beginning sentences with unnecessary words weaken what might be an otherwise decent piece.

**Practice**—properly punctuate the interjections in the following sentences

- 1) Oh hey what time should I pick you up?
- 2) When I got home yesterday bam Mom was waiting on me with a letter from school.
- 3) Hey I saw John yesterday with Sally.
- 4) Well the last time I looked, Gretchen had black hair
- 5) Eureka I figured it out.
- 6) The baseball flew straight at me, but when I missed it ouch it hit me right in the chest.
- 7) Oh I don't know.
- 8) Like gee I totally love the parts of speech!
- 9) Golly-gee-willakers I just got accepted into Harvard because I write so well!
- 10) Hooray They drew my name in the raffle.

# English Lecture

## Table of English Tenses

Tenseالزمن	Affirmative/Negative/Question طريقة النفي والاستفهام والمثبت في الزمن	استخدام الزمن Use	Signal Wordsالكلمات الدلالية للزمن
<b>Simple Present</b>	A: He speaks. N: He does not speak. Q: Does he speak?	<ul style="list-style-type: none"> <li>action in the present taking place <b>regularly, never or several times</b></li> <li>facts</li> <li>actions taking place one after another</li> <li>action set by a timetable or schedule</li> </ul>	always, every ..., never, normally, often, seldom, sometimes, usually if sentences type I ( <i>If I talk, ...</i> )
<b>Present Progressive</b>	A: He is speaking. N: He is not speaking. Q: Is he speaking?	<ul style="list-style-type: none"> <li><b>action taking place in the moment of speaking</b></li> <li>action taking place only for a limited period of time</li> <li>action arranged for the future</li> </ul>	at the moment, just, just now, Listen!, Look!, now, right now at present.
<b>Simple Past</b>	A: He spoke. N: He did not speak. Q: Did he speak?	<ul style="list-style-type: none"> <li>action in the past taking place <b>once, never or several times</b></li> <li>actions taking place one after another</li> <li>action taking place in the middle of another action</li> </ul>	yesterday, 2 minutes ago, in 1990, the other day, last Friday if sentence type II ( <i>If I talked, ...</i> )
<b>Past Progressive</b>	A: He was speaking. N: He was not speaking. Q: Was he speaking?	<ul style="list-style-type: none"> <li>action <b>going on</b> at a certain time in the past</li> <li>actions taking place at the same time</li> <li>action in the past that is interrupted by another action</li> </ul>	while, as long as

<b>Present Perfect Simple</b>	<b>A:</b> He has spoken. <b>N:</b> He has not spoken. <b>Q:</b> Has he spoken?	<ul style="list-style-type: none"> <li>▪ putting emphasis on the <b>result</b></li> <li>▪ action that is still going on</li> <li>▪ action that stopped recently</li> <li>▪ finished action that has an influence on the present</li> <li>▪ action that has taken place once, never or several times before the moment of speaking</li> </ul>	already, ever, just, never, not yet, so far, till now, up to now. Recently
<b>Present Perfect Progressive</b>	<b>A:</b> He has been speaking. <b>N:</b> He has not been speaking. <b>Q:</b> Has he been speaking?	<ul style="list-style-type: none"> <li>▪ putting emphasis on the <b>course or duration</b> (not the result)</li> <li>▪ action that recently stopped or is still going on</li> <li>▪ finished action that influenced the present</li> </ul>	all day, for 4 years, since 1993, how long?, the whole week
<b>Past Perfect Simple</b>	<b>A:</b> He had spoken. <b>N:</b> He had not spoken. <b>Q:</b> Had he spoken?	<ul style="list-style-type: none"> <li>▪ action taking place before a certain time in the past</li> <li>▪ sometimes interchangeable with past perfect progressive</li> <li>▪ putting emphasis only on the <b>fact</b> (not the duration)</li> </ul>	already, just, never, not yet, once, until that day if sentence type III ( <i>If I had talked, ...</i> )
<b>Past Perfect Progressive</b>	<b>A:</b> He had been speaking. <b>N:</b> He had not been speaking. <b>Q:</b> Had he been speaking?	<ul style="list-style-type: none"> <li>▪ action taking place before a certain time in the past</li> <li>▪ sometimes interchangeable with past perfect simple</li> <li>▪ putting emphasis on the <b>duration or course</b> of an action</li> </ul>	for, since, the whole day, all day

<b>Future I Simple</b>	A: He will speak. N: He will not speak. Q: Will he speak?	<ul style="list-style-type: none"> <li>▪ action in the future that cannot be influenced</li> <li>▪ <b>spontaneous</b> decision</li> <li>▪ assumption with regard to the future</li> </ul>	in a year, next ..., tomorrow  <i>assumption</i> : I think, probably, perhaps
<b>Future I Simple</b> (going to)	A: He is going to speak. N: He is not going to speak. Q: Is he going to speak?	<ul style="list-style-type: none"> <li>▪ <b>decision</b> made for the future</li> <li>▪ conclusion with regard to the future</li> </ul>	in one year, next week, tomorrow
<b>Future I Progressive</b>	A: He will be speaking. N: He will not be speaking. Q: Will he be speaking?	<ul style="list-style-type: none"> <li>▪ action that is <b>going on</b> at a certain time in the future</li> <li>▪ action that is sure to happen in the near future</li> </ul>	in one year, next week, tomorrow
<b>Future II Simple</b>	A: He will have spoken. N: He will not have spoken. Q: Will he have spoken?	<ul style="list-style-type: none"> <li>▪ action that will be <b>finished</b> at a certain time in the future</li> </ul>	by Monday, in a week
<b>Future II Progressive</b>	A: He will have been speaking. N: He will not have been speaking. Q: Will he have been speaking?	<ul style="list-style-type: none"> <li>▪ action taking place before a certain time in the future</li> <li>▪ putting emphasis on the <b>course</b> of an action</li> </ul>	for ..., the last couple of hours, all day long

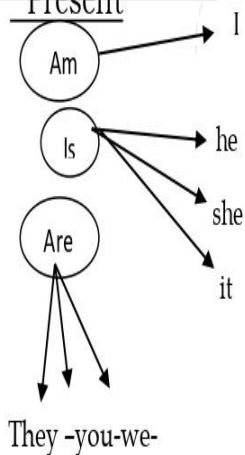
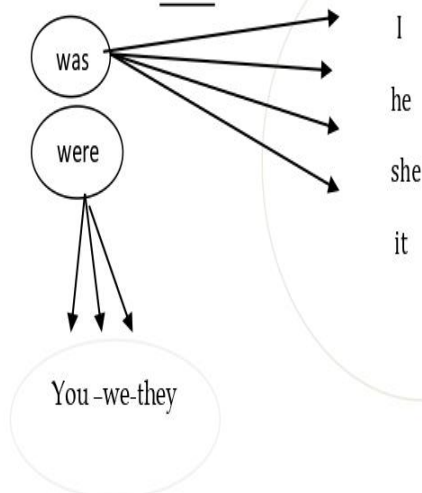


## iii- Verb

## English Auxiliary Verb

الأفعال المساعدة

## ( 1 ) Verb to " be " (copula)

PresentPastInterrogation في حالة الاستفهام

e.g. They are coming. Are they coming?

He is playing is he playing?

negation في حالة النفي

They are not coming.

He is not playing.

In case of conditional and wishing " I " sometimes accepts " were " e.g.

I wish I were..... If I were you I would do.....

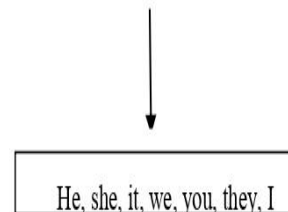
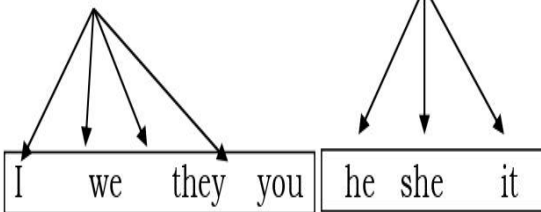
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## iii- Verb

**Verb to "do"***present**past*

( 2 ) to do

**Do****Does****Did**Interrogation في حالة السؤال. الاستفهام

e.g. They go to the park.

They went to the park.

He goes to the park.

Do they go to the park?

Did they go to the park?

Does he go to the park?

Negation

They do not go to the park.

They did not go to the park.

He does not go to the park.

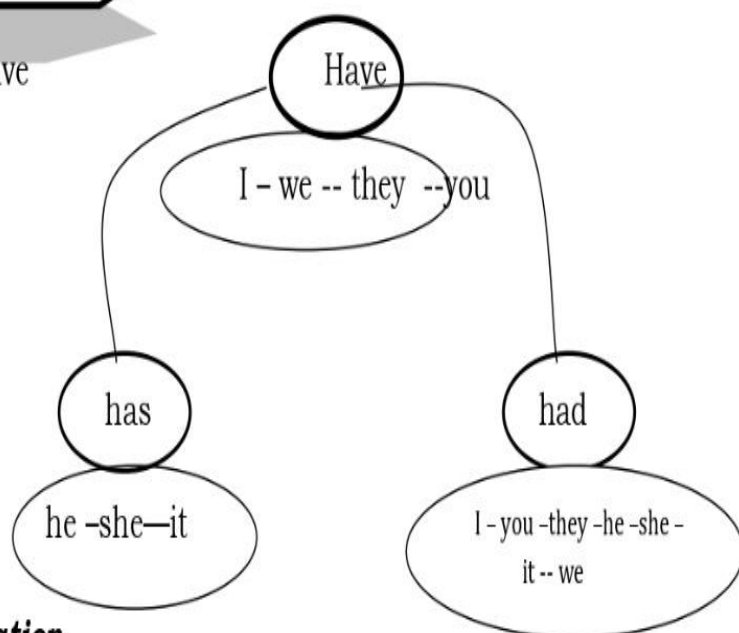
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iii- Verb

**Verb to "have"**

( 1 ) to have



**interrogation**

e.g. they have gone outside  
have they gone outside

he has broken the glass  
Has he broken the glass

It had come alone.  
Had it come alone?

**Negation**

They have not gone outside.

He has not broken the glass

it had not come alone.

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## iii- Verb

**Modal verbs**negative forms

Will ----- would

won't      wouldn't

Shall ----- should

shan't      shouldn't

Can ----- could

can't      couldn't

May ----- might

mayn't      mightn't

Need , dare, must, ought to, used to. (semi-modals)

The main verb after the modal verbs must be in infinitive form.

الفعل الذي يأتي بعد هذه الأفعال الناقصة يكون مجرد من أي إضافة.....مثلا

He goes home

He will go home.

In interrogation, the modals can be fronted. .e.g.

They might come later.

Might they come later?

### iii- Verb

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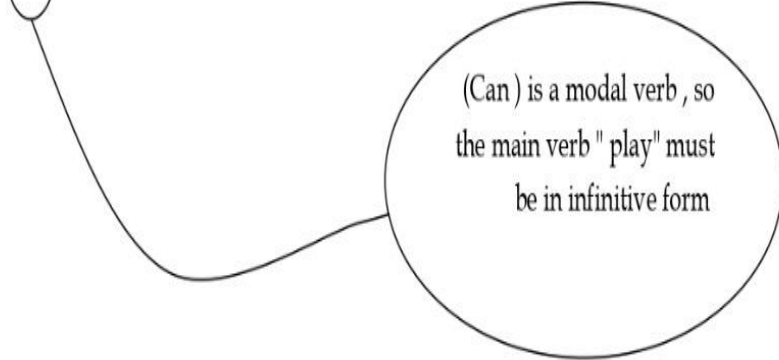
In modals there is no concord available for instance.

She plays volleyball.      She can play volleyball.

She plays volleyball

When we use modals the main verb should be in base form.

She can play volleyball



(Can) is a modal verb, so  
the main verb "play" must  
be in infinitive form

She has brought the booklet.

She will have brought the booklet.

Because (has) is preceded by (modal (will)) it must be in bare infinitive.

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## iii- Verb

In case the sentence does not contain any of the verb to " have" and verb to " be ", interrogation and negation must be done by the verb to " do" . .e.g.

في حال لا يوجد احد الأفعال المساعدة. يكون السؤال والنفي باستخدام ( do أو does أو did ) حسب زمن الجملة

They went to the museum last night.

In this sentence there is no verb to " have" or verb to "be". So, we must use verb to " do" .

Interrogation

Did they go to the museum last night?

Negation

They did not go to the museum last night.

## Note :

**The main verb after ( to --- modal verbs ----- verb to " do " ) must be in the base ( infinitive form). Discuss later.**

He **goes** to the museum

He **will go** to the museum

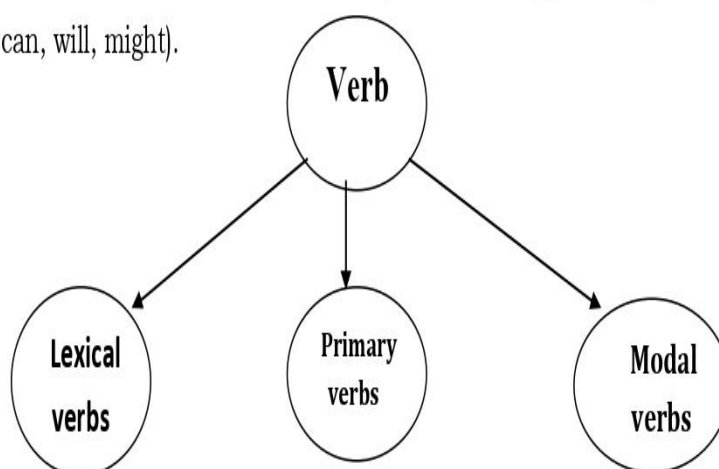
He **did go** to the museum      he has **to go** to the museum

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## iii- Verb

Verb can be classified into three classes, **Lexical verbs** (eat, run, play) **primary verbs** (be, have, and do), and **modal verbs** (e.g. can, will, might).



These classes are distinguished by their roles as main verbs and auxiliary verbs.

**Lexical verbs** comprise an open class of words that function only as main verbs; the three primary verbs can function as either main verbs or auxiliary verbs; and modal verbs can function only as auxiliary verbs.

**Primary verbs** be, have, and do, main verb function .e.g.....

He does my washing.

She was one of the few women to comment on Ashdown the hunk. we have a red car)

Primary verbs be, have, and do, auxiliary verb function

He doesn't look at the numbers.

He was wearing a dark ski mask.

She has played volleyball.

**Modal verbs**, auxiliary verb function

People thought he might have been joking.

He would probably like it softer.

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