

**Situational Dialogues
for beginners
(very intensive course)**

by

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try to express yourself ... you can do it.

- Introduce your self to your partner
- We love our primary school because ---
- Playing football is interesting because ---
- Mobiles are useful because (although) ---

I am very proud of my brother
(teacher)(friend) because -----

-Describe the weather today.

- What do you think of education for children?**
- Do you like travelling? Why?**
- Tell me something about your work and friends.**

Thank you

Language Structure

ASST. PROF. DR. HUTHEIFA YOUSIF TURKI

TENSES

A-Present Tense

The present tense is used to express a general truth or fact. The action often occurs regularly or habitually. Generally, the present tense verb conveys a sense of permanence.

Examples:

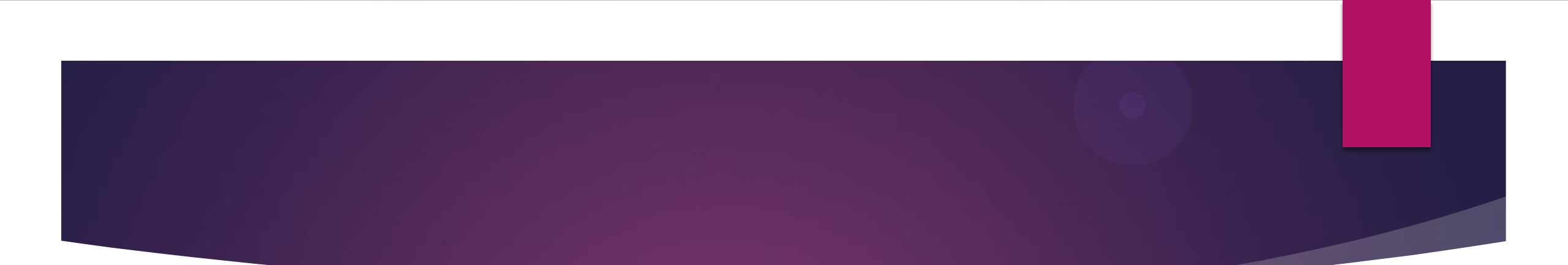
- 1-I always go to work at seven o'clock.
- 2-She usually cooks nice meals.
- 3-Ali writes his homework everyday.

Frequency Adverbs with Present Tense

- ▶ Some frequency adverbs are: frequently, usually, sometimes, generally, always, occasionally, often, never, seldom, rarely. Notice the placement in the following sentences. These adverbs are usually before the “action” verb but after the “be” verb.
- ▶ 1-A shrewd politician generally understands psychological distinctions.
- ▶ 2-Many of the club members are seldom at the meetings.
- ▶ NOTE: The following adverbs are already negative in sense, so you do not use a negative form with them: seldom, rarely, scarcely, hardly, barely.
- ▶ (wrong): (He doesn't seldom smile.)
- ▶ RIGHT: He seldom smiles.

B-Present Continuous Tense

- ▶ The present continuous tense is used to express action that the subject is currently in the process of or in the middle of doing. The present continuous conveys a temporary sense; the action is expected to cease within a few minutes, a few hours, a week, a month, a period, a term, a semester, etc.
- ▶ auxiliary be + -ing form of the verb (present participle)
- ▶ Compare:
- ▶ Present Tense: Dr. John teaches physics.
- ▶ Present Continuous Tense: Dr. John is teaching physics this term.

- 
- ▶ Clues such as the following are often used with the present continuous: Look! Listen! Right now, this period, today, this week, at the present time, currently, at this moment, for the time being, temporarily.
 - ▶ 1-Listen! William is singing a folk song from his native land.
 - ▶ NOTE: Being, the present participle of be, is used in judging behaviour:
 - ▶ 1-At this moment, she is being careful (silly; patient, careless, foolish, etc.)

Past Tense

The past tense is used to express a completed action which took place at a specified time in the past. The specified time is either stated or implied.

Stated: Our friends were late for the concert last night.

Implied: Our friends were late for the concert. (The concert refers to a special event. A special event is understood to be held at a specific time.)

Examples for past tense:

1-Ali bought a new car three days ago.

2-We played tennis last Friday.

Future Tense

- ▶ The future tense is used to express an action that will occur at some time in the future.
- ▶ 1-Paul will enter college next year.
- ▶ 2-I will travel to London next week.
- ▶ 3-I will go to the club tomorrow.

Passive Voice

- ▶ To form the passive voice, the object of the active-voiced sentence becomes the subject of the passive-voiced sentence. Accordingly, we do the following steps:
- ▶ -In the simple present, we put 'is' or 'are' according to the subject whether it is singular or plural.
- ▶ -In the simple past, we put 'was' or 'were' according to the subject whether it is singular or plural.
- ▶ -We put 'be' after (to-shall-should-must-may-might-will-would-can-could)
- ▶ -We put 'been' after (have-has-had)
- ▶ -We put 'being' after (were-was-are-is-am)
- ▶ -We change the main verb into past participle.

▶ Examples:

- ▶ 1-We keep falcons for hunting.
- ▶ Falcons are kept for hunting.

▶ 2-A professional photographer took the class pictures.

▶ The class pictures were taken by a professional photographer.

▶ 3-The man will build a big house next year.

▶ A big house will be built next year.

▶ 4-Ali has finished the exams.


▶ The exams have been finished.

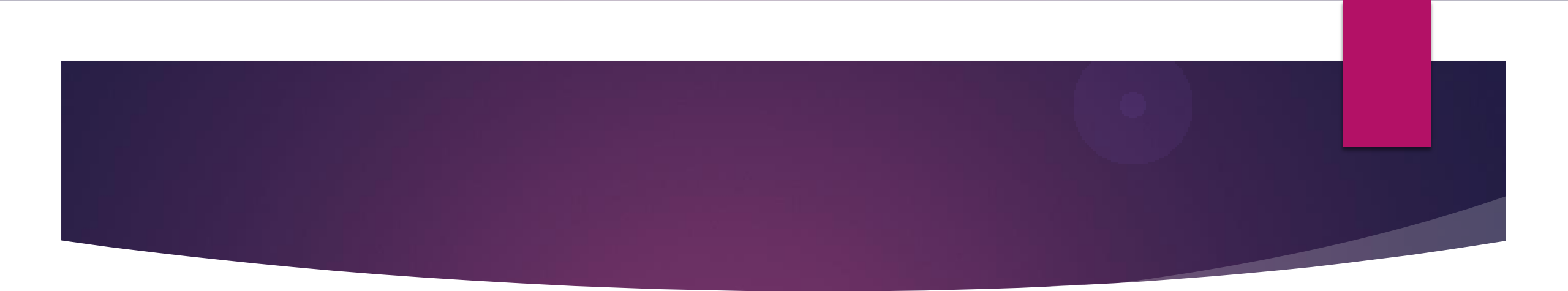
▶ 5-We are studying English now.

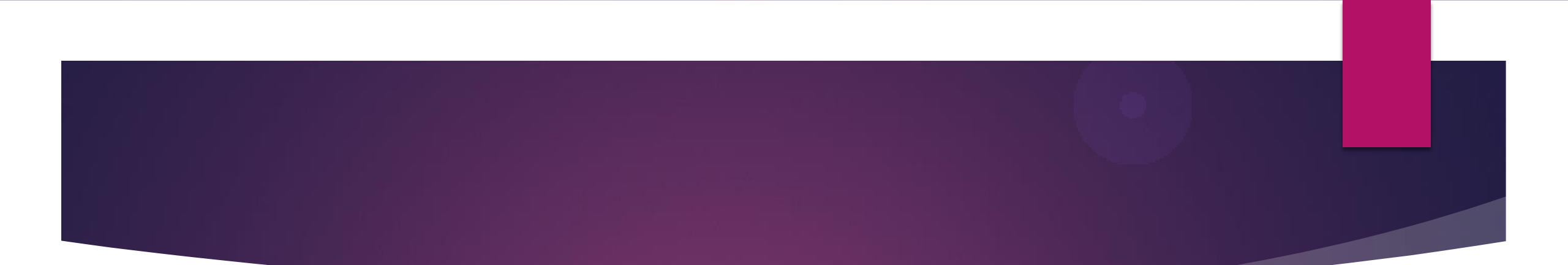
▶ English is being studied now.

Subject-Verb Agreement

- ▶ The verb must agree with the subject in number and person. Use a singular verb with a singular noun or pronoun, and a plural verb with a plural noun or pronoun.
- ▶ 1-Ryan has two brothers.
- ▶ 2-They work for the telephone company.
- ▶ Use a singular verb with uncountable nouns.
- ▶ 1-In all of the classes, attendance has been excellent.

- 
- ▶ Two subjects joined by *and* are considered plural and must therefore be followed by a plural verb.
 - ▶ 1-Carol and Janet are planning to visit their parents next Christmas.
 - ▶ The objects of prepositions do not change the number of the subject!
 - ▶ 1-A box of oranges was given to us.
 - ▶ (wrong): (A box of oranges were given to us.)
 - ▶ NOTE: The following prepositional expressions do not change a singular subject to a plural subject: *with*, *along with*, *together with*, *as well as*, *in addition to*, *besides*.

- 
- ▶ 1-Mary, along with her sisters, attends the sessions regularly.
 - ▶ (wrong): (Mary, along with her sisters, attend the sessions regularly.)
 - ▶ Singular subjects connected by or or nor are followed by a singular verb.
 - ▶ 1-John, Mike, or Noriko drives Paula to work each morning.
 - ▶ (wrong): (John, Mike, or Noriko drive Paula to work each morning.)

- 
- ▶ When a sentence or clause begins with *there*, *here*, or with a pronoun such as *who*, *where*, *what*, *which* or *how*, the verb must match the true subject.
 - ▶ 1-There is, according to reports, some doubt about the outcome.
 - ▶ 2-Here are the books you ordered.
 - ▶ 3-What are your names?
 - ▶ 4-How has he been feeling?
 - ▶ (wrong): (Here comes the children.)
 - ▶ RIGHT: Here come the children.

- ▶ When an infinitive construction is the subject, use a singular verb.
▶ 1-To produce fine paintings requires skill and creativity.
- ▶ When a gerund construction is the subject, use a singular verb.
▶ 1-Growing one's own vegetables is pleasurable and gratifying.
- ▶ When a noun clause is the subject, use a singular verb.
▶ 1-What his sons did when they finished their jobs was of no concern to him.

- ▶ NOTE: verbs after quantity pronouns such as (some, most, none, half, a lot, all, a third, two percent, the rest) are determined by the object following the preposition of. Every, each, and many a, remain single even when there is more than one subject.
- ▶ 1-Every man, woman, and child is an important being.
- ▶ 2-All of the food was prepared the day before the event.
- ▶ 3-A number of books were missing from the shelf.
- ▶ 4-A third of his composition has been corrected.
- ▶ NOTE: In sentences with either ... or and neither ... nor, the verb is determined by the subject closer to it.
- ▶ 1-Neither Mary nor her brothers are going to come tonight.
- ▶ 2-Either the sofa or the chairs have been sold.

Pronoun-Antecedent Agreement

- ▶ The antecedent of a pronoun is the noun or pronoun to which the pronoun refers. The pronoun must agree with its antecedent in number, person, and gender.
- ▶ Examples:
- ▶ 1-Kathy and Ann played their violins for us last evening.
- ▶ 2-The dog with the brown and white spots appears to have hurt its paws.
- ▶ 3-None of the music was played in its original form.
- ▶ 4-Both retired from their jobs last year.
- ▶ 5-One of the women in the group discussed her feelings openly.

Types of Clauses and Sentences

- ▶ The general order of a sentence is as follows:
- ▶ subject verb object place manner time
- ▶ 1-She wrote the lesson on the board with green chalk this morning.
- ▶ For sentence variety, other forms may be used to begin sentences, such as: 1) prepositions, 2) adjectives, 3) adverbs, 4) conjunctions, 5) participles, and 6) appositives.



▶ Examples:

▶ 1-In science class we are learning how to analyse our experiments.

▶ 2-Painless, the operation takes only ten minutes.

▶ 3-Carefully, he plucked the thorns from the dog's face.

▶ 4-Because the elevator didn't function, he had to climb ten flights of stairs.

▶ 5-Disappointed in the results, Nick decided to try again.

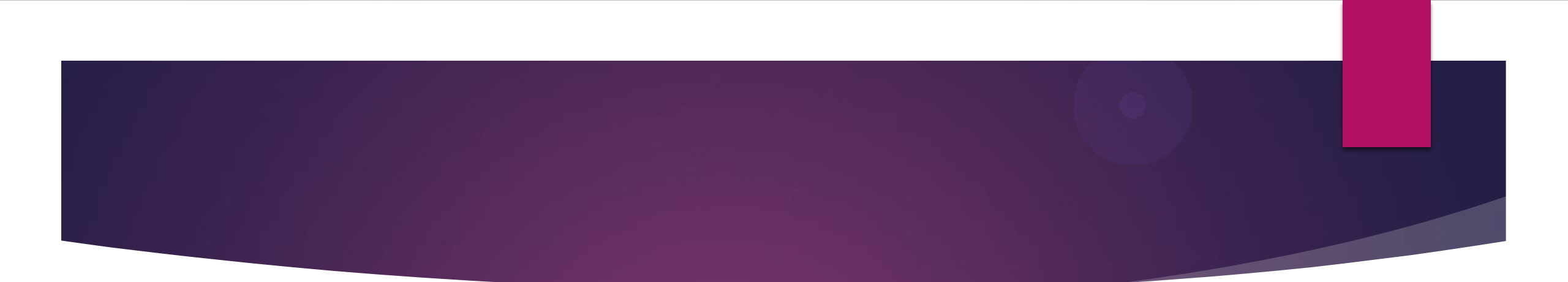
▶ 6-One of the greatest inventors of all time, Edison was called "The Wizard of Menlo Park."

Independent and Dependent Clauses

- ▶ An independent clause contains a subject and a verb and expresses a complete idea. Every sentence must have at least one independent clause. Therefore, an independent clause, by itself, constitutes a sentence. The subject and the verb of an independent clause are called main subject and main verb.
- ▶ 1-The telephone is ringing.
- ▶ A dependent clause contains a subject and a verb but does not express a complete idea. Therefore, a dependent clause does not by itself constitute a sentence. Dependent clauses begin with adverbial conjunctions and relative pronouns, as shown below.
- ▶ 1-Although she was busy,.....
- ▶ 2-..... which had been highly publicized.
- ▶ 3-.....because they were interested in becoming surgeons.

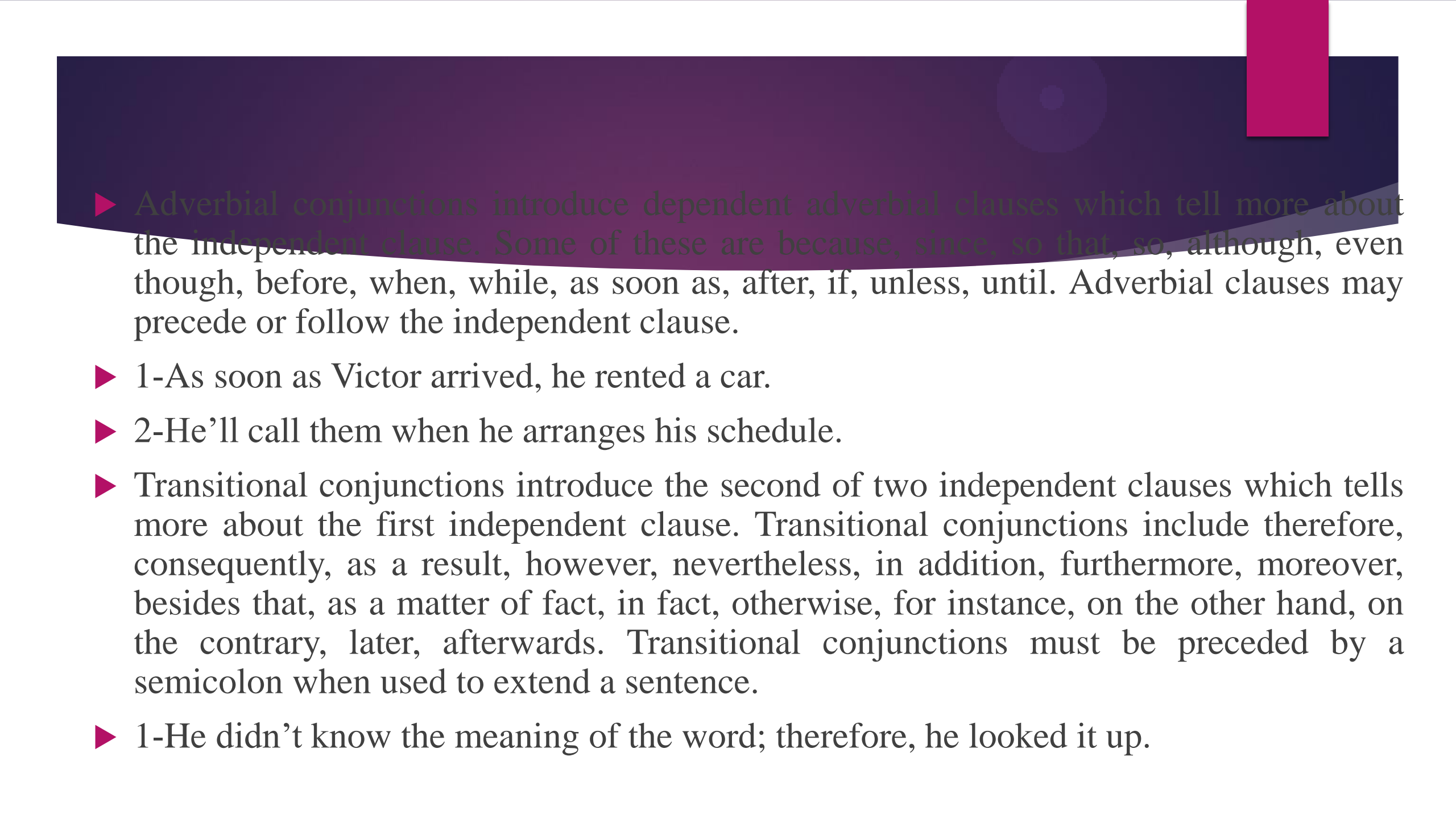
Types of Sentences

- ▶ Sentences may be simple, compound, complex, or compound-complex. A simple sentence contains one independent clause.
- ▶ 1-The electric light was invented by Thomas Edison in 1879.
- ▶ A compound sentence contains two independent clauses connected by and, or, nor, or but. Words that connect independent clauses are called correlative conjunctions.
- ▶ 1-The city council will meet on Tuesday and the public is invited to attend.

- 
- ▶ A complex sentence contains one independent clause and one or more dependent clauses.
 - ▶ 1-When the sculpture was unveiled, everyone cheered.
 - ▶ 2-Mr. Fuller, who has been in charge of surveys for the county, will personally inspect the site before he completes his report.
 - ▶ A compound-complex sentence contains two or more independent clauses and one or more dependent clauses.
 - ▶ 1-He graduated with a Bachelor of Science degree but he decided, when he had reviewed career opportunities, to return for an advanced degree.

Using Conjunctions

- ▶ Conjunctions are used to combine thoughts and to extend sentences.
- ▶ 1-When Steve and Fred had a vacation, they went to Italy so that they could learn about Italian art; in addition, they were eager to improve their conversational skills in the Italian language.
- ▶ ◆Kinds of Conjunctions
- ▶ Correlative conjunctions (connectors) join words, phrases, and clauses with and, or, nor, but.
- ▶ 1-Last night I washed my hair and I wrote a letter to my sister.
- ▶ 2-Mary or John will meet you at the airport.
- ▶ 3-The cat is neither in the kitchen nor in the dining room.
- ▶ 4-Linda likes jazz but Rita prefers country music.



▶ Adverbial conjunctions introduce dependent adverbial clauses which tell more about the independent clause. Some of these are because, since, so that, so, although, even though, before, when, while, as soon as, after, if, unless, until. Adverbial clauses may precede or follow the independent clause.

▶ 1-As soon as Victor arrived, he rented a car.

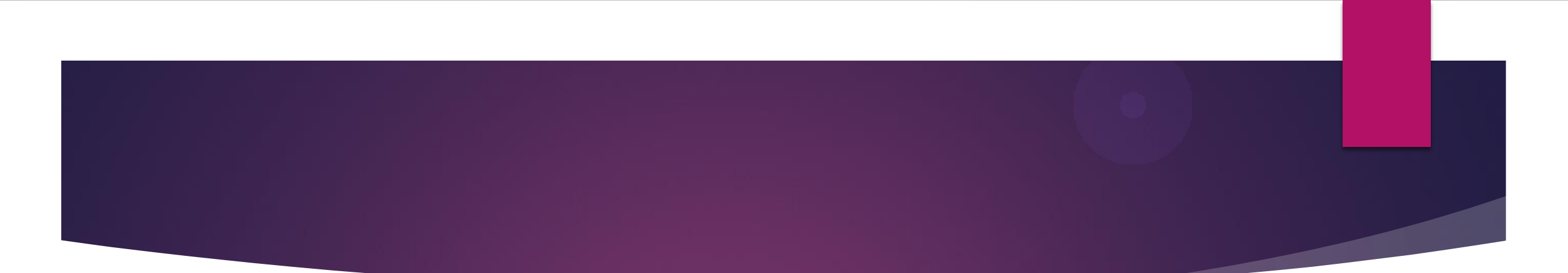
▶ 2-He'll call them when he arranges his schedule.

▶ Transitional conjunctions introduce the second of two independent clauses which tells more about the first independent clause. Transitional conjunctions include therefore, consequently, as a result, however, nevertheless, in addition, furthermore, moreover, besides that, as a matter of fact, in fact, otherwise, for instance, on the other hand, on the contrary, later, afterwards. Transitional conjunctions must be preceded by a semicolon when used to extend a sentence.

▶ 1-He didn't know the meaning of the word; therefore, he looked it up.

Some Common Conjunctions

- ▶ Below are examples of conjunctions under general classified headings.
- ▶ ●Time
 - ▶ 1-Columbus had to wait seven years before he was given ships and supplies.
 - ▶ 2-Since he graduated, Tom has been working for an engineering firm.
 - ▶ 3-They talked for about an hour; afterwards they took a walk.
- ▶ ●Reason, Cause
 - ▶ 1-Consumers are interested in solar energy because they want to save on fuel costs.
 - ▶ 2-She lost a lot of weight due to the fact that she had been ill.

- 
- ▶ NOTE: Prepositional phrases are sometimes used instead of conjunctive clauses.
 - ▶ 1- Consumers are interested in solar energy because of high fuel costs.
 - ▶ ●Purpose
 - ▶ 1-A detour was posted so that cars would not travel over the freshly paved roads.
 - ▶ ●Result
 - ▶ 1-Peter didn't like his job; therefore, he quit.
 - ▶ 2-He hadn't studied for the test; as a result, he failed.



Thank You

Sentence Structure

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Noun Phrase

- ❖ **A noun phrase consists of a noun and all the words and word groups that belong with the noun and cluster around it.**
- ❖ **In this sense, the noun itself is called “headword” or “head” and the other words and word groups are modifiers**

❖ **The word groups that cluster around the headword are of two kinds:**

1. Prenominal modifiers: they are all the words that precede the headword of the noun phrase such as: Determiners, adjectives, conjunction, nouns, and so on.

For example:

- **The yellow tulips**
- **The first clever and good university student**

Noun Phrase

2. Post nominal Modifiers: they can be defined as the group of words that follow the headword. They can be realized in different forms:

a. Prepositional phrase

- **The yellow tulips *in the garden***

b. Relative Clause

- The yellow tulips in the garden
- The yellow tulips *which were gaily blooming*

C. Reduced clause

- The man *standing over there*

Look at these examples

- 1. The fence**
- 2. The old fence**
- 3. The new aluminum fence**
- 4. The fence between the houses**
- 5. The old fence which was painted green**

Verb Phrase

- ❖ **A verb phrase consists of a verb and all the words and group of words that belong with the verb and cluster around it .**
- ❖ **In this regard, one can say that any verb phrase has a head.**
- ❖ **In addition, all the words that cluster around the head are called auxiliaries, modifiers, and complements of the verb.**

- Examples:
- *Soon arrived*
- *arrived* late
- *Soon arrived* at the station
- *Arrived* just at the place
- *Was waiting* at the door
- *May have been stolen* by the cashier

Verb phrase

❖ As for the complements of the verb, they are:

1. Direct object

He *studied* English well.

They *played* football well

2. Indirect object

We gave him an apple.

3. Objective complement

- They *made* him a chairman.

Verb phrase

4. Subjective complement

E.g.: The man *looks* a teacher

Thus, from what is presented so far, we can conclude that for the sentence to be well formed and understood, it must consist of a noun phrase and a verb phrase. Next time we have to focus on the relation of subject to verb.

Subject and verb

- ❖ **To formulate any grammatical and meaningful sentence, there must be an agreement between subject and verb.**
- ❖ **In this regard, the choice of the verb should be related or tied to the subject in terms of number and person.**

Subject and verb

For example:

The teacher holds class every day.

In this sentence, we see that the verb “holds” agrees with the subject in that it is inflected for 3rd person singular.

Subject and verb

If we change the word teacher to the plural form teachers, we must

change the verb to “hold”, as in the following sentence:

The teachers hold class every day.

- ❖ When a noun phrase is in the subject position, it is the headword of the phrase that is tied to the verb and is therefore the subject

Examples:

1. The purposes of the training make me eager to begin.

In the above sentence, the verb “make” agrees with head of the noun phrase the word “purposes”.

1. One among the flock of swans maintains guard.

The verb “maintains” is tied to the word “one”

❖ Thus, we see that subject and verb are tied together by reciprocal changes in form. But there is a difficulty here. Of all the auxiliaries only be, have and do have an inflectional –s ending for the third person singular. The others-can, could, may, might, shall, should, will, would, must, ought-have the same form throughout the singular and plural.

Subject and Verb

❖ **Examples:**

1. He will go.

2. They will go.

Subject and Verb

❖ **Likewise, the forms of the past tense have no singular-plural change of form that can show a subject-verb tie.**

- Examples:

- I sang . Singular

- We sang. Plural

Subject and Verb

- ❖ **In the above cases, we can find the agreement between the subject and verb by changing verb or the auxiliary to another form that is capable of agreement.**

Subject and Verb

Examples: to find the subject of

The sopranos in the choir sang well.

Change “sang” to sings and sang.

Basic Sentence Patterns

- ❖ **To speak English does not merely mean to string words together in some random fashion.**
- ❖ **Otherwise, we carefully arrange our words, for the most part unconsciously, into patterns.**

Basic Sentence Patterns

- ❖ **Any sentence you write or utter must be based on these basic patterns.**
- ❖ **In English, we use nine basic sentence patterns. Within these patterns, there are different positions. Each position is the home-slot of a particular grammatical meaning .**

Basic Sentence Patterns

For example, in “the girl bought a dress” the noun ‘girl’, in isolation, means simply “young female human being”. But by dint of occupying the first position in this pattern it acquires the additional meaning of the performer of the action.

❖ In another example such as: “the girl is happy”
the girl is not the performer of the action but,
in this position in this pattern, has an added
grammatical meaning of “that which is
described

Basic Sentence Patterns



Pattern 3: N1 be N1

Example: My brother is a doctor

Here, in this pattern, the superscript after the second N means the same referent as N1. This means that both “my brother” and “a doctor” have the same referent. In other words, they have mutual relationship.

Basic Sentence Patterns

- ❖ **The meaning of the verb to be in this pattern is “ be identified as”**
- ❖ **The meaning of the subject (N1) is that which is identified.**
- ❖ **The meaning of the subject complement (N1) (a doctor) is that which identifies the subject.**

Basic Sentence Patterns

Examples:

That is she.

It's me.

That is mine.

It was they.

Those coeds must be roommates.

Pattern 4: N LV AJ

The acrobat seems young

In this pattern, the verb is called linking verb, as it links the adjective with the subject.

Examples:

The cyclist appears wary.

The physicist grew sleepy.

Basic Sentence Patterns



Pattern 6: N1

InV (intransitive verb)

Example: My brothers smile.

The verb in this pattern is called intransitive. It does not need to be followed by an object as it self-sufficient. This means that it can stand alone.

Basic Sentence Patterns

- ❖ **The verb in this pattern can be modified by words and word groups known as adverbs and adverbials.**

Examples:

The sportsman fished early.

The sportsmen were fishing in the stream.

The sportsmen were fishing when we drove up.

Basic Sentence Patterns

- ❖ **An intransitive is not completed by a noun or pronoun. For example, in**

They finished late “finished” is intransitive, but in

They finished the game “finished” is transitive

- ❖ **The subject in this pattern has the grammatical meaning of “the performer of the action”**

- ❖ Some intransitive verbs characteristically do not occur alone but take adverbial modifiers as they have different meanings; one cannot grasp their meanings without the adverbial complement.

For example, the verb live takes an adverbial modifier in three meanings:

“reside” as in “He lives in Mexico”

“stay alive” as in “He lives on soy bean products”.

“be alive” as in “He lived in the first half of the 20th century”

Basic Sentence Patterns



Pattern 8: N1 TrV N2 N3

Example: The mother bought the girl a dress.

Basic Sentence Patterns

❖ **Seven matters should be taken into consideration in this pattern:**

- 1. The superscripts 1, 2, and 3 indicate that each noun has a different referent: *mother*, *girl*, and *dress* are three separate entities.**
- 1. We see two grammatical objects after the verb bought. These two objects are called, in order, the indirect and direct object.**

Basic Sentence Patterns

3. The indirect object may often be replaced by a prepositional phrase beginning with *to* or *for*, or occasionally with a different preposition.

Example: He sold *the student* a ticket.

He sold a ticket *to the student*.

4. The verbs that can be used in this pattern are in restricted group. Some of the common ones are *give, find, tell, buy, write, send, and so on*.

5. A pattern 8 sentence may be transformed into the passive by making either the direct or the indirect object the subject of the passive verb:

A dress was bought the girl by her mother.

The girl was bought a dress by her mother.

Basic Sentence Patterns

❖ **pattern9: N1 TrV N2 N2**

They chose him a chairman.

❖ **In this pattern, the superscripts N2 and N2 which are , in order, direct object and objective complements have the same referent.**

Basic Sentence Patterns

- ❖ In this sense, we can say that the (N2) (the objective complement) identifies, describes, or completes the (N2) the object.
- ❖ This leads to the fact that the objective complement (N2) can be realized in different forms.

1. N1 TrV. N2 AJ

He considered her brilliant.

Basic Sentence Patterns

2. N1 TrV. N2 Pronoun

I thought the caller you.

3. N1 TrV. N2 Av

We supposed him *upstairs*.

Basic Sentence Patterns

4. N1 TrV. N2 Verb (present participle)

I imagined her eating

Basic Sentence Patterns

5. N1 TrV. N2 Verb (p.p)

I believed him seated

Basic Sentence Patterns

6. N1 TrV. N2 Prep phrase

We considered her in the way.

Basic Sentence Patterns

7. **N1 TrV. N2 Inf phrase with to be**

We thought him to be a fine player

Basic Sentence Patterns

6. The grammatical meaning of the indirect object is “beneficiary of the action of the verb-plus-direct-object.”

7. If a pronoun is used in the position the direct object (N3), it must be the first of the two objects:

- **The mother bought it for the girl.**

Basic Sentence Patterns

- ❖ **Intransitive verbs with a passive sense based on transitive verbs take an adverbial modifiers, as in:**

Your car rides comfortably.

Her book is selling well.

Basic Sentence Patterns

- **Pattern7: N1 TrV(transitive verb) N2**

The girl bought a dress.

Different from pattern 6, pattern 7 needs a verb that must be completed by a noun (or pronoun), for which one can substitute him, her, it or them.

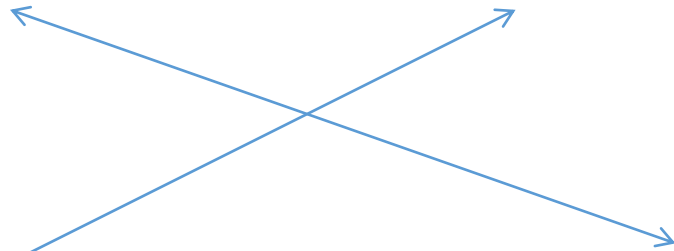
Basic Sentence Patterns

- ❖ **N2 in this pattern does not have the same referent as the subject.**
- ❖ **N2 is called the direct object and has the grammatical meaning of “the undergoer of the action.”**
- ❖ **A transitive verb has two forms, which we call active and passive. The active form is the one that is followed by the direct object, which we have seen in pattern7.**

Basic Sentence Patterns

Examples:

Active: The waiter poured the coffee.



Passive: The coffee was poured (by the waiter).

- The object of the active form becomes the subject of the passive form.
- The passive is made up of a form of the verb *be* plus a past participle, as in *was* poured.

Basic Sentence Patterns

- The subject of the active verb may be made the object of preposition by, or it may be suppressed.
- In the passive, two grammatical meanings are shifted around. The performer of the action, *waiter*, is now the object of the preposition, and the *undergoer*, coffee, is the subject.

Basic Sentence Patterns

- ❖ **Similar to pattern 1, the adjective in this pattern has the meaning of “that which describes the subject”.**
- ❖ **The subject has the grammatical meaning of “that which is described”**
- ❖ **The grammatical meaning of the verb “may be described as”**

Basic Sentence Patterns

- **Pattern 5: N1 LV N1**

My sister remained an outstanding student.

The two superscripts show that both nouns have the same referent.

Basic Sentence Patterns

- ❖ **Similar to pattern 3, N1 in the third position in this pattern has the meaning of “that which identifies the subject”.**
- ❖ **The subject has the grammatical meaning of “that which is identified”**
- ❖ **The grammatical meaning of the verb “may be identified as”**

Basic Sentence Patterns

❖ We have nine basic sentence patterns:

N be Aj

Food is good.

Generally speaking, the subject always occupy the first position in the nine patterns. This means that every N in the first position of the sentence is subject.

Basic Sentence Patterns

- **In the above sentence which is based on pattern 1, the grammatical meaning of the subject is “that which is described”.**
- **the grammatical meaning of the “verb to be” is “may be described as”.**

Basic Sentence Patterns

❖ In this pattern the third slot should be inhabited by adjective which has the grammatical meaning of “that which described”

❖ One of the characteristics of this pattern is that it is capable of the following expansion:

That food is good > That good food is vey good

Basic Sentence Patterns

pattern 2: N be Av

- ❖ **This pattern differs from pattern 1 in the following respects:**
 - 1. The verb to be in this pattern usually has the meaning of “be located” or “occur”.**

Basic Sentence Patterns

2. Pattern 2 is not capable of taking the pattern 1 expansion.

3. The third position is occupied by a type of uninflected word that is called adverbial.

English Language Functions

Very intensive course

Presented by

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College of Education for Humanities

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English Language Functions

Any act of verbal communication is composed of six elements, or factors:

- (1) context
- (2) an addresser (a sender),
- (3) an addressee (a receiver),
- (4) a contact between an addresser and addressee,
- (5) a common code and
- (6) a message.

What can we do with language?

Asking Questions

- **Yes/ No question**

Are you a student? - Is Sarah Here? - Will she come with us?

- **Asking for information (WH questions)**

(time) when? (place) where? (manner) how? (reason) why?

Answering Questions

- **Short answers**

Yes, I am. \ Yes, she is.

- **for information**

– (time and place) adverbs, prepositional phrases

– (manner) prepositional phrases

– like this (with demonstration)

- **Express Opinion**

-- I think.... -- I believe -- I guess -- in my point of view -- As I see

factual information

- **Inference** : She **must be** at home. They must be
 - **Past habit** : I **used to** drink milk everyday when I was a child.
 - **Present habit** : I **am used to** sleeping early
 - **Contrast**: (Yet, However, on the other hand, but , although, though)
 - **Similarity** : (similar , the same, as / like)
 - **Difference** : (different / differ , not similar/ not the same)
 - **Prohibition** : **Don't** go
 - **Promise**
- I'll If you / I promise you
- **Wish**

I wish I can

Express and find out attitudes

- **Necessity** : - It is necessary to
- **denying necessity**: -- it is not necessary/ unnecessary
- **Obligation**: Have to/ Must/ Ought to

Non-obligation : -- does/do not have to ...

Asking permission: – Can I, he, she, we, they (+ VPinf)?

-- May I

Giving permission:

– Yes

– You, he, she, they can (+ VPinf)

No permission :

– (I'm) sorry

– You, he, she, they, can't (+ VPinf)

Desires:

– I'd like to

– I want to

Express and find out attitudes (2)

- **Expressing intention**

- I will go

- I am going to do

- **enquiring about intention**

- will you go?

- **Expressing preference**

- I('d) like to

- I prefer.....

- I'd rather

- **Certainty**

- I am (not) sure

- **Probability**

- may be

- perhaps

- It is probable

- **Doubt**

- Are you sure.

- I'm not sure

Express and find out attitudes (3)

- **Unhappiness/ Sadness**

- Oh dear!

- I don't feel (at all) happy/cheerful (today, etc.)

- I feel/am feeling (very) unhappy/ miserable/depressed/gloomy/sad•

- **Expressing liking**

- Lovely!

- It is (very) nice

- I love(s)/like(s) it (very much)

- **Expressing dislike**

- Horrible!

- NP + be + not very nice

- I, he, she, we, they hate + NP.

- (disgust) Ugh!

- **Expressing hope**

- I hope + so/declarative sentence

Express and find out attitudes (3)

- Apologizing

Sorry!

Oh! Sorry.

Sorry 'about that.

I apologize

- forgiveness

– OK.

– That's all right

- Never mind.

- You're forgiven.

Express and find out attitudes (4)

- **Expressing appreciation / gratitude**

- Thanks a lot.
- I am grateful to you.

- **Expressing indifference**

- So what!
- It is not important.
- Who cares

- **Protest**

- That's not fair
- It is unfair
- This is not enough

- **Encourage**

- of course you can
- you can make it
- Go ahead

Get Things Done

- **Requesting others to do something**

- Please, close the window
- Please, can you open the door?

- **Offer**

Why do not you ...

You can

Would you like to

- **Accepting an offer or invitation**

- Thank you
- Yes, please

- **Refusing an offer or invitation**

- No, thank you
- Sorry!

Get Things Done

- **Blaming (late advice)**

- You **should have**

- **Advice**

- You **should** go to the doctor

- You **should** study hard.

- **Warning**

- (Be) Careful!

- you will If you

- **Offering assistance**

- Can I help you?

- **Requesting assistance**

- Help!

- Can you help me please?

- **Remind**

- Don't forget to**

Socialize

- Greeting people

- Hi.

- Hallo (+ *name*)!

- How are you?

- Asking for overall repetition

- Sorry?

- Again, please

- Pardon

- I beg your pardon

Structure Discourse

- **introducing someone**

- (other people) (*address form* +) This is + *name*
- (oneself) Hallo! I'm + *name*

- **congratulating someone**

- Congratulations!
- Well done!

- **taking leave**

- Goodbye!
- **See you (later, again, tomorrow)**

1- First Speaker: Sandy: Good morning, (I'm Sandy your new boss).

Second Speaker: Good morning Miss Sandy. Nice to meet you.

A- To greet

b- To introduce

c- To describe

d- To complain

2- Speaker 1: Yaser: (Is he going to the party?)

Speaker 2: Yousef: I think he is.

A-To express opinion

b- To express intention

c- To enquire about intention

d- To express desires

3- Speaker 1: Boy: (Shall I) carry some of these bags?

Speaker 2: Old man: yes, please.

a. To request

b. To express thanks

c. To ask for help

d. To offer help

Speaker 1: Willy: Teacher, I have answered the question in my book.

Speaker 2: Teacher: No, (don't) do that, Willy.

1- To invite

2- To answer a question

3- To suggest

4- To prohibit

Speaker 1: Faris: Will you appeal the results of Math?

Speaker 2: Nori: (I don't care). It's a passing grade anyway.

a. To express similarity

b. To express indifference

c. To express contrast

d. To express difference

THANK YOU

Developing Reading Skills for Beginners

Dr. Majeed Mohammed Midhin

What is reading?

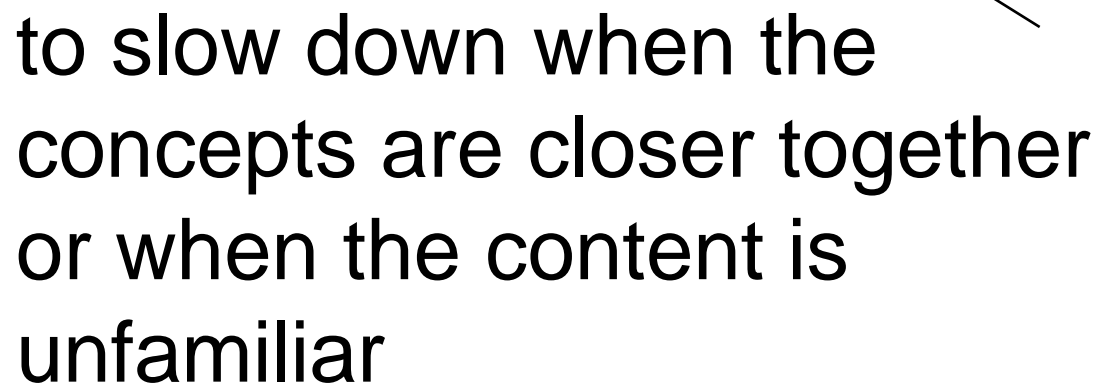
- Reading is the process of **getting back and understanding** some form of stored information or ideas.

What do we read?

- Reading by humans is mostly done from paper with ink, e.g. a book, magazine, newspaper, leaflet, notebook. **(PRINT)**
- Now you can do reading via the 'World Wide Web' **(NON PRINT)**.

Detailed Reading:

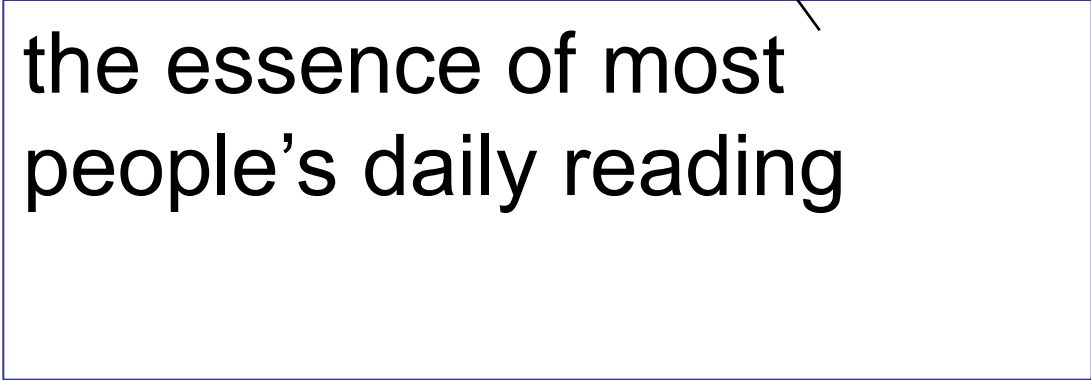
- Reading for **memorization** (under 100 words per minute)
- Reading for **learning** (100–200 wpm)



to slow down when the concepts are closer together or when the content is unfamiliar

Detailed reading:

- Reading for comprehension (200–400 wpm) – **Important !**

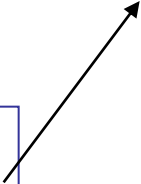


the essence of most
people's daily reading

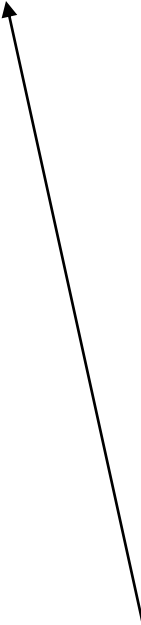
Skimming: for getting the gist of something

- Skimming (400–700 wpm)

Use skimming when you're trying to decide if a book in the library or bookshop is right for you.



When you're going through a newspaper or magazine in the morning: you read quickly to get the main points, and skip over the detail. Then you rush to your school.



Scanning: for a specific focus

Scanning (more than 700 wpm)

- When you're looking up a name in the phone book

Active reading: elaboration and rereading.

- When you're reading for your course, you need to make sure you're actively involved with the text.

Some Essential Tips and Steps to Develop Reading Skills

❖ Start with phonics: Phonics is the foundation of reading. It involves learning the sounds of letters in the alphabet. Begin by practicing the basic letter sounds and gradually move on to more complex sounds and letter combinations.

❖ Build vocabulary: Expand your word bank by learning new words every day. Start with simple, common words and gradually introduce more challenging ones. Flashcards, word games, and reading books with picture illustrations can make this process more fun.

❖ **Comprehension: Understanding what you're reading is crucial. Encourage active reading by asking questions about the text, summarizing key points, and making connections to personal experiences. This will enhance comprehension skills and critical thinking.**

❖ Practice regularly:

Consistency is key to becoming a proficient reader. Dedicate a specific time each day for reading and make it a habit. The more you practice, the faster you'll progress.

What is Meaning?

Meaning refers to the understanding or significance we derive from words, symbols, or concepts. It encompasses the ideas, concepts, emotions, or intentions conveyed through language.

In the context of reading, understanding the meaning of a text involves comprehending the author's message, grasping the main ideas, and interpreting the intended implications.

What is Context?

Context refers to the
circumstances,
information, or conditions
surrounding an event,
situation, or piece of
communication.

Context provides the framework within which we interpret and understand the meaning of words, phrases, or actions. Context can include various factors such as the social, cultural or historical backdrop that influences the interpretation of a particular text or conversation.

How meaning and context
are interconnected?

Meaning is often dependent on context. The way we interpret words or sentences can vary based on the context in which they are used.

For example, the word "run" could have different meanings depending on the surrounding words or the overall situation. It could refer to physical activity, a political campaign, or even a malfunctioning machine.

Understanding the context helps us determine the intended meaning.

In reading comprehension, understanding the context is crucial for comprehending a text accurately. The context enables us to make connections, infer meaning, and identify the underlying messages or themes within a written passage. It helps us go beyond the literal interpretation and delve into the deeper layers of the text.

The dictionary plays a significant role in developing reading skills and fostering a strong vocabulary.

Word Definitions: A dictionary provides precise definitions for words, helping readers understand their meanings accurately.

Vocabulary Expansion:

Dictionaries are treasure troves of vocabulary. They not only define words but also provide synonyms, antonyms, and example sentences, enabling readers to explore a word's various forms and related concepts.

Proper Pronunciation:

Dictionaries often include pronunciation guides, indicating how words are spoken.

Word Usage and Context:

Dictionaries provide information about how words are used in different contexts.

Language Variations: Dictionaries also account for regional or dialectal differences in language. They may provide alternative spellings, pronunciations, or definitions based on different English-speaking regions. This offers insights into language variations and encourages readers to appreciate the diversity of language usage.

Reading Practice

Global warming refers to the increase of the earth's average temperature due to increasing amounts of greenhouse gases in the atmosphere. Carbon dioxide is the biggest contributor to greenhouse gas emissions. Scientists agree that the burning of fossil fuels like oil and coal causes greenhouse gases such as carbon dioxide to escape into the air and act like a warm blanket over the earth.

Some doctors think that you should drink a glass of water each morning. You should drink this water first thing, before doing anything else. The temperature of water should be similar to body temperature; neither too hot nor too cold. Why should you drink this water? Water helps your body in many ways.

It helps clean out your kidneys. It prepares your stomach for digestion. Water can also help your intestines work better. After drinking water, the intestines can more easily take out nutrients from our food.

The date palm is a wonderful tree. People eat dates.

They use the leaves and the wood to build houses.

They use the wood to build boats. They make baskets from the leaves. They burn the other parts of the tree to cook their food. The date palm came from

the Middle East. 7000 years ago. People in Syria and

Egypt ate dates. They made pictures of date palms on their stone buildings. Today date palms grow in

the Middle East, parts of Asia and Africa, southern Europe, and other warm parts of the world. Today

we can see pictures of date palms in museums.

People think that it is beautiful. People thought the

same thing a long time ago.

Reading comprehension skills

Intermediate Level

Dr. Majeed M. Midhin

Understanding words that have more than one meaning

Many words in English have more than one meaning. You may know one meaning of a word, but it might not be the correct meaning for the word in that sentence.

Use context clues to understand the correct meaning. Example:

- I run about 10 kilometers a week.
- A river runs past my house.
- How many software programs is Your computer running?

What does the word like mean in this question ?
Match the word to dictionary definition 1, 2, or 3
below. Circle your answer.

➤ Do you **like** potatoes?

1- to find somebody or something pleasant.

2- similar to somebody or something .

3-The same way or manner as: She can't
draw like her sister can.

Test yourself : words have more than one meaning

- ✓ Sarah is such a **sweet** little girl .
 - kind and friendly.
 - A taste similar to sugar.
- ✓ This tea is too **sweet** for me to drink!

Reading skills

➤ **Previewing**

Pre means **before**. View means **to look at** **Before** you read something, it's important to look it over, or preview it. **When you preview a reading, you do three important things:**

- **You identify the topic.**
- **You think about what you already know about the topic.**
- **You ask yourself questions about the topic.**

Doing these three things will help you understand a reading better.

benefits of previewing:

- **Better concentration:** Because you understand what you are reading about you can concentrate more fully.
- **Better memory:** In asking yourself: What's it about?, How's it organized?, and What's important?, you are actively thinking, processing and storing the information you read.
- **It's fast:** Previewing only takes **5 minutes** and with improved concentration you'll be able to spend less time reading!

scanning

When you need to find specific information in a text, you don't have to read every word. Instead, you can move your eyes quickly over the text to find the information. This is called **scanning**.

e.g. I scanned the newspaper while having breakfast .

Understanding the difference between facts and opinions.

When you read, it's important to know the difference between **facts** and **opinions**. A fact is something you know is **true**. With a fact, there is information to show it is true. An opinion is something **you think is true**. An opinion is based on feelings, not facts.

- **Fact :** Mobile phones send out small amounts of radiation.
- **Opinion:** Using a mobile phone makes you look cool.

fact or opinion? Read the statements and check fact or opinion.

1- Millions of people use mobile phones today.

2. In the future, many people may suffer health problems from the use of cell phones.

3. High-tech machines can detect very small amounts of radiation from mobile phones.

4. The amount of radiation from cell phones is very small.

5. Cell phones aren't dangerous because the amount of radiation from them is very small.

6. There are more cell phone users today than in 1995.

summarizing

When you summarize,

- you **retell** the most important information in your **own words**.
- Summarizing something you read can help you **remember information**.

Reading and summarizing – paragraph

- ✓ The way our eyes and brain handle information has become more sophisticated. Thanks to television, film, and computers, our ability to process images is faster.

Summary : S=people understand info faster now.

- ✓ Store windows today must be quick reads. They must be simple enough so that the products can be clearly identified, and they must be creative enough to catch the busy pedestrian 's eye.

Summary :

Identifying the topic and main idea

- ❖ To identify the topic of a reading, ask:
 - **What is the reading about?**
- ❖ To identify the main idea of a reading, ask:
 - **What is the most important thing the writer says about the topic?**

Test yourself -text

- ✓ What happens if you don't get enough sleep? Randy Gardner, a high school student in the United States, wanted to find out. He designed an experiment on the effects of sleeplessness for a school science project. With doctors watching him carefully, Gardner stayed awake for 264 hours and 12 minutes. That's eleven days and nights without sleep!

Identifying the **topic** and **main idea**

**Title : Are you getting sleep
enough?**

- **Topic** **Sleep** .
- **Main idea** **Going without
sleep can be bad for your health.**

making predictions:

When you make a prediction, you guess what Will happen. Before you read a story or article, it helps to Look it over and predict what it will be about.

The benefit of making predictions :

- Helps students to ask questions while they are reading.

- Encourages students to skim or re-read portions of the story to better understand it or to recall facts about the characters or events .
- Provides a way for students to monitor their understanding of the material .

Dealing with unfamiliar words :

When you are reading a paragraph in English, many of the words may be unfamiliar. However, stopping to look up every word in a dictionary can make it more difficult to understand the paragraph. Instead,

- Try to get the general meaning of the paragraph from the words you already know. Then
- Use context to guess the meaning of other important words.

Making inferences:

An inference is a good guess or conclusion you can make from the facts you have .

Fact: Mr. Kazi owns 168 restaurants.

Inference : He's probably very busy. He has a lot of employees.

Fact: Mr. Kazi wanted a job in the airplane industry but he took a job with a car rental company.

Inference : Mr. Kazi probably couldn't find a job in the airplane industry.

Building vocabulary : using context to know if a word is a noun or verb

- ✓ Many nouns and verbs in English have the same form. For example, the word house can be both a noun and a verb. You must use context to know if the word is a noun or verb. Example:
 - They decided to **house** the imperial treasures at the National Palace Museum. (**house** is a verb) .
 - Would you prefer to live in a house or an apartment? (**house** is a noun.) .

Building vocabulary

Here are some other words that you can use as a noun or a verb:

cook , shop, e-mail, sleep, place, steam,

Request, treasure, visit , walk .

Building vocabulary -Test yourself

In each questions , is the word in italics noun or a verb ? Circle noun or verb.

1. Which of your possessions do you *treasure* the most? (noun / verb)

2 . What shouldn't you *place* on your desk during a test? (noun / verb)

3. Where would you *house* ten students visiting from another country?
(noun/verb)

4. Did you make any *stops* In your way to class today? (noun / verb)

5. How often do you go for a walk ?
(noun/verb)

6. Do you think it's important to get enough *sleep*? (noun/verb)

University of Anbar
Continuing Education Center

Intensive Course in Listening & Speaking

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The Course outline

- **Skills for effective Listening**
- **Introductions**
- **Where are you from?**
- **At the hotel**
- **Speaking practice**

1 Introductions

FOCUS: TALKING ABOUT NAMES, JOBS AND NATIONALITIES

Part A *Hello, I'm Zita, I'm a receptionist.*

1.1 PRESENTATION

Look at the photos of staff at Le Meridien Shelbourne Hotel, Dublin, Ireland.

Study the job titles and then match each photo with a job.



*Le Meridien Shelbourne
Hotel, Dublin, Ireland*



Zita

Aoun

Jerry

Shaun

Niamh

A. I'm a commissionaire.
B. I'm a receptionist.
C. I'm a waitress.
D. I'm a sous-chef.
E. I'm a kitchen assistant.

Here are some more employees from different hotels around the world.
What do you think they do? Match each photo with a job.



My name's Toki

I'm Tessa

My name's Anita

I'm Yoshida

I'm Lady

F. I'm a bar person.
G. I'm a porter.
H. I'm a chambermaid /
room attendant.
I. I'm a management trainee.
J. I'm a waiter.

Is YOUR job here? What do you do? What's your job?

- Participants are required to listen to an audio about certain jobs and match each with a job.
- They are asked to work in groups and practice these jobs
- They are then stimulated to introduce themselves to each other.

Part B *Where are you from?*

1.6 PRESENTATION

Where are you from?
 Mark your country on the map.
 Now ask your partner like this:
 Question: Where are you from?
 Answer: I'm from Dublin, Ireland.

These are the five employees from the Shelbourne Hotel.
 Where do you think they are from?



Niamh Shaun Zita Akxon Jimmy
 Australia Ireland Ireland Ireland France

These are the other five employees from around the world. Where do you think they are from?

Taki Teresa Anita Yoshida Kelly
 USA England Japan Italy Greece

1.7 LISTENING AND PRONUNCIATION

You will hear the ten employees introducing themselves. Listen and check your answers.

1.8 LANGUAGE FOCUS AND PRACTICE

To be Complete the table.

Affirmative	Negative	Question
I'm	I'm not	Am I? Are you?
He's / She's / It's	We're not	Is he? Is she? Is it?
You're	They're not	Are they?

2 Study these sentences.

Question: Are you American? Answers: Yes, I am. / No, I'm not, I'm Australian.
 Question: Where are they from? Answers: They're from Ireland. They're Irish.

Complete the sentences about yourself.

I'm from I'm

Complete the gaps.

She's from She's

He's from He's

Now ask your partner.

- Participants are required to listen to an audio explaining country names and nationalities.
- They are asked to work in pairs and groups to practice these nationalities.
- They then listen to an audio and are asked to match persons with their countries.

2 The check-in

FOCUS: REPLYING TO REQUESTS FOR ROOMS AND WELCOMING THE GUESTS

Part A *I have a reservation.*

2.1 PRESENTATION

1 Is this like the reception area of the hotel you work in? How different is it?

2 Look at these room types. Match each to an abbreviation.

S2 S2D DA S FD D

single room double room – one bed
twin room double room – twin beds
one-bed suite de-luxe double



2.2 LISTENING AND PRONUNCIATION

1 Read Mr Bouvier's e-mail. Is there a room available for him? Complete the reservations chart.

Dear Sir or Madam,

I'd like to reserve a double room with bath, from 18-21 July, if possible with a balcony.

Yours sincerely,

Jacques Bouvier

ROOM NO.	422	421	427
ROOM TYPE	S-BATH	D-SHOWER	D-BATH, BALCO
DATE			
JULY			
12	RS MARG		
13	RS MARG		
14			
15			
16			
17	MR CORRELL	MISS SADLER	MR YAROTS
18			MR YAROTS
19			MR J. GREEN
20		MR ELISE	
21	MR JONES	MR ELISE	
22	MR JONES	MR ELISE	
23			
24			

2 Now listen to Mr Bouvier. He wants to change his reservation. Is there a suitable room available? Make changes to the chart.

3 Look at these days and dates, then listen and repeat them.

JANUARY						
M	1	8	15	22	29	
T	2	9	16	23	30	
W	3	10	17	24	31	
T	4	11	18	25		
F	5	12	19	26		
S	6	13	20	27		
S	7	14	21	28		

Monday Tuesday Wednesday Thursday Friday
Saturday Sunday

1st January 2nd February 3rd March 4th April
5th May 6th June 7th July 8th August
9th September 10th October 11th November
12th December

first twenty-first thirty-first second twenty-second
third twenty-third fourth twenty-fourth

- Participants are required to listen to a conversation between a receptionist and a tenant .
- They are asked to work in groups and practice saying days of the week, dates etc.
- They then listen to an audio and are asked to match each conversation with a photo.

Extra listening and speaking practice about:

- 1. Describing people and things**
- 2. Showing the way**
- 3. Apologizing
is to be done**

UNIVERSITY OF ANBAR
CONTINUING EDUCATION CENTER

Intensive Course in Pronunciation For Beginners

Asst. Prof. Dr. Fuad Jassim Mohammed

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WHY IS PRONUNCIATION IMPORTANT?

- ▶ 1. People still communicate through speaking more than they do through writing.
- 2. ‘pronunciation is crucially important, as it is usually the first thing people notice about a language learner’s English’ (Zimmermann, 2004: 29).
- 3. Improper articulation of the message leads to the wrong apprehension of what is said, e.g. park [pa:k] bark [ba:k]

Consonants that Cause Difficulties

SE consonants that are expected to cause difficulties for our students are:

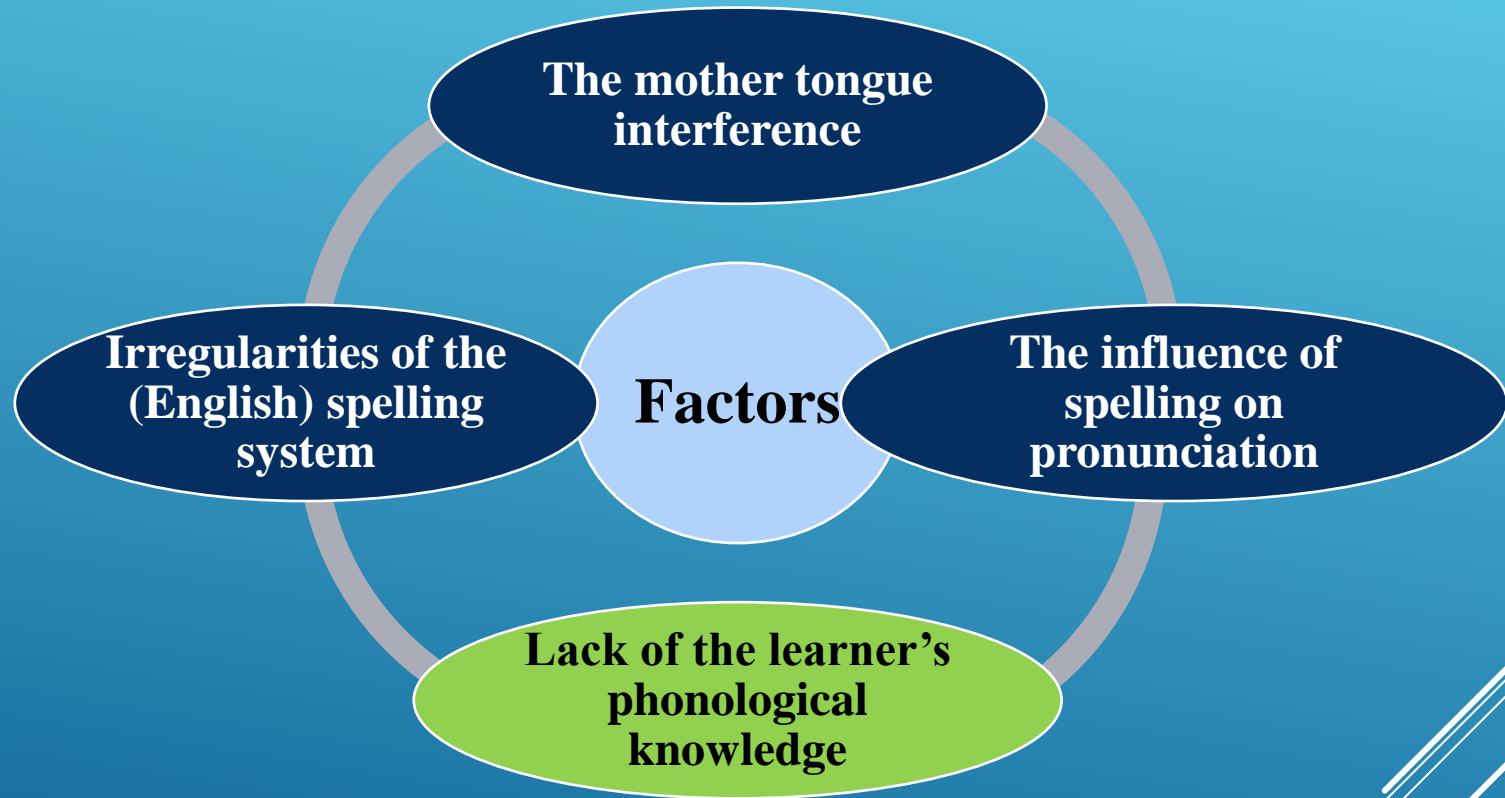
1- /p/ this voiceless stop is not found in Standard Arabic although it is found in some loan words in Iraqi Arabic [paat].

Our students face difficulties in pronouncing it. we have allophones of the phoneme /p/ including /b/. They pronounce pen, pencil, people etc. by substituting /p/ for /b/. Thus they pronounce them as [ben, bensil bi:bl]

2- /v/ this phoneme is not found in S A. It has the allophone [f] in the words that have /v/ as in very, variety even ..etc.

3- /ʒ/ is not found in SA. Thus the students face difficulties in pronouncing it in words like garage and pleasure. It is replaced with the phoneme /dʒ/. So, we have /gara:dʒ/ and /pledʒə/.

Sources of difficulties:



Spelling Pronunciation

Irregularities of the English spelling system:

In Arabic, each letter represents only one sound

There is no sound which is not pronounced (silent)

In English, one sound may be represented by different letters

1. /f/ deaf, suffer, rough, phase.
2. /i:/ lead, see, people, machine, me, deceive, believe, quay, key, amoeba

Spelling Pronunciation

3. /k/ cat, kill, square, chaos
Other letters and sounds confusion problems.

When there is a difference in the sound system in LI and L2 showed that errors are expected to be committed because the learners transfer their mother tongue sound system into the target language (Nunan, 2001).

How should I practice pronunciation?

5 STEPS




STEP 1


**PRACTICE WITH
BOOKS AND VIDEOS
(DO SOME EXERCISES)**



STEP 2: Read something else

- choose 1-2 paragraphs from a book and practice**
 - Underline the letters that you want to say and practice them**
- 

STEP 3: Read faster each time

- For the first time: read slowly**
 - Second time: try faster**
 - third time: try faster and faster**
 - Go on**
- 
- A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

STEP 4: Speak with yourself

- Not easy

BUT

- You can do it as you read louder

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, located in the lower right quadrant of the slide.

STEP 6: Record yourself

- **Take your mobile phone or recorder**

record Your pronunciation

- **correct your mistakes**



STEP 7: Speak with people

- Talk to your friend,

mother,

father



THANK YOU

