

Lecture One

Present Tense

Simple Present:

Affirmative	Negative	Question
Ali (= He) plays football.	He does not (doesn't) play Tennis.	Does he play football? Yes, he does. Does he play Tennis? No, he does not (doesn't).
Mary (= She) dances well.	She does not (doesn't) cook well.	Does she dance well? Yes, she does. Does she cook well? No, she does not (doesn't).
Cat (= It) eats meats.	It does not (doesn't) go to school.	Does it eat meat? Yes, it does. Does it go to school? No, it dose not (doesn't).
Boys (= They) play football.	They do not (don't) play Tennis.	Do they play Football? Yes, they do. Do they play tennis? No, they don't.
I study English.	I do not (don't) study French.	Do I study English? Yes, I do. Do I study French? No, I do not (don't).
We write in Arabic.	We do not (don't) write in Spanish.	Do we write in Arabic? Yes, we do.

Affirmative	Negative	Question
<p>You like apples.</p>	<p>You do not (don't) like oranges.</p>	<p>Do we write in Spanish? No, we do not (don't).</p> <p>Do you like apples? Yes, you do.</p> <p>Do you like oranges? No, you do not (don't).</p>
<p>He is a teacher.</p> <p>we are Iraqis.</p> <p>I am a student.</p>	<p>he is not (isn't) a taxi driver.</p> <p>We are not (aren't) Americans.</p> <p>I am not a professor.</p>	<p>Is he a teacher? Yes, he is.</p> <p>Is he a taxi driver? No, he is not (isn't).</p> <p>Are we Iraqis? Yes, we are.</p> <p>Are we Americans? No, we are not (aren't).</p> <p>Am I a student? Yes, I am.</p> <p>Am I a professor? No, I am not.</p>

Affirmative	Negative	Question
He has a car.	He does not (doesn't) have a laptop.	Does he have a car? Yes, he does. Does he have a laptop? No, He does not (doesn't).
They have computers.	They do not (don't) have cameras.	Do they have computers? Yes, they do. Do they have cameras? No, they do not (don't).

Usage:

Present Simple tense normally used to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens.

Adverbs of Frequency

100%	Always	Ali always goes to bed late.
90%	Usually	She usually has eggs for breakfast.
80%	normally / generally	I generally (= normally) go to the gym.
70%	often / frequently	They often (= frequently) surf the internet.
50%	Sometimes	He sometimes forgets his wife's birthday.
30%	Occasionally	We occasionally eat junk food.
10%	seldom	Mary seldom reads the newspaper.
5%	hardly ever / rarely	I hardly ever (= rarely) sleep early.
0%	never	Ahmed never smokes.

Present Continuous

Affirmative	Negative	Question
Ali (= He) is playing football.	He is not (isn't) play tennis.	Is Ali playing football? Yes, he is. Is Ali playing tennis? No, he is not (isn't).
Mary (= She) is dancing now.	She is not (isn't) cooking now.	Is she dancing now? Yes, she is. Is she cooking now? No, she is not (isn't).
A cat (= It) is eating meat.	It is not (isn't) going to school.	Is it eating meat? Yes, it is. Is it going to school? No, it is not (isn't).

Affirmative	Negative	Question
Girls (= They) are playing piano.	They are not (aren't) playing guitar.	Are they playing piano? yes, they are. Are they playing guitar? No, there are not (aren't).
I am studying English.	I am not studying French.	Am I studying English? Yes, I am. Am I studying French? No, I am not.
We are writing in Arabic.	We are not (aren't) writing in Spanish.	Are we writing in Arabic? Yes, we are. Are we writing in Spanish? No, we are not (aren't).
You are listening to your teacher.	You are not (aren't) listening to music.	Are you listening to your teacher? Yes, you are. Are you listening to music? No, you are not (aren't).

Usage:

For actions happening now.

Adverbs with present continuous

Today	Today, we are speaking about present tenses.
At present	You are listening to me at present.
At the moment	A teacher is speaking at the moment.
Now	He is working now.

Verbs can NOT be used in Continuous

Verbs	WRONG (continuous)	TRUE (Simple Present)
verbs of thinking: believe, imagine, know, mean, realize, recognize, remember, understand.	*I am knowing the lesson now. *She is believing me at the moment. *They are understanding at present.	I know the lesson now. She believes me at the moment. They understand at present.
verbs of feeling: hate, like, love, prefer, want, wish, prefer, need	*She is hating him. *He is loving her. We are needing water.	She hates him. He loves her. we need water.
verbs of senses: appear, feel, hear, see, seem, smell, sound, taste	*I am hearing you now. *You are seeming awful. *She is smelling a perfume.	I hear you now. You seem awful. She smells a perfume.
verbs of possession: be, have, belong, involve, own, possess, contain	*I am having a car. *It is containing many schools. This book is belonging to me.	I have a car. It contains many schools. This book belongs to me.
other verbs: agree, deny, disagree, mean, promise, satisfy, surprise	*I am agreeing with you. *She is promising him. *They are surprising me.	I agree with you. She promises him. They surprise me.

Present Perfect Tense

Affirmative	Negative	Question
Ali (= He) has played football.	Ali has not (hasn't) played tennis.	Has he played football? Yes, he has.
Mary (= She) has danced.	She has not (hasn't) cooked.	Has he played tennis? No, he has not (hasn't). Has she danced? Yes, she has.
The cat (= It) has eaten meat.	It has not (hasn't) gone to school	Has she cooked? No, she has not (hasn't). Has it eaten meat? Yes, it has.
They have slept early.	they have not (haven't) slept late.	Has it gone to school? No, it has not (hasn't). Have they slept early? Yes, they have.
I have studied English.	I have not (haven't) studied French.	Have they slept late? No, they have not (haven't). Have I studied English? Yes, I have.
We have written in Arabic.	We have not (haven't) written in Spanish.	Have I studied French? No, I have not (haven't). Have we written in Arabic? Yes, we have.

Affirmative	Negative	Question
You have listened to your teacher.	You have not (haven't) listens to music.	<p>Have we written in Spanish? No, we have not (haven't).</p> <p>Have you listened to your teacher? Yes, you have.</p> <p>Have you listened to music? No, you have not (haven't).</p>

Usage:

The present perfect tense is used to describe something that happened in the past, but it has a relationship with the present.

Adverbs with Present Perfect

Just	The mother has just made a tea.
Yet	They haven't finished their homework yet.
Already	The train has already left!
Since	She has lived here since 1980.
For	They have been at the hotel for a week.
So far	He hasn't answered the question so far

Modals of Ability

For expressing ability in present and future use “can” or “able to”:

Present / Future ability	Negative
Ali can swim well.	Jackie cannot play piano.
I can meet you after school.	We can't visit Baghdad this weekend.
I am able to speak two languages.	I am not able to speak Spanish.
Brenda is able to run quickly.	Suha isn't able to finish a marathon.
You are able to program a computer.	We aren't able to make a reservation tonight.

For expressing ability in past use “could” or “able to”:

Past	Negative
Paul could speak Chinese when he was a child.	Mary couldn't finish her homework last night.
Last night, there were no clouds in the sky and they could see all the stars.	You couldn't find the website this morning, could you?
When I was a young child, I wasn't able to tie my shoes.	I wasn't able to finish my test yesterday.
Shaun was able to complete the assignment.	Paula wasn't able to pass the class.
They were able to catch six fish on their trip.	You weren't able to understand the answer, were you?

Did you notice that the verbs after “can/could/be able to” are always in the simple form?

For example:

Ali can swim well. (subject + auxiliary verb + simple verb + ...)

How can we make questions about ability? It's easy!

Can / Could + subject + main verb + ... ?

Examples:

Can she play guitar?

Could you speak English when you were a child?

BE + subject + able to + main verb + ... ?

Examples:

Are you able to understand the homework?

Were you able to finish the test?

Was he able to pass the exam?

Writing Skill

1. Write about the weather in your city (use at least 150 words).

use the following words:

sun; sunny; cloud; cloudy; fog; foggy; heat; hot; wind; windy; ice; icy; shower; showery; humidity; humid; boiling hot warm (= very hot); not very warm; cold (also chilly); freezing (= very cold); thunderstorm; thunder and lightning; heavy rain.

2. Describe a person you like. (Use at least 150 words).

Use the following words:

warm and friendly; kind; nice; pleasant; generous (= happy to give/share); optimistic (= thinks positively); cheerful (= happy and smiling); relaxed and easy-going; strong; sensitive; honest (= always tells the truth); hard-working; punctual (=always on time); reliable; clever, bright; flexible; ambitious; shy; self-confident; very sensible.

3. Write about your family. (Use at least 150 words).

Use the following words:

grandfather - grandmother; uncle - aunt; cousin; father-in-law; mother-in-law; brother-in-law; sister-in-law; nephew - niece; widower - widow; step-father; step-mother.

4. Describe your daily routine. (Use at least 150 words).

Use the following words:

wake up at; get up; go to bed at; oversleep; have breakfast at; have dinner at; have lunch at; have a shower; have a wash; clean/brush my teeth; leave home about; get to work (= arrive at work); have a lunch break; leave work; stay in (= stay at home); have a rest (= relax and do nothing); go out (= leave the house for social reasons); do the shopping.

Lecture Two

Past Tense
Simple Past

Affirmative	Negative	Question
He opened the door	He didn't open the door	Did he open the door
She played the guitar	She didn't play the guitar	Did she play the guitar
It hit the wall	It didn't hit the wall	Did it hit the wall
They played tennis	They didn't play tennis	Did they play tennis
I checked my email	I didn't check my email	Did I check my email
We spoke to the Teacher	We didn't speak to the teacher	Did we speak to the teacher
You cleaned the room	You didn't clean the room	Did you clean the room

Aff.	Neg.	Ques.
He was smart	He wasn't smart	Was he smart
We were hungry	We weren't hungry	Were we hungry
I was angry	I wasn't angry	Was I angry
He had an accident	He didn't have an accident	Did he have an accident
They had a meal	They didn't have a meal	Did they have a meal

Usage: Simple past is used to talk about a completed action in a time before now.

Past Continuous

Aff.	Neg.	Ques.
He was eating an apple	He wasn't eating an apple	Was he eating an apple
She was painting the wall	She wasn't painting the wall	Was she painting the wall
It was raining	It wasn't raining	Was it raining
They were reading	They weren't reading	Were they reading
I was washing my face	I wasn't washing my face	Was I washing my face
You were driving your car	You weren't driving your car	Were you driving your car

Usage: The past continuous tense is used to describe actions that began in the past and often continued for a short period of time after the action started.

Past Perfect

Aff.	Neg.	Ques.
He had walked three miles	He hadn't walked =	Had he walked =
She had gone out	She hadn't gone =	Had she gone =
It had drained	It hadn't =	Had it =
They had decided	They hadn't decided	Had they =
We had played tennis	We hadn't played =	Had we played =

Usage: When we want to talk about an action that happened before a past event.

With Just:

The train had just left When I arrived at the station

She had just put the washing out when it started to rain

Modals of possibility

May, Might & Could

In English, there are three main modals of possibility: may, might, and could.

2. Pattern

Modal + Base Verb

Remind lower-level students that a base verb is one with no endings(no -ing, -ed, -s, etc.). The modal always comes before the base verb.

We might go to the party tomorrow night.

She could decide to join us.

3. Function

We use these modals to describe a possible action. Because of the uncertainty, these modals are often used to talk about the future, though sometimes we want to express possibility in the present.

I may go traveling next year. (future possibility)

My keys might be in the car. (present possibility)

4. Examples

They might attend the awards ceremony tomorrow night.

He could call you back tonight.

We could choose a new color of paint for the bedroom.

I might join you if I finish early.

The results of the study may shed some light on this condition.

Notice

He could finish his project tonight. (possibility)

He could swim when he was a child. (past ability)

Present and future

May and might + infinitive are used to express present or future possibility. May expresses a greater degree of certainty:

You should ask him. He may/might know Susan's telephone number. (Perhaps he knows her number.)

I may/might see you later. (Perhaps I will see you later.)

You should introduce yourself; he may/might not remember you. (Perhaps she doesn't/won't remember you.)

May and might are usually not used to introduce a question. Instead, we can use Do you think? Or be likely to/that:

Do you think he may/might know Susan's telephone number?
Are you likely to get here before 8?
Is it likely that you will get here before 8?

Writing Skill:

5. Describe houses and buildings in your city.(Use at least 150 words).

Use the following words:

front garden; block of flats; ground floor; lift; balcony; fence; roof; path; garage; room; noisy; living room; dining room; kitchen; bedroom; bathroom; armchair.

6. Write about the most common food in your city. (Use at least 150 words).

Use the following words:

Fruit: apple; orange; lemon; strawberry; peach; melon; banana; grapes; pineapple.

Vegetable: potatoes; green beans; peas; cauliflower; pepper; cabbage; mushroom; lettuce; tomato.

Meat: fish; chicken; beef; lamb.

7. Compare the life in town and countryside.(Use at least 150 words).

Use the following words:

a commercial centre; shopping centers; car parks; factories; pollution; bars, restaurants, cinemas, theaters; noisy; dirty and polluted; crowded; quiet; peaceful; relaxing; open space; boring; exciting; safe; dangerous.

8. Write about the most common jobs in your city. (Use at least 150 words).

Use the following words:

doctor; nurse; surgeon; dentist; vet; carpenter; plumber; architect; lawyer; engineer; accountant; university lecturer; electrician; mechanic; soldier (in the army); sailor (in the navy); pilot (in the air force); police officer (in the police force); firefighter.

Lecture Three

Future Tense
Future Simple

Usage: Refers to a time later than now and expresses facts or certainty.

S + will + main verb + C.

Aff.	Neg.	Ques.
He will drive a car	He won't drive a car	Will he drive a car
I will pass the exam	I won't pass the exam	Will I pass the exam
You will regret it	You won't regret it	Will you regret it

*be + going to

He is going to travel north

He isn't going to travel north

Is he going to travel north?

Note the following expressions:

-Interrogative expressing offers with (shall)

Shall I open the window?

-interrogative expressing suggestions

Shall we go

-Ask for advice or instructions

Shall I tell the boss about the money

-give orders

You will do exactly as I say

-invitation

Will you come?/ will you marry me?

*Shall often comes with I and We expressing offers and suggestions.

Future Continuous

Usage: The future continuous refers to an unfinished action or event that will be in progress at a time later than now. The future continuous is used for quite a few different purposes. The future continuous is made up of two elements: the simple future of the verb 'to be' + the present participle (base+ing)

-Be+going to+be+v.ing =I am going to be painting my bedroom tomorrow

-will+be+base+ing=she will be reading

Aff.	Neg.	Ques.
He will be staying	He won't be staying	Will he be staying?
She will be staying	She won't be staying	Will she be staying?
It will be staying	It won't be staying	Will it be staying?
We will st be staying ay	We won't be staying.	Will we be staying?

I will be staying	I won't be staying.	Will I be staying?
You will be staying	You won't be staying.	Will you be staying?
They will be staying	They won't be staying	Will they be staying

Usage: Future Continuous Tense is used to express a continued action which will occur at some time in the future. It expresses action that is expected to start in future and continue for a period of time in future.

Future Perfect:

Aff.	Neg.	Ques.
He will have arrived	He won't have arrived	Will he have arrived?
She will have arrived	She won't have arrived	Will She have arrived?
it will have arrived	it won't have arrived	Will it have arrived?
I will have arrived	I won't have arrived	Will I have arrived?
You will have arrived	You won't have arrived	Will you have arrived?
We will have arrived	We won't have arrived	Will we have arrived?
They will have arrived	They won't have arrived	Will they have arrived?

Usage: Future perfect indicates that an action will have been completed (finished) at some point in the future.

Modals of Certainty

Usage: these modals to express how certain, or sure, you are of something. A person who is 100 percent sure uses the verb be, as in, "I am sick."
 If they are mostly sure, say 95 percent, they will use the modal must, as in, "I must be sick."
 When speakers are about 50 percent sure, they will use the modals may, might, or could; as in "I may be sick. I might be sick. I could be sick."

To express certainty in the present

Present	Neg.
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I may be sick	I may not be sick
she may be making a video in the studio.	she may not be making a video in the studio.

To express certainty in the past

Past	Neg.
I might be sick	I might not be sick
I could be sick.	I could not be sick.

Notice how may changed to might. Modals change to a past form in reported speech.
 e.g: "I may take more pictures." (This is a direct quote)
 She said she might take more pictures. (This is reported speech)
 must expresses a strong certainty: "She must be working there."

She must be working there.	She must not be working there.
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Writing Skill:

9. Write about the best vacation or trip that you ever had. Describe where you went, who you went with, what you did, and why you enjoyed it. (Use at least 150 words).

Use the following words:

Airport; fly; land; plane; go camping; go sightseeing; hotel; Journey; tour; tourist; travel agent; vacation; beach; bicycle; bike; boat; bus; mountains; museum; national park; lake; resort.

10. How do you spend your “free time” outside your home? (Use at least 150 words).

Use the following words:

art gallery; cinema; concert hall; exhibition center; museum; opera house; stadium; theater; ballet; concert; exhibition; film; play; opera; carving; drawing; knitting; painting; pottery; sewing.

11. Write about common clothes in your city. (Use at least 150 words).

Use the following words:

belt; blouse; dress; gloves; jacket; jeans; raincoat; scarf; shirt; tie; skirt; socks; suit; trousers; boots; shoes; sneakers; hat.

12. Describe 'Furniture' in your house. (Use at least 150 words).

Use the following words:

armchair; beach chair; bed; bookshelf; buffet; carpet; chair; coffee table; cupboard; curtains; desk chair; dining room table; lamp; mirror; pillow; screen; seat; sofa; table; wardrobe; work table; writing desk.

Lecture Four

Present perfect Continuous

Aff.	Neg.	Ques.
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James has been teaching at the university since June.	James has not been teaching at the university since June.	Has James been teaching at the university since June.
She has been working at that company for three years.	She has not been working at that company for three years.	Has she been working at that company for three years.
We have been waiting here for over two hours!	We have not been waiting here for over two hours!	Have we been waiting here for over two hours!
They have been talking for the last hour.	They have not been talking for the last hour.	They have been talking for the last hour.
You have been playing football	You have not been playing football	What have you been doing for the last 30 minutes?
Nancy has been feeling lately	Nancy has not been feeling lately	Why has Nancy not been taking her medicine for the last three days?

Usage: an action started in the past and is continuing at the present time.

It is important to remember that Non-Continuous Verbs cannot be used in any continuous tenses. Also, certain non-continuous meanings for Mixed Verbs cannot be used in continuous tenses. Instead of using Present Perfect Continuous with these verbs, you must use Present Perfect.

Examples:

Sam has been having his car for two years. Not Correct

Sam has had his car for two years. Correct

Adverb Placement

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Examples:

You have only been waiting here for one hour.

Have you only been waiting here for one hour?

Past Perfect Continuous:

Aff.	Neg.	Ques.
You had been waiting there for more than two hours when she finally arrived.	You had not been waiting there for more than two hours when she finally arrived.	Had you been waiting there for more than two hours when she finally arrived?
They had been talking for over an hour before Tony arrived.	They had not been talking for over an hour before Tony arrived.	How long have they been talking?
She had been working at that company for three years when it went out of business.	She had not been working at that company for three years when it went out of business.	How long had she been working at that company?
I had been waiting to get on the bus for 20 minutes	I had not been waiting to get on the bus for 20 minutes	How long had you been waiting to get on the bus?
James had been teaching at the university for more than a year before he left for Asia.	James had not been teaching at the university for more than a year before he left for Asia.	How long had James been teaching at the university?

I had studying Turkish long.	been very	I had studying Turkish long.	not been very	How long had you been studying Turkish before you moved to Ankara?
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Usage: The past perfect continuous tense shows that an action that started in the past continued up until another time in the past.

Future Perfect Continuous:

Usage: a progressive event that will be completed at some point in the future.

1. S + will have been + P. P + C.

Affirmative	Negative	Question
Ali will have been playing Tennis.	Ali will not have been playing Tennis.	Will Ali have been playing Tennis?
You will have been waiting for more than two hours when her plane finally arrives.	You will not have been waiting for more than two hours when her plane finally arrives.	Will you have been waiting for more than two hours when her plane finally arrives?

2. S + is/are/am + going to have been + v.ing + C.

Affirmative	Negative	Question
Ali is going to have been playing Tennis.	Ali is not going to have been playing Tennis.	Is Ali going to have been playing Tennis?
You are going to have been waiting for more than two hours when her plane finally arrives.	You are not going to have been waiting for more than two hours when her plane finally arrives.	Are you going to have been waiting for more than two hours when her plane finally arrives?

Conditional Sentences:

They contain a conditional clause referred to as the "if clause" and the consequence.

1-Zero Conditional: general truths, one thing always causes another. In both sentences we use the simple present.

e.g if people smoke cigarette, their health suffers.

If you don't brush your teeth, you get cavities.

2-First Conditional: expresses situations in which the outcome is likely to happen in the future

If clause (simple present), main clause (simple future)

e.g If you rest, you will feel better.

If you don't rest, you will get sick.

3-Second Conditional: expresses an outcome that will not likely happen in the future.

If clause (past simple), main clause (an auxiliary modal verb could, should, would, might)

e.g If I inherited a billion dollars, I would travel to the moon.

If I didn't go to the party, I might die.

4-Third Conditional: it explains that present circumstances would be different if something different had happened in the past.

If clause (past perfect), Main clause (modal auxiliary would, could, should + have + past participle)

e.g If I had cleaned the house. I would have gone to the movie.

Writing Skill:

13. Write about your school. (Use at least 150 words).

Use the following words:

English; maths; art; history; geography; biology; physical education; chemistry; physics; board; noticeboard; notebook; textbook; whiteboard; desk; learn to read and write; take an exam; pass my exams; fail your exams; get a degree; do my homework.

14. Write about restaurant you have visited recently. (Use at least 150 words).

Use the following words:

café; restaurant; fast food restaurant; take-away; menu; starter: Mixed salad and soup; main course: Fish and chips; Vegetable curry; desserts: Chocolate ice cream; Apple pie; Fruit salad; delicious; pay the bill.

15. Write about your favorite 'film'. (Use at least 150 words).

Use the following words:

an action film; a science fiction film; a musical film; a romantic film; a cartoon film; a horror film; a comedy film; film star; Tom Cruise played Mission: Impossible; director; boring film; loving film.

16. Write about "Free time at home".(Use at least 150 words).

Use the following words:

watch TV; programmes; radio; films on TV; watch a DVD; listen to music; headphones; play video games; download music and films from the Internet; chat to my friends online; cooking; gardening; read novels; comics; magazines; newspaper.

Lecture Five

Passive Voice:

Passive Voice with Present:

Simple Present	Present continuous	Present Perfect
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Ahmed speaks English (Active).	The man is painting the house (Active).	Mother has made a tea (Active).
English is Spoken by Ahmed (Passive).	The house is being painted by the man (Passive).	A tea has been made by mother (Passive).
They play games (Active).	They are playing games. (Active).	They have played tennis (Active).
Games are played by them (Passive).	Games are being played by them (Passive).	Tennis has been played by them.

Passive Voice with Past:

Simple Past	Past Continuous	Past Perfect
She cooked the dinner (Active).	Suha was cooking lunch (Active).	She had made tea (Active).
The dinner was cooked by her (Passive).	Lunch was being cooked by Suha (Passive).	Tea had been made (passive).

Passive Voice with Future:

Simple Future	Future Perfect
Ali will play tennis (Active).	The students will have finished study on Tuesday (Active).
Tennis will be played by Ali (Passive).	Study will have been finished on Tuesday (Passive).

Passive Voice with Modals:

Active	Passive
CAN	CAN BE
He can drive a car.	A car can be driven by him.

He cannot drive a car. Can he drive a car?	A car cannot be driven by him. Can a car be a driven by him?
MUST He must learn this book. He must not learn this book. Must he learn this book?	MUST BE This book must be learned by him. This book must not be learned by him. Must this book be learned by him?
MAY She may eat an apple. She may not eat an apple. May she eat an apple?	MAY BE An apple may be eaten by her. An apple may not be eaten by her. May an apple be eaten by her?
MIGHT She might kill the snake. She might not kill the snake. Might she kill the snake?	MIGHT BE The snake might be killed by her. The snake might not be killed by her. Might the snake be killed by her?
SHOULD I should buy this car. I should not buy this car. Should I buy this car?	SHOULD BE This car should be bought by me. This car should not be bought by me. Should this car be bought by me?

Obligation

Affirmative	Negative
HAVE TO = strong obligation (possibly .from outside .Example: Children have to go to school	DON'T / DOESN'T HAVE TO = no .obligation .I don't have to work on Sundays .He doesn't have to eat everything
MUST = strong obligation (possibly .eaker's opinionbased on the sp .I must study today	MUST NOT (mustn't) = negative .obligation .You mustn't smoke here

.SHOULD = mild obligation or advice	SHOULD NOT (shouldn't) = mild .negative obligation or advice
.You should save some money	.so much You shouldn't smoke

Writing Skill:

17. Write about the common ‘media’ in your country. (Use at least 150 words).

Use the following words:

news; documentary; nature programmes; talk shows; cartoons; reality TV; sports programmes; newspapers; magazine; women’s magazines; news magazines; adverts / advertisements; sports magazines / computer magazines / teenage magazines; an interview with the President on TV; reporters; journalist.

18. Write about current global problems. (Use at least 150 words).

Use the following words:

Natural disasters; a hurricane; snowstorm; forest fire; earthquake; floods; man-made problems; crowded; poor; hungry; homeless; unemployed; air pollution; war; car crash; traffic jams; rush hour.

19. Write about your “smartphone”.(Use at least 150 words).

Use the following words:

camera; screen; apps; power button; charger; phone case; battery; SIM card; take selfie; left a voicemail; text; message; download an app; locked; PIN; PIN to unlock; swipe; swipe the screen left to right; memory; save; delete photos.

20. Describe your “Kitchen”. (Use at least 150 words).

Use the following words:

fridge; cupboard shelf; microwave; washing machine; cooker; freezer; sink; dishwasher; washing-up liquid; tea towel; saucepan; frying pan; teapot; coffee maker; glass; fridge; freezer; cup; plate; bowl; fork; knife; spoon.

READING COMPREHENSION

Passage 1

The technology of the North American colonies did not differ strikingly from that of Europe, but in one respect, the colonists enjoyed a great advantage. Especially by comparison with Britain, Americans had a wonderfully plentiful supply of wood.

The first colonists did not, as many people imagine, find an entire continent covered by a climax forest. Even along the Atlantic seaboard, the forest was broken at many points. Nevertheless, all sorts of fine trees abounded, and through the early colonial period, those who pushed westward encountered new forests. By the end of the colonial era, the price of wood had risen slightly in eastern cities, but wood was still extremely abundant.

The availability of wood brought advantages that have seldom been appreciated. Wood was a foundation of the economy. Houses and all manner of buildings were made of wood to a degree unknown in Britain. Secondly, wood was used as a fuel for heating and cooking. Thirdly, it was used as the source of important industrial compounds, such as potash, an industrial alkali; charcoal, a component of gunpowder; and tannic acid, used for tanning leather.

The supply of wood conferred advantages but had some negative aspects as well. Iron at that time was produced by heating iron ore with charcoal. Because Britain was so stripped of trees, she was unable to exploit her rich iron mines. But the American colonies had both iron ore and wood; iron production was encouraged

and became successful. However, when Britain developed coke smelting, the colonies did not follow suit because they had plenty of wood and besides, charcoal iron was stronger than coke iron. Coke smelting led to technological innovations and was linked to the emergence of the Industrial Revolution. In the early nineteenth century, the former colonies lagged behind Britain in industrial development because their supply of wood led them to cling to charcoal iron.

Passage 2

The Peales were a distinguished family of American artists. Charles Willson Peale is best remembered for his portraits of leading figures of the American Revolution. He painted portraits of Franklin and Jefferson, and over a dozen of George Washington. His life-size portrait of his sons Raphaelle and Titian was so realistic that George Washington reportedly once tipped his hat to the figures in the picture.

Charles Willson Peale gave up painting in his middle age and devoted his life to the Peale Museum, which he founded in Philadelphia. The world's first popular museum of art and natural science, it featured paintings by Peale and his family as well as displays of animals in their natural settings. Peale found the animals himself and devised a method of taxidermy to make the exhibits more lifelike. The museum's most popular display was the skeleton of a mastodon—a huge, extinct elephant—which Peale unearthed on a New York farm in 1801.

Three of Peale's seventeen children were also famous artists. Raphaelle Peale often painted still lifes of flowers, fruit, and cheese. His works show the same luminosity and attention to detail that the works of the Dutch masters show. In the late eighteenth century, however, portraiture was the rage, and so Raphaelle Peale found few buyers for his still lifes at the time. His brother Rembrandt studied under his father and painted portraits of many noted people, including one of George Washington. Another brother, Rubens Peale, painted mostly landscapes and portraits.

James Peale, the brother of Charles Willson Peale, specialized in miniatures. His daughter Sarah Miriam Peale was probably the first professional female portrait painter in America.

Passage 3

According to the best evidence gathered by space probes and astronomers, Mars is an inhospitable planet, more similar to Earth's Moon than to Earth itself—a dry, stark, seemingly lifeless world. Mars' air pressure is equal to Earth's at an altitude of 100,000 feet. The air there is 95% carbon dioxide. Mars has no ozone layer to screen out the Sun's lethal radiation. Daytime temperatures may reach above freezing, but because the planet is blanketed by the mere wisp of an atmosphere, the heat radiates back into space. Even at the equator, the temperature drops to -50°C (-60°F) at night. Today there is no liquid water, although valleys and channels on the surface show evidence of having been carved by running water. The polar ice caps are made of frozen water and carbon dioxide, and water may be frozen in the ground as permafrost.

Despite these difficult conditions, certain scientists believe that there is a possibility of transforming Mars into a more Earth-like planet. Nuclear reactors might be used to melt frozen gases and eventually build up the atmosphere. This in turn could create a "greenhouse effect" that would stop heat from radiating back into space. Liquid water could be thawed to form a polar ocean. Once enough ice has melted, suitable plants could be introduced to build up the level of oxygen in the atmosphere so that, in time, the planet would support animal life from Earth and even permanent human colonies. "This was once thought to be so far in the future as to be irrelevant," said Christopher McKay, a research scientist at the National Aeronautics and Space Administration. "But now it's starting to look practical. We could begin work in four or five decades."

The idea of "terra-forming" Mars, as enthusiasts call it, has its roots in science fiction. But as researchers develop a more profound understanding of how Earth's

ecology supports life, they have begun to see how it may be possible to create similar conditions on Mars. Don't plan on homesteading on Mars any time soon, though. The process could take hundreds or even thousands of years to complete, and the cost would be staggering.

Passage 4

Another critical factor that plays a part in susceptibility to colds is age. A study done by the University of Michigan School of Public Health revealed particulars that seem to hold true for the general population. Infants are the most cold-ridden group, averaging more than six colds in their first year. Boys have more colds than girls up to age three. After the age of three, girls are more susceptible than boys, and teenage girls average three colds a year to boys' two.

The general incidence of colds continues to decline into maturity. Elderly people who are in good health have as few as one or two colds annually. One exception is found among people in their twenties, especially women, who show a rise in cold infections, because people in this age group are most likely to have young children. Adults who delay having children until their thirties and forties experience the same sudden increase in cold infections.

The study also found that economics plays an important role. As income increases, the frequency at which colds are reported in the family decreases. Families with the lowest income suffer about a third more colds than families at the upper end. Lower income generally forces people to live in more cramped quarters than those typically occupied by wealthier people, and crowding increases the opportunities for the cold virus to travel from person to person. Low income may also adversely influence diet.

The degree to which poor nutrition affects susceptibility to colds is not yet clearly established, but an inadequate diet is suspected of lowering resistance generally.

Passage 5

About fifty years ago, plant physiologists set out to grow roots by themselves in solutions in laboratory flasks. The scientists found that the nutrition of isolated roots was quite simple. They required sugar and the usual minerals and vitamins.

However, they did not require organic nitrogen compounds. These roots got along fine on mineral inorganic nitrogen. Roots are capable of making their own proteins and other organic compounds. These activities by roots require energy, of course. The process of respiration uses sugar to make the high energy compound ATP, which drives the biochemical reactions. Respiration also requires oxygen. Highly active roots require a good deal of oxygen.

The study of isolated roots has provided an understanding of the relationship between shoots and roots in intact plants. The leaves of the shoots provide the roots with sugar and vitamins, and the roots provide the shoots with water and minerals. In addition, roots can provide the shoots with organic nitrogen compounds. This comes in handy for the growth of buds in the early spring when leaves are not yet functioning. Once leaves begin photosynthesizing, they produce protein, but only mature leaves can "export" protein to the rest of the plant in the form of amino acids.

Passage 6

The Sun today is a yellow dwarf star. It is fueled by thermonuclear reactions near its center that convert hydrogen to helium. The Sun has existed in its present state for about 4 billion, 600 million years and is thousands of times larger than the Earth.

By studying other stars, astronomers can predict what the rest of the Sun's life will be like. About 5 billion years from now, the core of the Sun will shrink and become hotter. The surface temperature will fall. The higher temperature of the center will increase the rate of thermonuclear reactions. The outer regions of the Sun will expand approximately 35 million miles, about the distance to Mercury, which is the closest planet to the Sun. The Sun will then be a red giant star. Temperatures on the

Earth will become too hot for life to exist.

Once the Sun has used up its thermonuclear energy as a red giant, it will begin to shrink. After it shrinks to the size of the Earth, it will become a white dwarf star. The Sun may throw off huge amounts of gases in violent eruptions called nova explosions as it changes from a red giant to a white dwarf.

After billions of years as a white dwarf, the Sun will have used up all its fuel and will have lost its heat. Such a star is called a black dwarf. After the Sun has become a black dwarf, the Earth will be dark and cold. If any atmosphere remains there, it will have frozen onto the Earth's surface.

Passage 7

It is said that George Washington was one of the first to realize how important the building of canals would be to the nation's development. In fact, before he became President, he headed the first company in the United States to build a canal which was to connect the Ohio and Potomac rivers. It was never completed, but it showed the nation the feasibility of canals. As the country expanded westward, settlers in western New York, Pennsylvania, and Ohio needed a means to ship goods. Canals linking natural waterways seemed to offer an effective solution.

In 1791 engineers commissioned by the state of New York investigated the possibility of a canal between Albany on the Hudson River and Buffalo on Lake Erie, which would link the Great Lakes area with the Atlantic seacoast. It would avoid the mountains that served as a barrier to canals from the Delaware and Potomac rivers.

The first attempt to dig the canal, to be called the Erie Canal, was made by private companies, but only a comparatively small portion was built before the project was halted for lack of funds. The cost of the project was an estimated five million dollars, an enormous amount for those days. There was some on-again-off-again Federal funding, but the War of 1812 put an end to this. In 1817 DeWitt Clinton was elected Governor of New York and persuaded the state to finance and build the canal.

It was completed in 1825, costing two million dollars more than expected.

The canal rapidly lived up to its sponsors' faith, quickly paying for itself through tolls. It was far more economical than any other form of transportation at the time. It permitted trade between the Great Lake region and East Coast, robbing the Mississippi River of much of its traffic. It allowed New York to supplant Boston, Philadelphia, and other Eastern cities as the chief center of both domestic and foreign commerce. Cities sprang up along the canal. It also contributed in a number of ways to the North's victory over the South in the Civil War.

An expansion of the canal was planned in 1849. Increased traffic would undoubtedly have warranted its construction had it not been for the development of the railroads.

Passage 8

It's a sound you will probably never hear, a sickened tree sending out a distress signal. But a group of scientists has heard the cries, and they think some insects also hear the trees and are drawn to them like vultures to a dying animal.

Researchers with the U.S. Department of Agriculture's Forest Service fastened sensors to the bark of parched trees and clearly heard distress calls. According to one of the scientists, most drought-stricken trees transmit their plight in the 50- to 500- kilohertz range. (The unaided human ear can detect no more than 20 kilohertz.) Red oak, maple, white pine, and birch all make slightly different sounds in the form of vibrations at the surface of the wood.

The scientists think that the vibrations are created when the water columns inside tubes that run the length of the tree break, a result of too little water flowing through them. These fractured columns send out distinctive vibration patterns. Because some insects communicate at ultrasonic frequencies, they may pick up the trees' vibrations and attack the weakened trees. Researchers are now running tests with potted trees that have been deprived of water to see if the sound is what attracts the insects. "Water- stressed trees also smell differently from other trees, and they experience thermal changes, so insects could be responding to something other than sound," one scientist said.

Passage 9

The time when humans crossed the Arctic land bridge from Siberia to Alaska seems remote to us today, but actually represents a late stage in the prehistory of humans, an era when polished stone implements and bows and arrows were already being used, and dogs had already been domesticated.

When these early migrants arrived in North America, they found the woods and plains dominated by three types of American mammoths. These elephants were distinguished from today's elephants mainly by their thick, shaggy coats and their huge, upward-curving tusks. They had arrived on the continent hundreds of thousands of years before their human followers. The woolly mammoth in the North, the Columbian mammoth in middle North America, and the imperial mammoth of the South, together with their distant cousins the mastodons, dominated the land. Here, as in the Old World, there is evidence that humans hunted these elephants, as shown by the numerous spear points found with mammoth remains.

Then, at the end of the Ice Age, when the last glaciers had retreated, there was a relatively sudden and widespread extinction of elephants. In the New World, both mammoths and mastodons disappeared. In the Old World, only Indian and African elephants survived.

Why did the huge, seemingly successful mammoths disappear? Were humans connected with their extinction? Perhaps, but at that time, although they were cunning hunters, humans were still widely scattered and not very numerous. It is difficult to see how they could have prevailed over the mammoth to such an extent.

Passage 10

Just before and during World War I, a number of white musicians came to Chicago from New Orleans playing in an idiom they had learned from blacks in that city. Five of them formed what eventually became known as the Original Dixieland Band. They moved to New York in 1917 and won fame there. That year they

recorded the first phonograph record identified as jazz.

The first important recording by black musicians was made in Chicago in 1923 by King Oliver's Creole Jazz Band, a group that featured some of the foremost jazz musicians of the time, including trumpet player Louis Armstrong. Armstrong's dynamic trumpet style became famous worldwide. Other band members had played in Fate Marable's band, which traveled up and down the Mississippi River entertaining passengers on riverboats.

The characteristics of this early type of jazz, known as Dixieland jazz, included a complex interweaving of melodic lines among the cornet or trumpet, clarinet, and trombone, and a steady chomp-chomp beat provided by the rhythm section, which included the piano, bass, and drums. Most bands used no written notations, preferring arrangements agreed on verbally. Improvisation was an indispensable element. Even bandleaders such as Duke Ellington, who provided his musicians with written arrangements, permitted them plenty of freedom to improvise when playing solos.

In the late 1920's, the most influential jazz artists in Chicago were members of small bands such as the Wolverines. In New York, the trend was toward larger groups. These groups played in revues, large dance halls, and theaters. Bands would become larger still during the next age of jazz, the Swing era.