

Ministry of Higher Education and Scientific Research  
Maghnia University Centre  
Faculty of Letters and Languages  
Department of English

وزارة التعليم العالي و البحث العلمي  
المركز الجامعي مغنية  
كلية الآداب واللغات  
قسم اللغة الانجليزية



المركز الجامعي مغنية  
University Centre of Maghnia

## Grammar Simplified for Fresh Students

### First Year EFL Students' Handout

Prepared by

**Dr. Hanane RABAHI**

**Academic Year: 2021/2022**

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## Preface

The field of grammar receives the least attention in language teaching and learning mainly for learners whose English is a second or a foreign language. EFL learners find difficulties in applying grammar rules due to the lack of good background knowledge on grammar rules, although they totally agree that grammar tells how and why to use the language.

Many scholars write about grammar but they over complicate it. This is why we have thought to produce this book aiming at facilitating as much as possible the ways and the activities for our new young students.

As far the Algerian context is concerned, teachers reinforce the learners' grammar level from middle school; however, their level is still weak due to the lack of teaching materials that suit their needs in relation to the writing skill, i.e. grammar is taught separately, while it should coordinate in its teaching with modules of writing and reading.

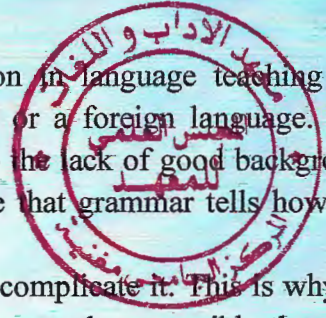
This book is designed for the first year EFL students. It contains basic lectures on English grammar including sentence patterns, articles, nouns, adjectives, adverbs, verb classes and tenses which provide ample guidance and practice in sentence building that pave the way for the EFL student to write effectively in the English language. It sets the main rules that can guide the student to form sentences starting from sentence elements mainly subject, verb, object and complement to the different types of sentences. It also facilitates the way for the EFL learner on how to insert nouns with adjectives and adverbs to form different types of sentences.

These lessons are organized into ten units. Each unit outlines the main headings that build the lectures. Each heading is reinforced with activities, even although the book gives a cursory account to the rules, not to the activities. For this reason, the researcher does not include a unit for the key answers by the end of the lectures.

This book provides a thorough citation of the main rules that can help the EFL learner. These rules are reinforced with explanations and examples. The examples are taken from different contexts to give a bird's eye view on the use of English both in a daily informal setting and a formal context i.e. bridging the gap between speech and writing.

Through their research on grammar rules, EFL students may find views claiming that the grammar rules are changeable and there is a difference between rules used in informal settings, those in standard written forms and literary texts. It is important for learners to know these points so that they can understand when to put the right form.

It is a gratifying task to pave the way for our students through collecting the sum of our experiences and readings as teachers so that they can be put in the right path in learning the English language, hoping that this book will be found useful for beginner learners mainly first-year EFL students.



## Table of Contents



|  |    |
|--|----|
| Preface.....   | 1  |
| Table of Contents.....                               | II |
| <b>Unit One: Sentence Patterns/ Elements</b>         |    |
| <b>What is a Sentence?</b>                           |    |
| 1/ The Five Basic Sentence Elements .....            | 02 |
| 1.1- Subject.....                                    | 02 |
| 1.2- Predicate.....                                  | 02 |
| 1.3- Direct Object.....                              | 02 |
| 1.4- Indirect Object.....                            | 02 |
| 1.5- Complement.....                                 | 03 |
| 1.6- Adverbial.....                                  | 03 |
| 2/ Sentence Patterns.....                            | 04 |
| 2.1- Types of Clauses.....                           | 04 |
| 2.1.1- Independent Clause.....                       | 04 |
| 2.1.2- Dependent Clause.....                         | 04 |
| 2.2- Types of Sentences.....                         | 04 |
| 2.2.1- Simple Sentence.....                          | 05 |
| 2.2.2- Compound Sentence.....                        | 05 |
| 2.2.3- Complex Sentence.....                         | 05 |
| 2.2.4- Compound-Complex Sentence .....               | 06 |
| Practice.....  | 06 |
| <b>Unit Two: Articles</b>                            |    |
| <b>Articles</b>                                      |    |
| 1/ Indefinite Articles (an/a) .....                  | 09 |
| 2/ The Definite Article (the) .....                  | 10 |
| 3/ No Use of Articles ( Zero Articles) .....         | 11 |
| Practice.....  | 11 |
| <b>Unit Three: Nouns</b>                             |    |
| 1/ Types of Nouns.....                               | 15 |
| 2/ Functions of Nouns.....                           | 15 |
| 3/ Gender.....                                       | 16 |
| 3.1- Masculine/ Feminine Nouns Denoting People. .... | 16 |
| 4/ Forms of Nouns .....                              | 18 |
| 4.1/ Plurals and Singular Forms.....                 | 18 |
| 5/ Uncountable Nouns.....                            | 20 |
| 6/ The Use of The Possessive Case.....               | 20 |
| 7/ Compound Nouns.....                               | 22 |
| Practice.....  | 23 |
| <b>Unit Four: Adverbs</b>                            |    |
| 1/ Types of Adverbs.....                             | 28 |
| 2/ Form and Use .....                                | 28 |



|   |    |
|---|----|
| 3/ Words Used as Adverbs or Adjectives..... | 29 |
| 4/ Adverbs and Their Position.....          | 30 |
| 5/ Position of Adverbs of Place.....        | 31 |
| 6/ Position of Adverbs of Time.....         | 32 |
| 7/ Position of Adverbs of Frequency.....    | 33 |
| Practice.....                               | 34 |

**Unit Five: Adjectives**

|  |    |
|--|----|
| <b>An Introduction to Adjectives.</b>            |    |
| 1/ Form.....                                     | 37 |
| 2/ Position of Adjectives.....                   | 37 |
| 3/ Types of Adjectives.....                      | 38 |
| 4/ Participles Used as Adjectives.....           | 39 |
| 5/ Nouns Used as Adjectives.....                 | 39 |
| 6/ Plural and Singular Forms for Adjectives..... | 39 |
| 7/ Order of Adjectives of Quality.....           | 40 |
| Practice.....                                    | 41 |

**Unit Six: Verbs**

|   |    |
|---|----|
| <b>Modal Verbs</b>  |    |
| 1/ Classes of Verbs.....  | 44 |
| 1.1. Action Verbs.....  | 44 |
| 1.1.1. Transitive Verbs.....  | 44 |
| 1.1.2. Intransitive Verbs.....  | 44 |
| 1.2. Linking Verbs.....   | 44 |
| 1.3. Helping Verbs.....   | 45 |
| Practice.....   | 45 |
| 2/ Auxiliary Verbs.....   | 46 |
| 3/ Modal Verbs.....   | 46 |
| 1. May, Might, Must, Can, Could, Shall, Should, Will, Would, Ought and Have to..... | 47 |
| 1.1. Use.....   | 47 |
| Practice.....   | 49 |
| 4/ Question Tags.....   | 51 |
| 4.1. Use.....   | 52 |
| Practice.....   | 54 |

**Unit Seven: Tenses**

|   |    |
|---|----|
| <b>English Tenses</b>                         |    |
| I/ Present Simple and Present Continuous..... | 57 |
| 1/ Present Simple.....                        | 57 |
| 1.1. Forms.....                               | 57 |
| 1.2. Use.....                                 | 57 |
| 2/ Present Continuous.....                    | 54 |
| 2.1. Form.....                                | 58 |
| 2.2. Use.....                                 | 58 |



|  |    |
|--|----|
| <b>Practice</b> .....  | 59 |
| <b>II/ Past Tenses</b> .....   | 60 |
| <b>1/ Past Simple</b> .....  | 60 |
| 1.1 Regular Verbs: Form.....   | 60 |
| 1.2 Irregular Verbs: Form.....   | 60 |
| 1.3 Use.....   | 60 |
| <b>2/ Past Continuous</b> .....  | 61 |
| 2.1. Form.....   | 61 |
| 2.2. Use.....  | 61 |
| <b>Practice</b> .....  | 62 |
| <b>III/ Perfect Tenses</b> .....   | 62 |
| <b>1/ Present Perfect Tense</b> .....  | 62 |
| 1.1 Form.....  | 63 |
| 1.2 Use.....   | 63 |
| 1.3 Difference between Present Perfect and Past Simple. ....                       | 63 |
| 1.4 Difference between Present Perfect and Present Simple. ....                    | 63 |
| <b>Practice</b> .....  | 64 |
| <b>2/ Present Perfect Continuous</b> .....   | 64 |
| 2.1. Form.....   | 64 |
| 2.2 .Use.....  | 64 |
| 2.3. Difference between Present Perfect Simple and Present Perfect Continuous..... | 64 |
| <b>Practice</b> .....  | 65 |
| <b>V/ Future Tenses</b> .....  | 65 |
| <b>1/ Future Simple</b> .....  | 65 |
| 1.1. Form.....   | 65 |
| 1.2. Use.....  | 66 |
| <b>2/ Future Continuous</b> .....  | 66 |
| 2.1 Form.....  | 66 |
| 2.2 Use.....   | 66 |
| 2.3 Difference between Future Continuous and Present Continuous.....               | 66 |
| 2.4 Difference between Future Simple and Future Continuous. ....                   | 66 |
| 2.5 Difference between ‘ be going to’ for Future and Present Tense .....           | 67 |
| <b>Practice</b> .....  | 67 |

## Unit Eight : Prepositions

| Prepositions   |    |
|--|----|
| 1/ Introduction.....   | 71 |
| 2/ What is Prepositions.....   | 71 |
| 3/ Prepositions of time and date.....                                  | 72 |
| 3.1 At, on and in .....  | 72 |
| <b>Practice</b> .....  | 72 |
| 3.2. By & before.....  | 74 |
| <b>Practice</b> .....  | 74 |
| 3.3. At, by,till & until .....   | 75 |
| <b>Practice</b> .....  | 75 |
| 3.4 On time, in time, in good time .....                               | 76 |
| <b>Practice</b> .....  | 76 |
| 3.5. At the beginning,/end, in the beginning, at first/ at last .....  | 77 |
| <b>Practice</b> .....  | 77 |
| 3.6 After& Afterwards .....  | 77 |
| 3.7 From& Since.....   | 78 |
| 3.8 Since& for .....   | 78 |
| 3.9 For & during.....  | 78 |
| <b>Practice</b> .....  | 78 |
| <b>4/ Prepositions of Place and Movement</b> .....                     | 79 |
| <b>5/ Prepositions of Travel</b> .....                                 | 82 |
| 5.1. From...to . .....   | 82 |
| 5.2. Arrive at/ in, get to.....  | 82 |
| 5.3. Home.....   | 82 |
| 5.4. Transport: by, on, get in/into/on/onto/off/out of.....            | 82 |
| <b>6/ Words Used as Prepositions/ Adverbs</b> .....                    | 83 |
| <b>7/Verbs + Prepositions</b> .....                                    | 83 |
| <b>8/ Verb+ Adverb &amp; Verb+ Adverb + Preposition + Object</b> ..... | 84 |
| <b>9/ Prepositions + Gerunds /Nouns</b> .....                          | 84 |
| <b>Practice</b> .....  | 84 |
| <b>Unit Nine : Passive Vs Active Voices</b>                            |    |
| <b>Passive Vs Active Voices</b>  |    |
| <b>1/Form</b> . .....  | 89 |
| <b>2/ Use.</b> .....   | 89 |



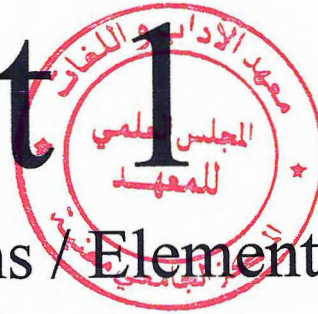
|   |     |
|---|-----|
| 3/ Prepositions with Passive Verbs.....                               | 90  |
| 4/ Infinitive Constructions after Passive Verbs .....                 | 91  |
| Practice .....  | 92  |
| <b>Unit Ten: Reported Speech</b>                                      |     |
| <b>Direct &amp; Indirect Speech</b>                                   |     |
| 1/ Direct Speech.....   | 95  |
| 2/ Indirect Speech.....   | 95  |
| 3/ Reporting Statements/ Backshift of tenses.....                     | 95  |
| 4/ Unchanged Past Tenses.....   | 97  |
| 5/ Other Important Changes from Direct Speech to Reported Speech..... | 98  |
| 6/ Reported Questions.....  | 99  |
| 7/ Reported Commands/ Requests and advice.....                        | 100 |
| Practice .....  | 100 |
| List of Irregular Verbs   | 103 |
| List of References  | 107 |
| List of Tables. ....  | 109 |





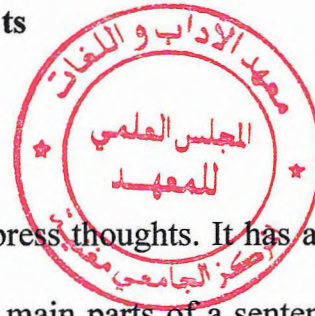
# Unit 1

## Sentence Patterns / Elements Objectives



In this unit, the student will be able to:

- Develop a background on the basic parts of a sentence including subjects and predicates
- Recognize the four essential sentence patterns



### What is a Sentence?

Sentences are a set of words that are used to express thoughts. It has a subject and a verb. In this unit, we will give an account to the main parts of a sentence. The students will also learn how to organize sentence types and patterns

### 1/ The Five Basic Sentence Elements

**1.1. Subject:** it can be a noun or a pronoun. It performs the action.

e.g. **Jane** is a dancer

**The bridge** is closer

The subject can also be compound containing two pronouns or nouns.

e.g. **Jane** and **Smith** are nice couples

#### Note

In commands, the subject is deleted. You can understand from the content that the subject used is you because it is a command.

e.g. Sit down!

**1.2. Predicate:** It is the main verb of the sentence. It explains the action in the sentence. It also determines the timing of the action.

e.g. Mick helps his mother.

The verb 'help' explains the action and the time.

**1.3. Direct Object:** It can be a noun or a pronoun that receives the action. This object is direct.

e.g. She eats **cookies**

"Cookies" is a direct object of the action performed through the verb 'to eat'

**1.4. Indirect Object:** It states to whom or to what the action is performed.

e.g. She brings **cookies** to my children

"Cookies" is an indirect object that shows to whom the subject performs the action (to my children).

## Note

We can find that there are some sentences which take both the direct and the indirect objects. One receives the action and the indirect informs to whom the action is performed.

e.g. She is writing her son **an email**

“Her son” is “**the indirect object**”, while “an email” is “**the direct object**”

## Note

The indirect object usually comes before the direct object.

**1.5. Complement:** It provides more information about the verb or the object. It can be subject complement (C<sup>s</sup>) or an object complement (C<sup>o</sup>). The former is related to the subject, while the latter is linked to the direct object.

e.g. He is **a carpenter**.

/C<sup>s</sup>/

She considers him **a brother**.

O<sup>d</sup> C<sup>o</sup>

**1.6. Adverbial:** It is an adverb that defines the timing, the place or the manner of the action.

## Practice:

**Activity One:** Determine the different parts of the following sentences by using the symbols (S) for the subject, (V) for the verb, (O) for the object, and (C) for the complement.

- The student revised two lectures.
- The elephant is a mammal.
- My family and relatives enjoy the party.
- My father gave my eldest sister a present.
- My mother told us about a ferry story.
- Children received their presents
- Birds have feathers.
- The tutoring centre opens early.
- They consider the earthquake a disaster.

**Activity Two:** Identify the pronouns and indicate whether they are being used as subjects or direct objects in the following sentences.

- Maya left her bag in the car.
- The president sent the prime minister away.
- The agent will find the answer quickly.
- They expressed apologies early.
- Everybody avoids me in the company.

**Activity Three:** Determine the place of the subject (S), verb (v), object (o) and the complement (c). Name the object and the complement.

- He called his son genius
- The teacher appointed me as a representative of the group.
- I consider him my friend.
- Meriem made me sorry about my behaviour.
- We consider Prof. Serir as an expert.
- The soldiers selected their leader secretly.

## 2/ Sentence Patterns

A sentence consists of one or more clauses. Each clause contains a subject and a verb. Clauses can be dependent or independent. Each sentence should contain one independent clause.

### 2.1. Types of Clauses

**2.1.1. Independent Clause:** It is used to express a complete thought and can stand as a sentence itself.

e.g. The doctor went to the cabinet.

S                      V (**independent clause**)

**2.1.2. Dependent Clause:** It expresses an incomplete thought. It needs an independent clause to finish the meaning.

e.g. When they were in London, they met Prof. Dell Hymes.

**Dependent clause**

**independent clause**

### 2.2. Types of Sentences

There are four types of sentences mainly simple, compound, complex and compound-complex.

**2.2.1. Simple Sentence:** It consists of one independent clause. It can contain two subjects or two verbs or two subjects and two verbs.

e.g. **Jane and Philip** went home or **Jane plays and sings** or **Jane and Philip play and sing**

A simple sentence can contain phrases and modifiers such as adjectives, articles and adverbs.

e.g. Last week, Jane and Marie prepared for their first-semester test and finished their book review.

**2.2.2. Compound Sentence:** It contains two or more independent clauses but no dependent clause.

e.g. My brother found a job last week; Jane and Mark prepared for their wedding yesterday.

**Note**

Two independent clauses should be separated by a semi-colon. In case, there is a coordinating conjunction, they can be separated by a comma.

e.g. Daniel came to the party, but Marie was absent.

In case, there is a transition word. This transition word is put between two independent clauses. It is separated by a semi-colon after the first clause and a comma before the second clause.

e.g. Mark visited his father in Spain; however, he did not find his mother.

**2.2.3. Complex Sentence:** It contains one independent clause and one or more dependent clauses. The dependent clause can appear at the beginning of the sentence, while the independent clause can take place as a second part.

e.g. When Bob completed the interview, he decided to start data interpretation.

**Note**

- When the independent clause takes place after the dependent clause, we should separate them with a comma, but when it is used in the first position, we omit the comma.

e.g. Bob decided to start data interpretation when he completed the interview.

- The dependent clause can be put between two independent clauses, i.e. it interrupts them.

e.g. The teacher, who came today morning, is your teacher of grammar.

**2.2.4. Compound-Complex Sentence:** It contains two or more independent clauses and one or more dependent clauses.

e.g. Camilla was not sure about the date of her father's arrival that was on Monday, so she called her mother for more information about the flight timing.

### **Practice**

**Activity One:** Determine the type of sentences in the following examples.

- I used to have a beautiful cat at home, but she left the house when I forgot to open the window for her in the night.
- The novel *the Round House*, which I read during the summer holidays, was the first novel I wrote a book report on it.
- To me, there is no place better than my grandmother's house in the forest where I used to spend my summer holidays.
- Peter finished his essay writing on time; however, it seems that he did not edit it before giving the paperback to the teacher.

**Activity Two:** Write the different types of sentences following these points

- Write a compound sentence that combines the clauses with a comma and a coordinating conjunction.

.....  
....

- Write a simple sentence.

.....  
....

- Write a compound sentence that links two clauses with a semicolon.

.....

- Write a compound sentence that links the clauses with a semicolon, a transitional word or phrase and a comma.

.....  
.....

- Write a complex sentence that starts with although and contains an independent clause which is followed by an independent clause.

.....  
.....

- Write a complex sentence that contains an independent clause which is interrupted by a dependent clause.

.....  
.....

# Unit 2

## Articles

## Objectives

- To introduce the student to the English articles and their use.
- Students will be able to make the difference between the articles.
- They will be able to use the articles correctly in sentences without mixing them.



## Articles

English articles are 'the, a and an'. They are a sort of adjectives. The article "the" is called a *definite article*, while "a and an" are names as *indefinite articles*.

e.g. I read **a** book means that the book is not specified.

I read **the** book means that the book is determined.

It means that "the" is employed to express something which is specified, while "an or a" are used for a non-specified thing or a group.

### 1/ Indefinite Articles (an/a)

- "a" is used before a singular countable noun that starts with a consonant.

e.g. *a chair*                      *a lady*                      *a man*                      *a town*

- "an" is used before a singular countable noun that starts with a vowel.

e.g. *an orange*                      *an apple*                      *an eye*

### Note

- We use "an" with words that start with "h" when is mute.

e.g. *an hour*

- In case the noun is preceded by an adjective, the use of "a and an" depends on the preceding adjective.

e.g. *a broken arm*                      *an unusual event*

- We use the indefinite article "a" with words starting with "y".

e.g. *a university*                      *a year*                      *a yard*

- The indefinite article is used when we do not specify things.

e.g. She presents a story

I hired **a** house from a colleague working in **a** bank

- Before names of professions.

e.g. *a doctor*                      *an engineer*

- With some expressions of quantity.

e.g. *a lot of*                      *a couple of*

- With some numbers

e.g. *a thousand*                      *a hundred*

- With half when it is preceded by a number.

e.g. I bought two kilos and *a* half

- To make a proper name as a common name.

e.g. She thinks she is a Chomsky (she thinks that she will be like Chomsky).

She is a French (it becomes a common noun expressing nationality).

## **2/ The Definite Article the**

- It is used to talk about a specific object.

e.g. The president is going to give his speech today.

- It is used to talk about an object or a person when it is mentioned for the second time.

e.g. I met a girl. The girl is living near my grandmother's shop.

I slept in a hotel. The hotel is built near the beach.

- To express unique names or things.

e.g. *The lord*                      *the moon*      *the sun*                      *the earth*

- To describe a natural phenomenon

e.g. The night is getting shorter in the winter.

- To describe a period of time.

e.g. I was a stupid girl in the past believing that all people are good.

- To name all the members of the family.

e.g. She invites the Smiths to the party.

- To talk about the whole class, the title of people or species.

e.g. The dog is a mammal.

The old and young people differ in their thoughts.

The queen

- Before some proper names of seas, chains, islands, and oceans.

e.g. *The Alps*                                      *the Pacific Ocean*

- It is used with numbers

e.g. The second World War

The third essay

- With schools when they are followed by names

e.g. The University of Chicago

### **Note**

When "of" is omitted, we omit "the"

e.g. Chicago University

### 3/ No Use of Articles (Zero Articles)

- Articles are deleted before plural nouns.

e.g. Cats have eyes that can see in the night (cats in general).

- Before uncountable and nonspecific nouns.

e.g. She made research in corpus linguistics.

- Articles are avoided with names of countries, provinces, counties, states, lakes, mountains, streets, parts, islands, and continents.

e.g. I live in New York

They climbed Everest

San Francisco Bay

#### Note

When a state or the mountain forms a collection, we use articles.

e.g. The United States of America

- Articles are avoided with plural and uncountable nouns and to talk about things in general.

e.g. I ate bread in the morning

She prepared cookies.

#### Note

- The definite article “the” can be used with uncountable nouns when there is an emphasis.

e.g. The USA and China signed the peace after a long conflict (it is a specified treaty that consists of laws and agreements that both countries should respect).

The countries signed peace (any peace agreement).

- The article “the” is deleted before names of sports.

e.g. *Football*      *cricket*

- “The” is omitted when referring to activity and used when referring to a place.

e.g. I am going to school (activity- to learn)

I will meet you at the school (location)

#### Practice

**Activity One:** Choose the right article.

- She brought .....new pair of shoes
- They are passing their holidays in.....hotel near the beach.
- Jane saw.....scary movie last night.
- That is .....man I saw near the garage last night.
- Mark travelled to..... Spain.
- Lily lives in.....house.....house contains a swimming pool.
- .....beach is quite. Let's swim!

**Activity Two:** Place articles in the right position.

.....communication is.....activity in which.....information is transferred from.....sender to.....receiver via.....medium.....technology has greatly revolutionized .....communication process. For example, .....computer and .....internet allow for.....instant response over.....great distances.

**Activity Three:** Fill in the gaps with the correct article (a, an, the, 0) when necessary (Adapted from, Abuleil, n.d., p. 5).

I am from Winchester, Hampshire. Winchester is \_\_\_\_\_ city in \_\_\_\_\_ United Kingdom. I live in \_\_\_\_\_ town called \_\_\_\_\_ Taunton which is on \_\_\_\_\_ River Tone. I live in \_\_\_\_\_ house in \_\_\_\_\_ quiet street in \_\_\_\_\_ countryside. \_\_\_\_\_ street is called "Hudson Street" and \_\_\_\_\_ house is more than 100 years old! I am \_\_\_\_\_ English lecturer at \_\_\_\_\_ college near \_\_\_\_\_ center of \_\_\_\_\_ town. I like \_\_\_\_\_ books, music and taking \_\_\_\_\_ photographs. I usually have \_\_\_\_\_ lunch at college. I usually go -- \_\_\_\_\_ home \_\_\_\_\_ by \_\_\_\_\_ car. We have all kinds of food in \_\_\_\_\_ England. I like \_\_\_\_\_ Polish food very much. Sometimes, I go to \_\_\_\_\_ Polish restaurant in Bath. \_\_\_\_\_ restaurant is called "Magda's". \_\_\_\_\_ Polish food is delicious.

**Activity Four:** Fill in the correct article (A , AN or THE) where necessary -- or leave blank ! (Adapted from Definite and Indefinite Articles, n.d., para. 1)

1. \_\_\_\_\_ moon goes round \_\_\_\_\_ earth every 27 days.
2. The Soviet Union was \_\_\_\_\_ first country to send a man into \_\_\_\_\_ space.

3. Did you see the film on \_\_\_\_\_ television or at \_\_\_\_\_ cinema?
4. I'm not very hungry, I had \_\_\_\_\_ big breakfast.
5. I never listen to \_\_\_\_\_. radio. In fact, I haven't got \_\_\_\_\_ radio.
6. What is \_\_\_\_\_ highest mountain in \_\_\_\_\_ world?
7. It was a long voyage. We were at \_\_\_\_\_ sea for four weeks.
8. Look at \_\_\_\_\_ apples on that tree. They're very large.
9. \_\_\_\_\_ women are often better teachers than \_\_\_\_\_ men.
10. In Britain \_\_\_\_\_ coffee is more expensive than \_\_\_\_\_ tea.
11. We had a very nice meal. \_\_\_\_\_ cheese was especially good.
12. They got married but \_\_\_\_\_ marriage wasn't very successful.
13. I know someone who wrote a book about \_\_\_\_\_ life of Gandhi.
14. \_\_\_\_\_ life would be very difficult without \_\_\_\_\_ electricity.
15. \_\_\_\_\_ Second World War ended in 1945.
16. Do you know \_\_\_\_\_ people who live next door?
17. Are you interested in \_\_\_\_\_ art or \_\_\_\_\_ architecture?
18. Don't stay in that hotel. \_\_\_\_\_ beds are very uncomfortable.
19. I hate \_\_\_\_\_ violence.
20. John himself doesn't go to \_\_\_\_\_ church.
21. After \_\_\_\_\_ work Ann usually goes home.

# Unit 3

## Nouns

### Objectives

By the end of the session, the student will be able to:

- Identify the different types of nouns including concrete, proper and common nouns
- Make a difference between singular and plural, countable and uncountable nouns.
- Use the possessive case.
- Use nouns in sentences with upholding grammatical integrity.

## Nouns

Nouns are words that are used to name a place, a person, or a thing in a sentence. Nouns are classified according to their function:

### 1. Types of Nouns

Nouns in English are divided into four types that include:

- **Common nouns:** words which provide a general description for persons, things, or places.  
e.g.: girl, dog, town, bicycle, hostess.
- **Proper nouns:** a word used to describe the name of a person, a place, or a thing.  
e.g.: France, bulldog, Mrs. James
- **Abstract nouns:** words that are used to describe things that cannot be detected through the five senses.  
e.g.: faith, honesty, courage, fear, hatred, joy
- **Collective nouns:** they are employed to describe groups of people, things or places.  
e.g.: committee, jury, team; crowd; audience, flock, group

**Note:** collective nouns can be used to mean singular or plural forms

e.g. one jury or two juries

Or it can take a singular meaning although it is used in the plural form

e.g. the team is going to participate in the national competition

The team are using all their efforts to win the cup.

In the first example, the team is used as one unit, i.e. they have the same decisions and opinions, while in the second one the efforts being used differ from one member into another.

### 2. Functions of Nouns

Nouns can work as subjects, complement, the object of a verb, or an object of a preposition.

- **The subject of a verb:** Mr. Smith returned.

- **The complement of the verbs be, become, seem:** Sandy seems very tired.
- **The object of a verb:** she came to the party.
- **The object of a preposition:** I spoke to Marry.

A noun can also be in the possessive case: Mary's dress

### 3. Gender

Nouns are also classified according to their gender.

- **Masculine:** it includes boys, men and male animals.
- **Feminine:** it includes girls, women and female animals.
- **Neuter:** it includes animals or babies whose sex is not known in addition to inanimate things.

- **Remarks:** some subjects, which are regarded with admiration and respect, are considered feminines such as cars, ships, and vehicles. Names of countries are also included.

e.g. Jane repaired her grandfather's car. **She** is the favoured car for the whole family.

Algeria lost many of **her** bravest men during **her** war for independence.

Masculine/ feminine nouns can be divided into:

- 3.1. **Masculine/feminine nouns denoting people:** it includes nouns for each gender as the following table shows

Table3.1. *Masculine/feminine nouns denoting people*

| For Masculine | For Feminine |
|---------------|--------------|
| Boy           | Girl         |
| Gentleman     | Lady         |
| Husband       | Wife         |
| Duke          | Duchess      |
| Prince        | Princess     |
| Widower       | Widow        |
| Nephew        | Niece        |



- **Note:** there are some nouns that are employed to describe both males and females.

e.g. child, teenager, youngster, spouse, parent, infant, baby, relative

There are also other nouns that refer to occupations and are employed to name both males and females.

e.g. doctor, artist, dancer, driver, guide...etc.

However, there are some nouns denoting occupation for both women and men.

They are represented in table 2.2. as follows:

*Table 2.2. Nouns for occupation for both males and females*

| For Males | For Females |
|-----------|-------------|
| Heir      | Heiress     |
| Hero      | Heroine     |
| Host      | Hostess     |
| Waiter    | Waitress    |
| Conductor | Conductress |
| Actor     | Actress     |
| Steward   | Stewardess  |

- **Note:** in order to avoid sexism in language, the speaker has sometimes to use for example spokesperson instead of spokeswoman.

e.g. salesperson for a saleswoman

Animals are also distinguished with nouns denoting their sex as it is presented in table 2.3.

*Table 2.3. Nouns denoting the gender of animals*

| For Male Animals | For Female Animals |
|------------------|--------------------|
| Cock             | Hen                |
| Ram              | Ewe                |
| Gander           | Goose              |
| Bull             | Cow                |
| Dog              | Bitch              |
| Tiger            | Tigress            |

#### 4. Forms of Nouns

**4.1. Plurals and Singular Forms:** a noun can be singular or plural. A singular noun is used to refer to one and a plural one when it refers to more than one.

- Most nouns in English change their forms by adding 's'
- e.g. Cat: cats                      table: tables                      mountain: mountains

The pronunciation of 's' depends on the final sound in a word. For example, words ending f, k, p sounds, the 's' is pronounced as 's'. when the word ends in ce, ge, se, or ze, 's' sound changes into 'iz'.

Other plural forms of nouns that end in ch, ss, sh, or x , 'es' is added and is pronounced as 'iz'

- e.g. potato: potatoes, box: boxes, church: churches
- **Note:** the rule cannot be applied in all words of foreign origins. Words ending in 'o', we just add an 's'.
- e.g. kilo: kilos, photo: photos

Nouns ending in 'y', their plural forms are made by the addition of 'ies' after 'y' is dropped.

- e.g. lady: ladies, baby: babies
- **Exception:** when 'y' is preceded by a vowel, not a consonant, this rule is not applied.
- e.g. donkey: donkeys, guy: guys

Nouns ending in 'f' or 'fe', they are dropped and replaced by 'ves'

- e.g.: wolf: wolves, life: lives, wife: wives, shelf: shelves...etc.
- **Exception:** nouns ending in 'fs' changes into 'ves' or the same 'fs' is kept.
- e.g. hoof: hoofs or hooves, scarf: scarfs or scarves

While some nouns take only an 's':

- e.g. safe: safes, cliff: cliffs

In some nouns, it is the vowel which changes:

- e.g. goose: geese, louse: lice, woman: women, foot: feet
- **Exception:** this rule is not applied for the terms ox and child, they become oxen and children in their plural form.

Some names do not change in their plural forms; they can take the same form as the singular.

- e.g.: fish, sheep, deer, salmon...etc.

Some nouns are always used in the plural form and take a plural verb.

- e.g. trousers, binoculars, glasses, scissors...etc.

Words ending in 'ics' can have a plural or singular meaning, while names of sciences can be used in the singular form.

- e.g. mathematics, physics, politics, ethics...etc.
- **Names of sciences used in the singular form:** His ethics are good in research.
- **It can also be used in plural form:** Ethics are very important for research integrity.
- **Notes:** there are some words which are plural, but they are used in the singular form.
- e.g. no news is good news.
- **With certain games:** dominoes, bowls, and billiards...etc.

There are certain words of foreign origins take the rules of their languages like Latin and Greek.

- e.g. criterion: criteria, phenomenon: phenomena, erratum: errata...etc.
- **Exception:** some verbs can take English rules.
- e.g. formula: formulas, dogma: dogmas...etc.
- However, there are two rules for one word but with a different meaning.  
e.g. Appendix: appendixes, appendices, Index: indices, indexes

**Compound Nouns:** a compound noun is a noun which contains two parts. In this case, it is the second word which takes the plural form.

- e.g. travel-agent: travel-agents

- **Exception:** in some cases, the two parts of the compound noun take the plural form.
- e.g. woman driver: women drivers...etc.
- Sometimes the first part of the noun takes the plural form.
- e.g. runner-up: runners-up, sister-in-law: sisters-in-law

### 5. Uncountable Nouns

They include **names of substances:**

- e.g. wood, glass, oil, ice, paper, tea, bread, coffee, dust...etc.

They also include **names of abstract things:**

- e.g. experience, fear, honour, advice, hatred, courage, hope, beauty, information...etc.

There are some other nouns that are considered uncountable including:

- e.g. shopping, furniture, damage, luggage, parking...etc.
- **Notes:** uncountable nouns are always used in their singular form. These nouns can be preceded by other nouns to make the plural form.
- e.g. advice: pieces of advice, information: some information, a sheet of paper, a drop of oil...etc.

### 6. The Use of the Possessive Case

Proper and common nouns can be found in the possessive case. The possessive case is used to show the belonging and ownership of things. It is formed through the use of the apostrophe. The following table gives a brief description of the rules for the possessive case:

**Table.3.4.** *Rules for the possessive case*

| <b>Rules for Forming Possessive Forms of Nouns</b> |  |  |
|--|--|--|
| <b>Conditions</b>                                  | <b>Possessive Form</b>                     | <b>Examples</b>  |
| If a noun is singular and does not end in 's'      | Add an apostrophe ( ' ) plus s to the noun | - The neighbour's car<br>- The child's toys<br>- Gloria's career |
| If a noun is singular and                          | If a new syllable is formed                | - Doris's store  |

|  |  |   |
|--|--|---|
| ends in 's', be guided by the way you say the word   | in the pronunciation of the possessive, add an apostrophe plus 's'                                   | - My boss's approval<br>- Dennis's car<br>- Witness's description                             |
|  | If adding an extra 's' would make the word seem awkward or hard to pronounce, add only an apostrophe |   |
| If a noun is plural, and already has an s at the end | Add only an apostrophe (')   | Students' lounge<br>Witnesses' story<br>Librarians' club<br>Jones's party<br>The ladies' room |
| If a noun is plural and does not end in 's'          | Add apostrophe (') s   | Oxen's hooves<br>Men's choir<br>Women's wear<br>Children's toys                               |

**Note.3.1.** Adapted from Childs (1998, p. 22)

As table 3 shows, the possessive case is used with names of people, countries or animals and has different rules. There is another possibility for the use of the possessive case, it is sometimes better to employ "of".

e.g. The heating system of the train **instead of** the train's heating system

- **Note:** the use of 'of' with vehicles, cars, trains, and planes.

The possessive case is also employed with a time expression.

e.g. Tomorrow's party

Today's exam

Three hours' sleeping

- **Note:** concerning seasons, we can only put the possessive with winter and summer.

e.g. Summer's holidays **or**

summer holidays

Winter's holidays **or**

winter holidays

**Exception:**

Autumn return                      **instead of**                      autumn's return

The possessive case can be also employed with the first noun without the second.

e.g. The butcher's    **instead of**    the butcher's shop

The possessive case is never employed with nouns referring to objects.

e.g. The legs of the chair    **instead of**    the chair's legs

The door of the house                      the house's door

**7. Compound Nouns**

A compound noun is usually made of two or more words. It can be a noun+ a noun, or an adjective+ a noun; however, each noun can act as a single unit and can be modified by another nouns or adjective. The rules, which form compound nouns, are classified in the following table:

**Table.3.5.** *Rules for forming compound nouns*

| Rules                                       | Examples   |
|---|--|
| Noun+ noun                                  | London Tower<br>Tower bridge<br>Winter clothes<br>Hall door  |
| Noun+ gerund                                | Lorry driving<br>Weight-lifting<br>Bird-watching   |
| Gerund+ noun                                | Swimming pool<br>Driving licence<br>Dining-room  |
| When the second noun is a part of the first | The University campus<br>Garden gate<br>Shop window<br>Exception: words denoting quantity cannot take this rule. |

|   |  |
|---|--|
|   | Examples: a piece of cake, a slice of bread.       |
| When the noun indicates the place of the other                      | Street market<br>Country landscapes<br>City street |
| When the first noun indicates the time of the other                 | Summer holiday<br>Spring flowers<br>Sunday paper   |
| When the first gives an idea about the materials used in the second | Gold medal<br>Silk shirt<br>Stonewall              |
| The first noun can show the power of the second                     | Petrol engine<br>Oil stow<br>Gas fire              |
| One the first noun indicates the purpose of the second              | Chessboard<br>Reading lamp<br>Coffee cup           |
| The first noun shows what the second noun is about                  | Plane tickets<br>Car insurance<br>Parking fines    |

*Note.3.2.* Adapted from Thomson & Martinet (1986, pp. 21-22)

### Practice

**Activity One:** (Adapted from Childs (1998, p. 75)

**A.** Underline the nouns in the following sentences:

- My husband sold the house to his friend.
- The dog chased the cat under the porch
- So much snow covered the roads, that even truck drivers pulled into motels.
- The passengers on the ship witnessed the collision with the iceberg.
- Many animals move to the South where the weather is warmer.
- Penguins live near the South Pole, but these birds are not bothered by the cold.

- The ocean was calm, and the clouds were beautiful.
- The fishermen were not checking their traps for lobster.
- In small villages, canneries prepare seafood for shipment to Japan.
- When their boats are full, the fishermen return to their harbours for the night.

**B.** Write some sentences of your own and underline all the nouns you have used.

**Activity Two:** What is the plural form of the following nouns?

Curriculum, criterion, corpus, bureau, ellipsis, matrix, stimulus, formula, emphasis, neurosis, paralysis, person, syllabus, vita, fish

**Activity Three:** Underline the nouns in the following examples and determine their kind (proper, common, collective, or abstract).

- The boy was rewarded for his honesty.
- She has to say the truth.
- The Nile is the longest river in Africa.
- The lion is the king of animals.
- He has two daughters.
- No news is good news.
- Fish are nice to eat.
- The scissors are not cutting properly.
- Cleanness is next to goodness.
- Birds of a feather flock together.
- Silver and gold are precious metals.

**Activity Four:** (Adapted from Murphy, 2012, p. 141)

Which of the underlined parts of these sentences is correct?

- Did you hear noise/a noise just now? 'No, I didn't hear anything.
- If you want to know the news, you can read paper/ a paper.  
I want to print some documents, but the printer is out of paper/papers.
- Light/ A light comes from the sun.



I thought there was somebody in the house because there was light/ a light on inside.

- I was in hurry this morning. I didn't have time/ a time.
- ‘Did you have a good holiday? ‘Yes, we had wonderful time/ a wonderful time’.
- Did you have nice weather/ a nice weather when you were away?
- We were unfortunate. We had bad luck/ a bad luck.
- I had to buy a bread/ some bread because I wanted to make some sandwiches.
- Your hair is/ Your hairs are too long. You should have it/ them cut.
- The damage/ the damages caused by the storm will cost a lot of to repair.

**Activity Five:** (Adapted from Eastwood, 1999, p. 76)

Complete the conversation. Choose the correct form.

Jessica:                   What are you doing, Andrew?

Andrew:                   I'm writing essay/an essay.

Jessica: Oh, you've got (1) computer/a computer. Do you always write (2) essay/essays on your computer? Andrew: Yes, but I'm not doing very well today. I've been working on my plan for about three (3) hour/hours now. Jessica: You've got lots of books to help you, though. I haven't got as (4) many/much books as you.

That's because I haven't got much (5) money/moneys. Quite often I can't even afford to buy (6) food/a food.

Andrew: Really? That can't be (7) many/much fun. Jessica: I'd like to get (8) job/a job I can do in my spare time and earn (9) a/some money. I've got (10) a few/a little ideas, but what do you think I should do?

Andrew: I know someone who paints (11) picture/pictures and sells them. Why don't you do that?

Jessica: Because I'm not good at painting.

**Activity Six:** (Adapted from Eastwood, 1999, p. 78)

Complete Claire's postcard to her sister. Choose the correct form.

The island is very peaceful. **Life/A life** is good here. Everybody moves at a nice slow pace. People have (1) time/a time to stop and talk. It's (2) experience/an experience I won't forget for a long time. There aren't many shops, so I can't spend all my money, although I did buy (3) painting/a painting yesterday. Now I'm sitting on the beach reading (4) paper/a paper. The hotel breakfast is so enormous that I don't need to have lunch. I've just brought (5) orange/an orange with me to eat later. I've been trying all the different (6) fruit/fruits grown in this part of the world, and they're all delicious.

# Unit 4

## Adverbs Objectives

By the end of the lecture, the student will be able to:

- Define the adverbs, their functions, and role.
- Know that adverbs modify verbs through knowing how, when and where something is done.
- Use different types of adverbs in sentences and distinguish them from other parts of speech.
- Understand how an adverb enhances a sentence.

## Adverbs

Adverbs are words that are employed to modify a verb or an adjective.

- e.g. I often sleep in my grandmother's house.

The adverb *often* in this sentence is used to modify the verb 'sleep'.

The weather is surprisingly hot in the last days.

The adverb 'surprisingly' is employed to modify the adjective 'hot'.

- **Note:** Adverbs are sometimes used to modify other adverbs
- e.g. the rain falls very quickly

An adverb tells you about 'how', 'where', and 'when' you are doing the action.

- e.g.:

|                         |                      |
|-------------------------|----------------------|
| He is driving slowly    | How is he driving?   |
| He is driving to Boston | Where is he driving? |
| He is sleeping now      | When is he sleeping? |

### 1. Types of Adverbs

Adverbs are classified into the following kinds:

**Table.4.1.** *Kinds of adverbs*

| Kinds of Adverbs | Examples                                    |
|------------------|---|
| Manner           | Bravely, fast, happily, hard, quickly, well |
| Place            | By, down, here, near, there, up             |
| Time             | Now, soon, still, then, today, yet          |
| Frequency        | Always, never, occasionally, often, twice   |
| Sentence         | Certainly, definitely, luckily, surely      |
| Degree           | Fairly, hardly, rather, quite, too, very    |
| Interrogative    | When?, where?, why?                         |
| Relative         | When, where, why                            |

*Note 4.1.* Adapted from (Thomson & Martinet, 1986, p. 32)

### 2. Form and Use

Adverbs are generally formed by adding 'ly' to the corresponding adjectives.

- e.g. bright: brightly, easy: easily, grave: gravely, slow: slowly.

- **Note:** words ending in 'y', it changes to 'i'
- e.g. happy: happily
- **Note:** final 'e' in adjectives is not deleted in adverbs except with due, and true which become truly and duly
- e.g. extreme: extremely
- **Note:** adjectives ending in 'ible' and 'able'. The final 'e' is dropped and changed by 'y'.
- e.g. changeable: changeably, capable: capably
- **Note:** adjectives ending in a vowel+ 'l', the 'l' is doubled.
- e.g. final: finally, beautiful: beautifully
- **Exception:** some adverbs cannot be found as adjectives as the following table shows:

**Table 4.2.** *Words that are always adverbs*

| Well    | Not   |
|---------|-------|
| Quite   | Never |
| Very    | So    |
| Almost  |       |
| Always  |       |
| Usually |       |
| Often   |       |
| Surely  |       |

**Note.4.2.** Adapted from: (Childs, 1998, p. 16)

- **Exceptions:**

The adverb of good is well, whereas words like friendly, likely and lonely are adjectives and have no adverb form.

Kindly can be used as an adjective or an adverb.

### 3. Words Used as Adverbs or Adjectives

There are some words used as adverbs or adjectives depending on their placement in the sentence. These words include early, fast, and late.

- **Examples**

- **As adverbs**

The plane arrived early

He drives fast

The sport man was late

- **as adjectives**

an early plain

a fast driver

a late sport man

- **Note:** there are other words that can be used as adverbs or adjectives. These words include back, hard, direct, hard, late, short, right, bear, and pretty...etc.

- **Examples:**

- **As adverbs**

He will come back soon

He worked hard in the exam

Drive right here

- **As adjectives**

the back door

this work is hard

it is the right answer

#### **4. Adverbs and their Position**

- Adverbs of manner come after the verb or after the object.

- **Examples:**

- She danced beautifully during her wedding.

- She speaks Chinese well.

- **Note:** the adverb should not be put between a verb and an object.

- When there is a preposition, the adverb can be placed either before the preposition or after the object.

- e.g. He gazed at his father doubtfully or He gazed doubtfully at his father.

Adverbs can be also placed as a clause or a phrase. It is used to modify the verb in the clause or the phrase.

- e.g. He secretly decided to leave the house or He decided to leave the house secretly.

The placement of the adverb is sometimes affected by the length of the object. If the object is short, then the adverb is placed after the object, but if it is long, we usually place it before the verb.

- **Note:** these adverbs can be placed after the object if it is preceded by a verb, a preposition, or an object.
- e.g. She looked for you everywhere

The adverbs 'here' and 'there' can be placed at the beginning of the sentence followed by being, come or go, and an object.

- e.g. Here is the train.  
Here comes our bus.
- **Note:** the placement of 'here' and 'there'.
- e.g. Here is Jane. This means that Jane has just come.  
Jane is here means that she is present in this place.

Adverbs like away, down, in, off, out, over, round, and up can be placed at the beginning of the sentence when they are followed by a verb of motion.

- e.g. down fell a dozen of apples.
- **Exception:** when there is a subject for the sentence, the adverb is placed after the subject.
- e.g. Away she runs.

## 6. Position of Adverbs of Time

They include afterwards, lately, now, eventually, soon, then, today, tomorrow in addition to adverb phrases including since then, till, at once...etc. these adverbs are usually placed at the very beginning or by the very end of the sentence.

- e.g. Eventually she called or she called eventually.
- **Note:** in compound tenses, eventually, lately, now, recently, soon, afterwards can be placed after the auxiliary.
- e.g. She has recently come.

Adverbs like late, immediately, early, and before can be placed at the end of the clause.

- e.g. He called me immediately.
- **Note:** before and immediately can be placed at the very beginning when they are used as conjunctions.

- e.g. immediately he called me back.

Yet and still are also adverbs of time. Yet is placed after a verb or a verb+ an object.

- e.g. He has not arrived yet.
- **Exception:** if the sentence contains many words, yet can be placed after the verb.
- e.g. He has not yet finished working on the paint.

Still is not like yet. It is put after the verb “be” and after other verbs.

- e.g. He is still ill.

Just is another adverb of time. It is employed with compound tenses.

- e.g. She is just finishing her work.

### 7. Position of Adverbs of Frequency

Adverbs of frequency include frequently, occasionally, once, often, twice, continually, always, sometimes, usually, repeatedly, periodically, ever, hardly ever, never, rarely, scarcely ever, and seldom...etc.

- e.g. She is always on time for lectures.

They can be placed after the auxiliary in compound tenses.

- e.g. He can never help me.

Adverbs have also to be placed after ‘used to’ and ‘have to’.

- e.g. They hardly ever have to convince him to stay at home.

Concerning the placement of always, it is rarely placed at the beginning, except when there is imperative form, whereas often can be put by the very beginning or very end.

- e.g. Often she came. She came often.

**Never** and **ever** are also adverbs of frequency. Never is employed with an affirmative verb, while ever is employed with a negative and meant ‘at any time’.

- e.g. He never refused to finish his work.

Have you ever met him?



Ever can be also used with compound sentences, i.e. between the auxiliary and the past participle of the verb.

- e.g. She has not ever met him.

**Practice:**

**Activity One:** Underline the adverbs in the following sentences (Adapted from Childs, 1998, p. 78)

1. They arrived early for class.
2. Can you come soon?
3. She placed the crystal vase carefully on the table.
4. You cannot drive there!
5. The bus will arrive here at noon tomorrow.
6. Yesterday, the strikers blocked the driveway effectively
7. Rick gave his girlfriend an extremely expensive gift.
8. Kate is a truly courageous woman.
9. They finished their work surprisingly quickly.
10. The weather turned really hot at the beach during this last week.

**Activity Two:** Supply the right adverb (Adapted from Alexander, 1990, p. 90)

- 1 He's a bad driver. He drives .....
- 2 She's a hard worker. She works .....
- 3 He's a fast runner. He runs .....
- 4 I'm a better player than you. I play .....
- 5 This is an airmail letter. Send it .....
- 6 He made a sudden move. He moved .....
- 7 She gave a rude reply. She replied .....
- 8 The train is early. It has arrived .....
- 9 Make your best effort. Do you .....

10 She's glad to help. She helps .....

**Activity Three:** Change the adjectives into adverbs or adverbial phrases in the following sentences (Adapted from Alexander, 1990, p. 91).

That was a *cowardly* thing to do. You acted in a cowardly way

That was a *quick* response. She responded.....

The music was very *loud*. The band played far too .....

That was a *silly* thing to do. You acted .....,.....

The orchestra gave a *lively* performance. They performed .....

She's a *slow* runner. She runs .....

The singers gave a *bad* performance. They performed .....

She can't control her *motherly* feelings. Even though he's 40, she looks after him .....

She's a *lovely* teacher. She handles young children .....

She delivered a *careful* speech. She spoke .....

He looks pale and *sickly*. He always greets me .....

You don't have to be so *unfriendly*! You needn't look at me .....

**Activity Four:** Write the correct forms of adverbs for these sentences (Adapted from Walker & Elsworth, 2000, p. 28).

1 Of all the machines, this one works the..... (good)

2 Couldn't you drive a bit..... ? (careful)

3 I can't understand. Would you ask him to speak..... ? (clear]

4 They all behaved badly, but Pat behaved the..... (bad)

5 John was shouting..... than everybody else, (loud)

6 I think I understand .....than the others, (good)

7 Susan climbed .....than the rest of us. (fast)

8 She gets up .....than everybody else in the house, (early)

9 Do you think they have acted..... ? (stupid)

**Activity Five:** Choose two words from the examples below, determine whether they are adjectives or adverbs, and put them in useful sentences. Sweet, desperately, cute, and well.

# Unit 5

## Adjectives Objectives

By the end of the lecture, the student will be able to:

- Identify different types of adjectives and explain the purpose.
- Identify adjectives in the text.
- Use adjectives in sentences
- Categorise adjectives and use them to describe nouns

## AN INTRODUCTION TO ADJECTIVES

Adjectives are words used to describe or to add details about nouns in sentences. They are found before the nouns or the pronouns they are modifying; however, they can be also placed after them. In fact, the use of adjectives after nouns and pronouns is avoided since they are always surrounded by commas. For this reason, they put before to give a detailed description of the nouns.

### ➤ Before Nouns

It was a **dark, cold** night

A **delicious** lunch

### ➤ After a Linking Verb

It was getting **dark**.

The weather **seems** warm.

## 1. Form

An adjective always has the same form. There are no endings for number or gender.

- e.g. **a young** boy, **a busy** man, **an angry** lion

However, some adjectives can be used in the superlative or comparative forms

- e.g. This is the **longest** river in Africa.

I am **older** than you.

- **Exception:** some adjectives have no special form, but they can be recognized by some endings.
- e.g. **careful** planning

## 2. Position of Adjectives

As it has already been mentioned, adjectives can be in different positions, before a noun or a pronoun, after an adverb, and after a linking verb. Adjectives and nouns can form adjective phrases.

- e.g. a **tall** tree, **a tall, leafy** tree

- **Exception:** adjectives are sometimes preceded by an adverb of degree.

- e.g. a **very leafy** tree, an **almost empty** house

• **Note:** the adjective ‘enough’ and phrases of measurement can be placed after adjectives.

- e.g.: will the room **large enough** for the party?

My father is **sixty years old**.

As has already been mentioned, adjectives can be found after a linking verb, it takes two positions. The first one is called **the attributive** (before a noun) and the second is named as **the predicative** (as a complement).

➤ **Attributive:** it is a **tall** tree.

➤ **Predicative:** The tree is **tall**.

• **Note:** an adjective can be also found as an object complement.

- e.g. What makes you **happy**?

Working in the shop keeps my father **busy**.

Adjectives can be also used in exclamation with how.

- e.g. How **stupid** are you!

How **ridiculous** the talk was!

They can be also employed as one word to answer.

- e.g. Oh, **wonderful**!

**Exception:** there is a problem with verbs when they are not used as linking verbs they can be usually modified by adverbs. This confuses the student, who often tries to use adverbs instead of adjectives after linking verbs.

- e.g. He looked calm (adjective).

He looked calmly (adverb)

The soup tasted horrible (adjective).

He tasted the soup suspiciously (adverb)

### 3. Types of Adjectives

Adjectives have also different kinds that are presented in the following table:

**Table.5.1.** *Kinds of adjectives*

| <b>Kinds of Adjectives</b> | <b>Examples</b>                               |
|----------------------------|---|
| Demonstrative              | This, that, those, these                      |
| Distributive               | Each, every, either, neither                  |
| Quantitative               | Some, any, little/few, many, much             |
| Interrogative              | Which, what, whose                            |
| Possessive                 | My, your, his, her, its, our, your, their     |
| Quality                    | Clever, dry, fat, golden, good, heavy, square |

*Note.5.1.* Adapted from Adjective kinds list and examples (2019, para. 2 )

#### **4. Participles used as Adjectives**

Sometimes, we can find adjectives ending in (**ing**) form or past participles (**ed**); however, in some cases, adjectives like amusing, boring, and tiring are active meaning ‘having this effect’, while amused, tired and bored are passive meaning ‘affected in this way’.

- e.g. An infuriating woman. (She made us furious)  
An infuriated woman (Something had made her furious)

#### **5. Nouns used as Adjectives**

Sometimes there are two nouns used together, it is the first noun that is used as an adjective.

e.g. A glass door.

When there is an adjective with two nouns, it should precede them.

e.g. A heavy glass door

#### **6. Plural and Singular Forms for Adjectives**

In the English language, Adjectives take the same form for singular and plural, masculine and feminine nouns.

- e.g. a good girl                                 good girls
- **Exception:** the only adjectives which change in their plural forms are **this** and **that**.
- e.g. this paper: these papers, that day: those days.

Some adjectives are sometimes followed by the prepositions ‘at’ and ‘of’

- e.g. I am good at cooking.

## 7. Order of Adjectives of Quality

They are used to show the kind or quality of nouns or pronouns. For this reason, they are called adjectives of quality since they describe the characteristics of the nouns. The following table will give an overview of the adjectives' order.

**Table.5.2.** *The adjectives' order*

| Adjectives                                    | Examples                     |
|---|------------------------------|
| Opinion                                       | Lovely, beautiful            |
| Size  | Big, small, tall             |
| General description (personality and emotion) | Thin, rough                  |
| Shape   | Round, square, rectangular   |
| Age   | Young, old, youthful         |
| Colour  | Blue, red, pink              |
| origin  | Dutch, Japanese, Turkish     |
| Material                                      | Metal, wood, plastic         |
| Type  | General-purpose, four-sided  |
| Purpose                                       | Cleaning, hammering, cooking |

e.g. Riding boots

A long sharp knife

An old plastic bucket

She was a beautiful, tall, thin, young, black-haired, French woman.

It is an amazing, little, old, Chinese cup.

**Note:** adjectives of personality/emotion come after adjectives of physical description such as: dark, fair, pale, and are put before colours.

e.g. A kindly white servant.

A beautiful black girl.

Little, old and young can be used to give information, but they have to be put before their nouns.

e.g. That old man looks very ill.

Your mother is a nice little woman

Little can be also used with old and a noun.

e.g. A little old man, but a little young man is not used.

**Note:** sometimes, we have to use 'small' instead of 'little' when we want to emphasise the size.

### Practice

**Activity One:** (Adapted from Eastwood, 1999, p. 83)

Underline all the adjectives in this description of a hotel.

This comfortable hotel with its pleasant gardens is ideal for people who want a quiet holiday, yet it is only a short distance from the highly popular attractions of the area. There are lovely views from every room. The atmosphere is very friendly, and the staff is always helpful. A holiday here is very good value for money. You can eat your meals at the hotel, where the food tastes marvelous. Or you can of course try some of the excellent local restaurants.

**Activity Two:** (Adapted from Walker & Elsworth, 2004, p. 26)

Circle the correct word in each sentence.

- 1 It was a very *interested/ interesting* performance.
- 2 We were all very *interesting/ interested* in what he said.
- 3 It was a very *tired/tiring* journey.
- 4 We were all very *worried/worrying*.
- 5 The children are *frightening/ frightened* by the animals.
- 6 Why do you look so *bored/ boring* at school?
- 7 It was a terribly *excited/ exciting* day.
- 8 Don't look so *worrying/ worried*.
- 9 We had a *tiring/ tired* trip home.
- 10 It was an extremely *amused/ amusing* programme.



11 It was an *exciting/excited* idea!

12 It was the most *boring/bored* lesson I can remember.

13 We were all feeling *tired/tiring*,

14 Didn't you think it was an *amused/amusing* play?

15 The last half hour was a *worrying/worried* time.

16 I've never been so *frightened/frightening* in my life.

**Activity Three:** (Adapted from Alexander, 1990, p. 83)

Which words or phrases in B best explain the words or phrases in A?

**A**

1 The concerned doctor phoned for an ambulance. -b-

2 The doctor concerned is on holiday at the moment. ---

3 It was a very involved question. - --

4 The person involved has left the company. ---

5 Present employees number 3,000.---

duty

6 The employees present should vote on this. ---

7 It was a proper question. ---

8 The question proper has not been answered.---  
(twice)-

9 Janet is a responsible girl. ----

10 The girl responsible has been expelled. ---

**B**

a) correct

b) worried

c) who was blamed

d) complicated

e) with a sense of

f) now employed

g) here now

h) connected with this

i) itself

**Activity Four:** (Adapted from Wren & Martin, 2000, p. 24)

Use each of the following adjectives in a sentence:

Happy, sad, industrious, lazy, big, small, soft, harsh, hard, polite, rude, wise, foolish, rich, poor, young, new, old, long, short, quick, slow, strong, weak, handsome, ugly, clever, dull, kind, cruel, healthy, dutiful, distant, and certain.

# Unit 6

## Verbs

## Objectives

By the end of the lecture, the student will be able to:

- Give and define the different types of verbs
- Identify verbs in sentences
- Differentiate the different types of modal verbs and use them properly
- Use modal verbs in sentences

## Verbs

Verbs express actions that a person, or an animal, or an object is going.

e.g. *speaking*                      *digging*                      *crushing*

Verbs can be divided into three groups mainly **action verbs**, **linking verbs (auxiliary verbs)**, and **helping verbs (modal verbs)**.

### 1/ Classes of Verbs

#### 1.1. Action Verbs

They are a group of verbs that express actions (walk, swim, clean) or possession (own, have). They can be **transitive** or **intransitive**.

##### 1.1.1. Transitive Verbs

It has a noun that receives the action. For example, Meriem brings food. The food is the direct object that receives the action of the verb 'to bring.

#### Note

Transitive verbs can also have an indirect object. This indirect object names to whom the action is done.

e.g. She gave me the book. The indirect object is me (to whom) while the direct object is the book (what).

##### 1.1.2. Intransitive Verbs

It has not a direct or an indirect object although it can be followed by an adverb or an adverbial phrase.

e.g. Linda finished quickly and went out (the adverb quickly modifies the verb but there is no object to receive the action).

#### 1.2. Linking Verbs

A linking verb links the subject of a sentence to a noun or an adjective that describes the subject.

e.g. Lily becomes a great musician (the verb become links the subject Lily to the complement musician).

In the following table, you will find most verbs used for linking.

**Table 6.1.** *Linking verbs*

|          |
|----------|
| Continue |
| Appear   |
| Grow     |
| Feel     |
| Taste    |
| Turn     |
| Smell    |
| Sound    |
| Stay     |
| Remain   |
| Prove    |
| Look     |
| Feel     |

e.g.. The thief appeared suddenly (appeared is linked to the subject thief).

### **1.3. Helping Verbs**

Helping verbs give additional information regarding aspects of times (did, has, was) and possibility (could, can, etc). These verbs are called modals.

#### **Practice**

**Activity One:** Underline the verb and determine whether it is transitive or intransitive.

- Jane followed the instruction carefully.
- Maria Cary, the famous star, sings amazingly this night.
- She finished early.
- The monkey stole quickly.
- Cats see much better than dogs.
- She turned the pages of the old books carefully.
- My pet eats almost all the food.
- Good researchers never hide their way to knowledge.
- The telephone rang at midnight.
- My mother never drinks coffee at breakfast.

**Activity Two:** Write three sentences describing your favourite hobby using transitive and intransitive verbs.

.....  
.....  
.....  
.....  
.....

**Activity Three:** Underline the linking verbs in the following examples.

- The Jews came to Algeria for pilgrimage every year.
- The Irish people started their immigration to the USA in the 1840s.
- President John Kennedy was one of the well-known Irish citizens.
- Kennedy was a famous politician.
- He had new and exciting ideas.

**2/ Auxiliary Verbs**

These auxiliaries are employed to ask questions and form sentences. They can accompany an ordinary verb. They include the following verbs:

**Be** is employed to form continuous tenses and passive voice

e.g. The dog is biking.

**Have/has** is used to form questions and sentences in the present simple.

e.g. Do you like it?

She does not finish.

**Will** is employed to form the future tense.

e.g. They will select the appropriate answer.

**3/ Modal Verbs**

The English language contains a set of modal verbs including could, can, might, may, must, shall, should, will and would. All these model verbs can be used as auxiliaries taking the same form with the addition of the verb in the infinitive form.

e.g. I will help you

**Form**

**Positive statement:** She will pass the exam, she could finish

**Negative statement:** She will not help you, she could not finish

**Question:** Will you help me? Could you inform him?

**1/ May, Might, Must, Can, Could, Shall, Should, Will, Would, Ought and Have to**

- Both may and might are used to an allowed action.

e.g. The members of the group accept that you may join them

The members of the group accepted that you might join them

- Must is used to mean an obligation, i.e. you are obliged or you have to do the action

e.g. You must give a good presentation

You must hurry to finish on time

**Note:** must not to has the same meaning of be obliged not to.

e.g. You must not speak

You are obliged not to speak

**1.1. Use**

- Might can be used to express a polite request or a suggestion. It is similar to could and would which are also employed to show varying degrees of politeness. The main difference between these modal lies in:

Might shows the highest level of politeness

“Would” shows that the person is quite polite

“Could” shows that the person is somewhat polite

- Both may and might are used to show a certain degree of probability

e.g. they might be sure about the answer

The following table gives more details concerning the use of all modal verbs.

Table 6.2. *Modal verbs and their use*

| Modal verb | Use                                      | Examples                         |
|------------|--|----------------------------------|
| Can        | Ability                                  | Lily can swim perfectly          |
|            | Permission                               | You can take my bag              |
|            | Request                                  | Can you help me, please?         |
|            | Possibility                              | Smoking can lead to cancer       |
|            | To ask help or to provide a polite offer | Can you help me with some money? |
| Could      | Past ability                             | She could speak Spanish          |

|        |                  |   |
|--------|------------------|---|
|        | Permission       | Could I invite David to the party, please?                          |
|        | Possibility      | They could hire the house   |
|        | Suggestion       | We could go for a picnic tomorrow morning                           |
|        | Polite request   | Could you lend me some money?                                       |
| May    | Possibility      | The reasons behind the extension of disease may never be discovered |
|        | Permission       | May I go out?   |
|        | Wishes and hopes | May God bless her   |
|        | Request          | May I call Jenny from your apartment's phone?                       |
| Might  | Past possibility | I went to see Marie, I thought that she might be ill                |
|        | Possibility      | She might go to London to study                                     |
| Shall  | Permission       | Might I join you?   |
|        | Suggestion       | She thought that she might help you.                                |
|        | Future           | I shall be late due to weather problems                             |
|        | Suggestion       | Shall we go to the party and join our relatives?                    |
|        | Certainty        | I am sure that she shall finish the work                            |
| Should | Recommendation   | There should be more care about the children                        |
|        | Probability      | You should find the hotel more comfortable                          |
|        | Possibility      | If my father calls me, I should be in the university                |
| Will   | Future           | I will phone him tomorrow   |
|        | Willingness      | I will check if the book is available                               |
|        | Request          | You will look after my children, would not you?                     |

|         |                             |   |
|---------|-----------------------------|---|
| Would   | Past of will                | He informed me that he would be arriving at 10.00 o'clock |
|         | Past intention              | He stated that he would help me                           |
|         | Polite requests             | Would you open the door please? It is too hot.            |
|         | Offers                      | Would you accept my offer for a pizza?                    |
|         | Choice                      | I would fly back  |
| Must    | Advice                      | I would forgive him if I were you                         |
|         | Necessity                   | You must visit the doctor                                 |
|         | Probability                 | You must be kidding                                       |
|         | Deduction                   | She did not come to the house, she must be angry          |
| Ought   | Strong recommendation       | You must take some rest. You are tired                    |
|         | Recommendation/advisability | We ought to check before calling the police               |
| Have to | Probability                 | She ought to be home by 9.30                              |
|         | Certainty                   | That has to be the right house.                           |
|         | Necessity                   | Jane has to find her way to home before 09.30             |

### Practice

**Activity One:** Complete the blanks with must, cannot, or might (adapted from Oliveira, 2014, para. 1)

1. Look at that guy's enormous muscles. He \_\_\_work out a lot.
2. Michelle \_\_\_\_\_want to participate in the festival - it seems like the type of thing she'd be interested in. Why don't you ask her?
3. She goes camping every weekend. She \_\_\_\_\_really love the outdoors.
4. He worked hard on his report, then accidentally deleted the file from his computer. He-----be upset.
5. You \_\_\_\_\_be right - but I'm going to check to make sure.



6. We're not sure if this painting is an original. It \_\_\_\_\_ be worth thousands of dollars.
7. I \_\_\_\_\_ not be able to go to the football game. It depends on whether I can get the afternoon off from work.
8. He's working full-time and studying for his Ph.D. That \_\_\_\_\_ be easy.
9. You just ate a huge dinner! You \_\_\_\_\_ be hungry again already!
10. Wow - look at that diamond necklace. It \_\_\_\_\_ cost a fortune.

**Activity Two:**

Complete the sentences using the following modals. Some gaps may have more than one correct answer. can, could, have to, must, might, should (Adapted from Modal Verbs, n.d., para. 1)

1. Ted's flight from Amsterdam took more than 11 hours. He .....be exhausted after such a long flight. He .....prefer to stay in tonight and get some rest.
2. If you want to get a better feeling for how the city is laid out, you .....walk downtown and explore the waterfront.
3. Hiking the trail to the peak .....be dangerous if you are not well prepared for dramatic weather changes. You .....research the route a little more before you attempt the ascent.
4. When you have a small child in the house, you..... leave small objects lying around. Such objects be swallowed, causing serious injury or even death.
5. Dave: .....you hold your breath for more than a minute? Nathan: No, I can't.
6. Jenny's engagement ring is enormous! It .....have cost a fortune.
7. Please make sure to water my plants while I am gone. If they don't get enough water, they .....die.

**Activity Three:**

Fill in the blanks using MUST, MUSTN'T, DON'T HAVE TO, SHOULD, SHOULDN'T, MIGHT, CAN, CAN'T! (Adapted from Modal verbs, n.d., para. 1)

1. Rose and Ted \_\_\_\_\_ be good players. They have won hundreds of cups !
2. You \_\_\_\_\_ pay to use the library. It's free.

3. I'm not sure where my wife is at the moment. She \_\_\_\_\_ be at her dance class.
4. Jerry \_\_\_\_\_ be working today. He never works on Sundays.
5. You \_\_\_\_\_ be 18 to see that film.
6. You \_\_\_\_\_ hear this story. It's very funny.
7. Dad \_\_\_\_\_ go and see a doctor. His cough is getting worse all the time.
8. You don't have to shout. I \_\_\_\_\_ hear you very well.
9. It \_\_\_\_\_ be him. I saw him a week ago, and he didn't look like that.
10. You look pretty tired. I think you \_\_\_\_\_ go to bed early tonight.
11. Let me look. I \_\_\_\_\_ be able to help you.
12. "Children, you \_\_\_\_\_ cross the street if the lights are red!"
13. You \_\_\_\_\_ sit so near the TV. It's bad for your eyes.
14. I'm sorry but I \_\_\_\_\_ give you a lift because my car is broken.
15. I \_\_\_\_\_ stop and talk to you now. I have to get to the library.
16. You really \_\_\_\_\_ go to the Louvre if you're in Paris. It's wonderful.
17. You \_\_\_\_\_ come to the party if you don't feel well.
18. I don't know where Kelly is. She \_\_\_\_\_ be at her sister's .
19. You have passed all your tests. You \_\_\_\_\_ be very pleased with yourself.
20. You \_\_\_\_\_ smoke in your car, especially if there are children sitting in the back.
21. You \_\_\_\_\_ work this evening. I can do the tasks for you.
22. John doesn't need a calculator. He \_\_\_\_\_ do sums in his head.
23. Passengers \_\_\_\_\_ open the door when the train is moving.
24. It \_\_\_\_\_ rain today. It's getting cloudy already.
25. I \_\_\_\_\_ pay for the tickets because I got them from Sam for free.

#### 4/ Question Tags

A tag question or question tag is a short question added to a phrase or a statement. It is like an invitation to the speaker to give his point of view or comment. It

is formed with an auxiliary (be, have, can, and do) and a pronoun. If the sentence is positive, then the question is positive and vice versa.

e.g. You like swimming, **do not you?**

Jane does not take the money, **does she?**

You cannot tell her the truth, **can you?**

#### 4.1. Use

- A tag question is used to confirm or check information. It can be also used to ask for agreement.

e.g. You can sing, **cannot you?**

You need help, **do not you?**

This restaurant is horrible, **is not it?**

The reception was not good, **was it?**

- Tag questions are also used to check if something is true or not.

e.g. The party is in Jane's house, **is not it?**

You will go without informing your father, **will not you?**

- In case there is an imperative for, the tag question is "will you".

e.g. Keep listening, **will you?**

Read the instructions, **will you?**

#### Note

"won't" is used for polite requests.

e.g. Open the window, **won't you?**

- When we use let's, the appropriate form is "shall we"

e.g. Let's have our breakfast, **shall we?**

Let's join the team, **shall we?**

- We use the affirmative form of the tag question if the first sentence contains words for negation such as never, nobody and hardly.

e.g. Nobody comes today, **do they?**

You never tell the truth, **do you?**

#### Note:

In case there is no auxiliary in the sentence as the previous examples show, we use "to do" depending on the tense of the verbs.

- If the subject is nothing, we use it in the tag question.

e.g. Nothing is worth caring about, **does it?**

Nothing has changed since we left, **does it?**

- When the subject is everyone, someone, no one, everybody, somebody, and nobody, we use “they” in the tag.

e.g. Everybody left, **did they?**

- When the main verb is not an auxiliary verb like the case of “have”, we use do or did for the tag.

e.g. She has a beautiful face, **does not she?**

- When the sentence contains “used to”, we use “did not in the tag.

e.g. They used to live here, **did not they?**

Jane used to visit her mother every day before her death, **did not she?**

- Sometimes the speaker can use an affirmative tag with an affirmative sentence to show surprise.

e.g. You win the competition, **do you?**

- When the sentence starts with there is/are, the tag is “are there”.

e.g. There are not any snakes in the forest, **are there?**

- If the sentence starts with “this is” or “that is”, the tag is “is not it”.

e.g. This my father’s car, **is not it?**

- If the main statement contains a modal verb, the same modal verb is taken in the tag.

e.g. They could not come, **could they?**

- When the sentence consists of “I am”, we use “are not I” in the tag.

e.g. I am very fat, **are not I?**

**Note:**

“are not I” is mostly used in informal setting, while am+not I is not used. It can be “am I not”. This latter is employed in formal situations.

- We can also use a positive tag with a positive statement if we want to express a concern, an interest or a surprise.

e.g. You steal the ring, **are not you?** (I am not sure)

You steal the ring, **are you?** (I am sure that you steal it)

- If the sentence starts with must, we use “must not” in the tag.

e.g. We must return home early, **must not we?**

- When we are making a short observation about something which is nonliving, we use “is not/are not +it” in the tag.

e.g. Nice day, **is not it?**

- When we are making a short observation about something living, we use “is not/are she/ he/ they”.

e.g. Pretty lady, **is not she?**

- When we want to state our intention, we use “do not I” or “may I”.

e.g. I wish to come, **do not I?**

I wish to come, **may I?**

## Practice

### Activity One:

Which sentences are correct? Select the correct answer. (Adapted from Study English for free, n.d., para. 2)

- 1 - We must be at school at 8 o'clock, aren't we?
  - We must be at school at 8 o'clock, mustn't we?
  - We must be at school at 8 o'clock, needn't we?
- 2 - The slide show was fantastic, isn't it?
  - The slide show was fantastic, was it?
  - The slide show was fantastic, was it?
- 3 - They used to live in New Orleans, aren't they?
  - They used to live in New Orleans, didn't they?
  - They used to live in New Orleans, don't they?
- 4 - Pass me the salt, aren't I?
  - Pass me the salt, aren't you?
  - Pass me the salt, won't you?
- 5 - Don't talk to Peter during the lesson, do you?
  - Don't talk to Peter during the lesson, will you?
  - Don't talk to Peter during the lesson, won't you?

### Activity Two:

Complete the sentences with a suitable question tag. Use contractions where possible. (Adapted from Oxford University Press, 2019, unit, 6)

1. Oh no! They're vegetarians,.....? And I've made a chicken casserole!
2. Your sister couldn't give me a lift, .....? My car won't start.
3. The flight from Paris arrives at ten o'clock, .....?
4. Let's go out tonight, .....?
5. You will remember to get some petrol before you set off,  
.....?
6. There weren't any mistakes in my essay, .....?
7. Don't forget to turn off the computer before you leave, .....?
8. Everybody enjoyed Tom's party, ..... ?

# Unit 7

## English Tenses Objectives

The aim of the present unit is to introduce the student to the English tenses so that he/she can recognize their use and employ them properly. Hence, by the end of the lecture, the student will be able to:

- Understand verb change and connect them to time.
- Recognize past, present and future with regular and irregular verbs.
- Identify the time of the action in a sentence.
- Distinguish the difference between the eleventh English tenses.
- Use tenses in different periods of time in both writing and spoken forms.

## English Tenses

### I/ Present Simple and Present Continuous

#### 1/ Present Simple

##### 1.1. Forms:

**Positive statement:** I enjoy, She enjoys

**Negative statement:** I do not enjoy, She does not enjoy

**Question form:** Do you enjoy the trip? Does she enjoy the movie?

**Negative question:** Do not you enjoy? Does not she enjoy?

##### Rules:

We add 's' to verbs with third-person singular (he and she) or with it. Verbs, that end in ss, ch, sh, o or x, take 'es'.

e.g.. She works

He fixes

##### Exception:

Verbs ending in y take 'ies' format when 'y' is preceded by a consonant.

e.g.. Try            he tries

Play            he plays

##### 1.2. Use

- Daily repeated actions (sometimes, ever, never and always)

e.g. **I always go on foot to work**

- It is used for general facts that all people know

e.g. **The earth turns around the sun.**

- It is used for a planned future action in the future with expressions including tomorrow, next week, etc.

e.g. **My father arrives tomorrow at midnight**



## **2/ Present Continuous**

### **2.1. Form**

Positive statement: I am leaving, She is leaving

Negative statement: I am not leaving, She is not Leaving

Question form: Are you leaving the town? Is she leaving the town?

Negative question: Are not you Leaving? Is not she leaving?

It is formed with **“to be” form in the present tense+ verb+ ing form**

### **2.2. Use**

- For a planned action that takes place at the moment of speaking

**e.g. I am leaving now**

**I am cooking at the moment, I cannot come.**

- To expression temporary actions

**e.g. I am studying Spanish in Tlemcen University**

**I am living with my grandmother**

- To express planned future arrangements with expressions such as: soon, on Sunday, tomorrow, next month, etc.

**e.g. They are coming on Sunday**

**She is preparing for the party next week**

- To express something annoying and happens too often

**e.g. I am always getting in a clash with my step-mother**

#### **Exception:**

The present continuous is avoided with state verbs that include the following group:

- Of Senses: taste, smell, see, hear, and feel.

**e.g. I feel tired after this long journey**

- Liking and disliking including hate, love, wish, want, detest, and fear...etc.

**e.g. I hate shopping**

- Mental states including think, suppose, remember, know, believe, agree, forget...etc.

**e.g. I believe that you will achieve your aim**

- Expressing permanent states including possess, woe, own, contain, belong...etc.

**e.g. It contains many details**

- Verbs of appearance: seem, appear, sound, look...etc.

**e.g. You look like a fool**

**Note:**

If these verbs are used in progressive tense, they become action verbs.

**e.g. I see what do you prefer (I know). I am seeing my father at the hospital (I am visiting my father)**

**Practice:**

**Activity One:** Choose the correct tense.

- She.....through Facebook
  - a. Chats
  - b. Is chatting
- My son .....to bed early
  - a. Goes
  - b. Is going
- Jane .....her summer holidays in France
  - a. Spends
  - b. Is spending
- What do you think Maria.....now?
  - a. Does
  - b. Is doing

**Activity Two:** Complete with Present simple or present continuous

- I cannot follow you, I..... to complete the homework (have)
- Samira .....the work tonight (finish)
- Leila .....the house every weekend (clean)
- We .....the summer holidays in Jijel every year (spend)
- Linda.....her research today evening (carry)
- She .....again, is there any problem? (cry)

## II/ Past Tenses

### 1/ Past Simple

#### 1.1-Regular Verbs: Form

**Positive statement:** He walked, it passed

**Negative statement:** He did not walk, She did not complete

**Question:** Did you pass the exam? Did she finish?

**Rule:** regular verbs are formed in the past by adding “ed” by the end of the word with all pronouns.

#### **Exception:**

Verbs, which end with ‘e’, carry just “d” such as in hope becomes hoped.

Verbs, which end with ‘y’, the ‘y’ changes into ‘ied’ as in tried.

When the verb ends with a consonant which is preceded by a vowel, we double the consonant.

e.g. plan    planned

#### 1.2-Irregular Verbs: Form

All the irregular verbs change their forms in the past

e.g. leave    left

go    went

Concerning the question and negative forms, they are formed the same way as the regular verbs

**Question:** did you go?

**Negative Statement:** She did not go.

#### **Notes:**

- The auxiliary verb ‘did’ cannot be used with ‘to be’ and modal verbs.

e.g. Was she happy?    He was very sad.

- The auxiliary ‘did’ cannot be used in questions that start with ‘who and which’

e.g. Who drove the car? Which car arrived? (which car is the subject)

- When they express the object, we can use the auxiliary ‘did’

e.g. Which car did you prefer?

#### 1.3. Use

- The past simple is used to express completed actions in the past.

e.g. I arrived yesterday

I started revision early in the morning

- Asking a question about an action which takes place in the past

e.g. Where did he go?

- When the time is not given, but it is apparent from the meaning

e.g. He left the town when he was a child of three years

- To express a repeated action in the past

e.g. She walked to work every morning

- It is used to describe successive events in stories

e.g. Maria entered the home; she put off her coat, took a bath and slept

## **2/ Past Continuous**

It is formed with 'to be' in the past with the addition of 'ing' form for the verb

e.g. I **was preparing** the lecture

### **2.1. Form**

**Positive Statement:** he was driving, She was playing

**Negative Statement:** they were not trying to...

**Question:** was she cleaning the floor?

### **2.2. Use**

- It is used for continuous uncompleted actions in the past.

e.g. Yesterday from 9.00 to 12.00 o'clock, I was preparing the lecture of grammar (this means that I started preparing at 9 o'clock and finished after 12 o'clock i.e. the action is in progress).

- It is used for continuous interrupted actions in the past. The past simple should be combined with it.

e.g. When he arrived, I was cleaning the house (These actions take place at the same time. The shorter action interrupted the longer one)

- To express an action that starts before a shorter action and finishes after it

e.g. She was watching a movie when John entered.

- To describe an action in the past for a story, while the past is employed to tell the story.

e.g. The sky was getting darker, the rain started raining heavily when Mr. Jack opened the door carrying a heavy bag.

- To express uncompleted activities that contrast the past

e.g. I was preparing the literature lecture yesterday and I am dealing with grammar today (it means that I have not finished literature yet)

- Used to express a more casual action in the past

e.g. I was travelling with my colleague yesterday, we had a nice trip (I did not do it on purpose. We met in the same place)

We use the past simple when we planned for that, i.e. we did it on purpose.

e.g. I am travelled with my colleague yesterday, we had a nice trip

### **Practice:**

#### **Activity One:**

Choose the correct tense (Past Simple or Past Continuous)

- My grandfather never took medicaments or was never taking medicaments
- I got up frightened or I was getting up frightened from the dark.
- As my uncle arrived or is arriving, the rain stopped.
- He wrote or was writing a letter to Bob from 10 to 11 o'clock
- My mother cooked/was cooking while I wrote/ was writing my homework.

#### **Activity Two:**

Find mistakes and correct them in the following examples.

- She was preparing for the exam and then she took a rest
- I prepared to meet her. And at 9 o'clock I phoned her to arrange the meeting.
- You mastered Spanish. Where were you learning?
- As he met her, they changed the plan
- My grandfather was often travelling to the Middle East when he was too young

### **III/ Perfect Tenses**

It is formed by putting the auxiliary have in the present with the past participle of the verb.

e.g. She has arrived (for regular verbs), She has driven (for irregular verbs)

#### **1/ Present Perfect Tense**

## 1.1. Form

**Positive Statement:** I have finished, she has learned

**Negative Statement:** I have not talked, He has not come

**Question:** Have you finished?

## 1.2. Use

- To describe actions that start in the past and still continuous.

e.g. I have always lived in Maghnia (It means that I am still living there)

### Exception

If the action starts in the past and finishes in the past, we cannot use the present perfect.

e.g. I always lived in Maghnia (I am no longer living in Maghnia)

- To express an action that takes place in the past but still has an effect on the present. With these actions, we can use adverbs like already, just, yet...etc.

e.g. He has been to Spain (he is still in Spain)

you have already reminded him (there is no need to repeat the action since you have done it in the past)

- To express experience with the use of the following adverbs: ever, often, occasionally, yet, before...etc.

e.g. He has never finished the work.

## 1.3. Difference between Present Perfect and Past Simple

- We do not specify when the action takes place in the present perfect. If the time is mentioned or clear from the context, we employ the past instead.

e.g. He has read the book (the time is not mentioned)

He read the book last week (the time is mentioned)

- To talk about an action happened in the past and is important for the present time (the time is not relevant)

## 1.4. Difference between Present Perfect and Present Simple

- The present perfect is used to describe an action that happened in the past and continued in the present. It expresses how the action is long.

e.g. He has come to this region. He comes to this region every day.

- It is also employed for an action that takes place in the present and expresses usually how it happens.

e.g. She has come here a long time. She comes here every day.

**Practice :** Rewrite the following sentences in the present perfect

- She (do) not yet.
- They (bring) already books.
- My colleague is not here. She (finish) the work
- The play is so difficult; they (play) just it.
- The guard (open) the door yet
- She (arrive) just to Rome.

## **2/ Present Perfect Continuous**

### **2.1. Form**

**Positive statement:** He has been preparing the dialogue

**Negative statement:** She has not been walking

**Question:** Has she been walking?

### **2.2. Use**

- To describe actions that happened in the past and still continue in the present and will probably continue in the future

e.g. She has been studying here since she was three years old.

- To express an action that began in the past and has just finished in the present

e.g. He has been walking all day, he is so tired. He will not meet you.

### **2.3. Difference between Present Perfect Simple and Present Perfect Continuous**

- The present perfect simple and the present perfect continuous can be used and meant the same. The present perfect continuous is more frequent in English. It can be used with verbs like stay, work, ran, learn, wait, sleep...etc.

e.g. I have been waiting for you

- The simple tense is employed to describe a permanent action while the continuous tense is used to describe temporary actions.

e.g. I have studied here for twenty years. It means that I am still studying

I have been studying here for twenty years

- The verbs, which expression a single action, cannot be used in the continuous form

e.g. She has lost the way in that big forest

- The use of simple and continuous tenses can change the meaning

e.g. I have finished revising the lecture (the action is completed)

I have been revising the lecture (the focus is on the period and the action has not yet finished)

- The present perfect continuous can be used to describe uninterrupted actions

e.g. She has been visiting Algeria for some years

- If the action is interrupted or repeated, we have to use the simple tense

e.g. She has visited Algeria three times this year

### **Practice**

Put the following examples in the present perfect continuous.

- John (read) a book
- Maria (finish) her research proposal
- Tima and Salim (play) guitar
- My mother and my aunt (prepare) the party
- Jim (revise) the lecture
- Clara and Mike (chat) through Tweeter

### **V/ Future Tenses**

#### **1/ Future Simple (will)**

##### **1.1. Form**

**Positive statement:** I will help you

**Negative statement:** I will not help you

**Question:** Will you share the book?

##### **Note:**

We can use *shall* with the first person singular and plural (we, I). it is found mostly in formal cases.

e.g. I shall tell her.



- The future simple is used to show intention, while the future continuous is employed when there is no intention.

e.g. I will come tonight to visit my grandmother

I will be coming tonight to visit my grandmother. (In the first example, it means that I am visiting my grandmother every night, while in the second I am visiting her for this night).

## 2.5. Difference between 'be going to' for Future and Present Tense

- Present simple and present continuous can be used with expressions that denote the future.

e.g. I am leaving tomorrow (it is a plan).

I leave tomorrow (a decision taken by someone)

- Present simple can be employed to mean the future mainly in official meetings and timetables

Winter school opens in January

- To express a personal plan in the near future, we can use the present continuous

e.g. They are going to pass their summer holiday in Spain this year

- 'be going to' is used with a verb to reveal an intention

e.g. I am going to clean the house

- It is also employed to express an opinion

e.g. They are going to hire the house

- Both forms can be employed with some changes in meaning

e.g. I am meeting my supervisor next week (it is my personal plan)

I am going to meet the supervisor next week (my personal intention)

### Practice

#### Activity One:

Rewrite the following sentences after selecting the appropriate tense (future simple or future continuous).

- I think, you (go) by plane.
- Please visit him in the evening, she (work) on the cabinet
- This time on Monday, We (finish) the project in Spain.
- Do you think he (finish) the work the weakened?

- I do not think I will stay in Algeria, I (leave) to another country one day
- The teacher (use) the digital keyboard in the near future.

**Activity Two:** Select the correct form (future simple or future continuous).

- Shall I congratulate Peter? I.....her today.
  - a. Call
  - b. Be calling
  - c. Will be calling
- Can you finish work? She ..... till the end
  - a. Will guide
  - b. Will be guiding
- This time next week, they .....to Rome
  - a. Will be flying
  - b. Will fly
  - c. Fly
- They.....inform you before John does.
  - a. Will inform
  - b. Will be informing
  - c. Inform
- By the end of the century, humanity .....flying cars
  - a. Will be using
  - b. Will use
  - c. Use

**Activity Three:**

Put the right tense (is going to or present continuous)

- I wish that Jane .....the work.
  - a. Is finishing
  - b. Finishes
  - c. Is going to finish
- I have already made my decision, I.....not .....the house.
  - a. Will not hire
  - b. Is not going to hire

- c. Is not hiring
- We have already take a decision, we.....tomorrow at 15.00
  - a. Are going to leave
  - b. Will leave
  - c. Are leaving
- My mom is not going to help you, she.....for a meeting with her boss
  - a. Is going to appoint
  - b. Is appointing
  - c. Will appoint

# Unit 8

## Prepositions Objectives

In this unit, the student will be able to:

- Use the correct prepositional phrases and prepositions in sentences.
- Distinguish prepositions of time, date and place from each other .
- Construct sentences using the prepositions.

## 1- Introduction

There is no doubt, that it is difficult to learn and use English prepositions correctly for both students and teachers at the same time because most of them have several uses and functions.

Learners in general have to be aware of two main problems with prepositions:

Firstly, whether a preposition is required in any construction or not.

Secondly, In case it is required , Which preposition shall we use?

## 2- What is prepositions?

A preposition is a word that shows the relation between a noun or pronoun and some other words in a sentence.

A preposition is placed before a noun phrase or pronoun.

Prepositions are simple because most of them consist of one word such as:

**Table 8.1.** *Simple prepositions*

|        |         |      |         |         |
|--------|---------|------|---------|---------|
| about  | before  | for  | on      | to      |
| above  | below   | from | over    | under   |
| after  | beside  | in   | past    | until   |
| along  | between | into | since   | up      |
| around | by      | of   | till    | with    |
| at     | down    | off  | through | without |

Whereas, Complex prepositions consist of two or more words such as :

**Table 8.2.** *Complex prepositions*

|              |            |                    |
|--------------|------------|--------------------|
| according to | due to     | by means of        |
| along with   | except for | in comparison with |
| as for       | out of     | in front of        |
| away from    | owing to   | in relation to     |
| Because of   | up to      | on top of          |

Prepositions may connect two things most of the time such as: a noun, an adjective or a verb that comes before and a prepositional object as a noun phrase or pronoun that comes after the preposition.

e.g. - It is a gift for you  
N Pro

- She is happy with you  
Adj Pro

- Ahmed lives in a big town  
V N.P

### 3- Prepositions of Time and Date

#### 3.1 At, on and in:

\* **At for the time of day** as: at 5 o'clock, at midday, at midnight, at lunchtime, at 10:30 am, at sunset.

e.g. I arrived at 9 o'clock.

\* **At for age** as: at the age of twelve, at fourteen, at seventeen etc.

e.g. My grandmother got married at the age of fourteen.

\* **On for days and dates** as: On Wednesday, on Fridays, on my birthday, on 10 August 1981, on 11<sup>th</sup> September, on Christmas Day etc.

\* **In for a (short or long) period of time** as: in the evening/ in the afternoon/ in the morning/ in July/ in 1954/ in the past/ in spring/ in the 19<sup>th</sup> century etc.

#### Exceptions:

When not only the day is concerned, but the period of time as well.

Such as: at Easter, at night, at Christmas,

On the night, on the afternoon, on the morning of a precise date.

as: My father died on the morning of Friday the eleventh.

#### Practice

**Activity One:** Put in at, on or in : (adapted from Murphy, 1999, p. 241)

1- Mozart was born in Salzburg.....1756.

2- I haven't seen Kate for a few days. I last saw her..... Tuesday.

3- The price of electricity is going up..... October.

- 4- I've been invited to a wedding .....14 February.
- 5- Hurry up! We've got to go ..... five minutes.
- 6- I'm busy just now but I'll be with you ..... a moment.
- 7- Jenny's brother is an engineer but he's out of work..... the moment.
- 8- There are usually a lot of parties ..... New Year's Eve.
- 9- I hope the weather will be nice..... The weekend.
- 10- ..... Saturday night I went to bed .....11 o'clock.
- 11- I don't like travelling ..... night.
- 12- We travelled overnight to Paris and arrived ..... 5 o'clock.....the morning.
- 13- The course begins ..... 7 January and ends sometime ..... April.
- 14- It was quite a short book and easy to read. I read it ..... a day.
- 15- I might not be at home ..... Tuesday morning but I'll probably be there..... the afternoon.
- 16- My car is being repaired at the garage. It will be ready ....two hours.
- 17- The telephone and the doorbell rang ..... the same time.
- 18- Mary and Henry always go out for a meal ..... their wedding anniversary.
- 19- Henry is 63. He'll be retiring from his job ..... two years' time.

**Activity Two:** Complete the sentences. Each time use at, on or in + one of the following: **the evening- the moment- Sundays - about 20 minutes - 21 July 1969 - the Middle Ages - 1492- the 1920s - 11 seconds - Christmas - the same time- night:** (adapted from Murphy, 1999, p. 241)

- 1- Columbus made his first voyage from Europe to America .....
- 2- In Britain most people do not work .....
- 3- If the sky is clear, you can see the stars.....
- 4- After working hard during the day, I like to relax .....
- 5- The first man walked on the moon .....
- 6- It's difficult to listen if everyone is speaking .....
- 7- Jazz became popular in the United States .....
- 8- I'm just going out to the shop. I'll be back.

- 9- (on the phone) 'Can I speak to Clare?' 'I'm afraid she's not here.....
- 10- In Britain people send each other cards.....
- 11- Many of Europe's great cathedrals were built .....
- 12- Bob is a very fast runner. He can run 100 metres.

**3.2 By and before:**

\* **By** ( + a time-date- period) = before or at that time, but not later than that date. It generally implies before that date or time.

e.g. The flight takes off at nine o'clock , so you'd better be at the airport **by** seven o'clock . ( means at or before 7 o'clock, not later than 7:00)

\***By** (+ a time expression) It is generally used with perfect tense such as :the future perfect.

e.g. **By** the end of this summer holidays I'll have finished these grammar lectures.

\***Before** can be a preposition, an adverb or a conjunction as the following examples demonstrate:

e.g. He moved to France before the independence .  
(as preposition)

I haven't seen him somewhere before. (as an adverb)

Before you judge think carefully. (as conjunction)

**Practice**

**Activity :** Make sentences with **by**. (adapted from Murphy, 1999, p. 239)

- 1- I have to be at home not later than 5 o'clock. /I **have to be at home by 5 o'clock.**
- 2- I have to be at the airport not later than 10:30. I have to be at the airport.....
- 3- Let me know not later than Saturday whether you can come to the party. Let me know.....
- 4- Please make sure that you're here not later than 2 o' clock.  
Please .....



5- If we leave now, we should arrive not later than lunchtime. ....

### 3.3 At, by, till and until:

e.g. We should work **until/till** midday . (means from a certain time to 12:00).

The train leaves **at** 7:00 o'clock. ( means the exact time).

She posted a letter to Andrew today, so he should receive it **by** Thursday.

( means on or before Thursday, not later than Thursday)

### Practice

**Activity One** : Put in **by** or **until**. (adapted from Murphy, 1999, p. 239)

- 1- Fred has gone away. He'll be away ... **until** ..... Monday.
- 2- Sorry, but I must go. I have to be at home .....**by** ....5 o'clock.
- 3- I've been offered a job. I haven't decided yet whether to accept it or not. I have to decide..... Thursday.
- 4- I think I'll wait..... Thursday before making a decision.
- 5- It's too late to go shopping. The shops are only open ..... 5:30. They'll be closed ..... now.
- 6- I'd better pay the phone bill. It has to be paid ..... tomorrow.
- 7- Don't pay the bill today. Wait ..... tomorrow.
- 8- A: Have you finished redecorating your house?  
B: Not yet. We hope to finish ..... The end of the week.
- 9- A: I'm going out now. I'll be back at 4:30. Will you still be here?  
B: I don't think so. I'll probably have gone out ..... then.
- 10- I'm moving into my new flat next week. I'm staying with a friend .....then.
- 11- I've got a lot of work to do. .... the time I finish, it will be time to go to bed.
- 12- If you want to do the exam, you should enter ..... 3 April.

**Activity Two**: Use your own ideas to complete these sentences. Use **by** or **until**.  
(adapted from Murphy, 1999, p. 239)

- 1- Fred is away at the moment. He'll be away .....**until Monday**.
- 2- Fred is away at the moment. He'll be back .....**by Monday**.

- 3- I'm just going out. I won't be very long. Wait here.....
- 4- I'm going shopping. It's 4.30 now. I won't be very long. I'll be back .....
- 5- If you want to apply for the job, your application must be received .....
- 6- Last night I watched TV.....

### 3.4 On time, in time, in good time:

\* **On time:** means something happens punctual, not late, not before and not after.

e.g. the 21:00pm film started **on time**. (planned arranged, not before, not after, means punctual, not late).

e.g. I'll meet you at 10:00, but please be **on time!** (means don't be late, be there at 10:00).

\* **In time:** means soon enough (to do something/ for something)

e.g. I must hurry. I want to get home **in time** to see the football match on television.

(Which means soon enough to see the football match not late).

\* **In good time:** means with no risk of being late.

e.g. I arrived at the conference room **in good time** for the meeting.

(the meeting began at 09.00 and I arrived at 08:50)

### Practice

**Activity** :Complete the sentences with **on time** or **in time** (adapted from Murphy, 1999, p. 243)

- 1- The bus was late this morning but it's usually .... **On time**.
- 2- The film was supposed to start at 08:30 but it didn't begin .....
- 3- I like to get up ..... to have a big breakfast before going to work.
- 4- We want to start the meeting ....., so please don't be late.
- 5- I've just washed this shirt. I want to wear it this evening, so I hope it will be dry.....
- 6- The train service isn't very good. The trains are rarely .....
- 7- I nearly missed my flight this morning. I got to the airport just .....
- 8- I nearly forgot that it was Joe's birthday. Fortunately I remembered.....
- 9- Why are you never .....? You always keep everybody waiting.

### 3.5 At the beginning/ end, in the beginning, at first/ at last:

\* **At the beginning of & at the end of:** the opposite of **at the beginning** is **at the end**.

e.g. **at the beginning** of each month the employees get their salaries.

e.g. I have presented my research **at the beginning** of the scientific meeting.

e.g. **At the end** of the month, I'm going away.

e.g. All the players shook hands **at the end** of the match.

\***In the beginning and at first:** means in the early stage. There was a change later on

e.g. **In the beginning/ at first** we didn't like each other very much, but later we became good friends.

\* **In the end & at last:** is usually the opposite of at first and at the beginning. It means after some time or eventually.

e.g. He had a lot of problems with his car. **In the end** he sold it and bought another one.

### Practice

**Activity :** Put in **at** or **in** : (adapted from Murphy, 1999, p. 243)

1- I'm going away ...**at**.. the end of the month.

2- It took me a long time to find a job. .... the end I got a job in a hotel.

3- Are you going away ..... the beginning of August or ..... the end?

4- I couldn't decide what to buy Mary for her birthday. I didn't buy her anything ..... the end .

5- We waited ages for a taxi. We gave up ..... the end and walked home.

6- I'll be moving to a new address ..... the end of September.

7- At first Helen didn't want to go to the theatre but she came with us..... the end.

8- I'm going away ..... the end of this week.

9- 'I didn't know what to do'. 'Yes, you were in a difficult position. What did you do..... the end?'

### 3.6 After and afterwards

\* **After:** is a preposition and must be followed by a noun, a pronoun or a gerund.

e.g. I often leave home **after** I have my breakfast.

\* **Afterwards:** means after that or then. It is used as an adverb.

e.g. I left immediately **afterwards**.

### 3.7 From and since

\* **From :** It can be used for both time and place.

e.g: I flew **from** Oran to Barcelona.

e.g. We walked from 10.00 in the morning to 18.00 in the evening.

\* **Since:** means from that time to the time referred to. It is often used with present perfect or past perfect tense. It can be used with for time, but never for the place.

e.g. Ahmed has been studying English language **since** 2002.

e.g. I haven't seen her **since** the 10<sup>th</sup> of August.

### 3.8 Since and for

\* **Since:** it may be used with a point in time.

e.g. I have been explaining the lesson **since 08.00**.

\* **For:** it is used with a period of time.

e.g. I have been explaining the lesson **for one hour**.

### 3.9 For and during

\* **For :** it used with a period of time to say how long something goes on as in the following examples: **For** two hours, **for** a week, **for** three years, **for** a month.

**For:** may also used when the action continues for the whole period.

e.g. My grandmother stayed with us **for** Ramadhan.

Are you going away **for** the weekend?

\***During :** used when something happens at some point within a given period.

e.g. I fell asleep **during** the film.

During may also used when something happens and continues happening for the whole period and it is named as:

e.g. **During** our holiday, we met a lot of people.

### Practice

**Activity :** Put in **for** or **during** (adapted from Murphy, 1999, p. 237)

1- It rained ....for.. three days without stopping.

2- I fell asleep ....during.... the film.

3- I went to the theatre last night. I met Lucy..... the interval.

- 4- Martin hasn't lived in Britain all his life. He lived in Brazil .....four years.
- 5- Production at the factory was seriously affected ..... the strike.
- 6- I felt really ill last week. I could hardly eat anything..... three days.
- 7- I waited for you ..... half an hour and decided that you weren't coming.
- 8- Sue was very angry with me. She didn't speak to me ..... a week.
- 9- We usually go out at weekends, but we don't often go out ..... the week.
- 10- Jack started a new job a few weeks ago. Before that he was out of work..... six months.
- 11- I need a change. I think I'll go away ..... a few days.
- 12- The president gave a long speech. She spoke .....two hours.
- 13- We were hungry when we arrived. We hadn't had anything to eat.....the journey.
- 14- We were hungry when we arrived. We hadn't had anything to eat ..... eight hours.

#### 4- Prepositions of Place and Movement

The following table shows the prepositions of place with examples:

**Table 8.3.** *Prepositions of Place*

|                |   |
|----------------|---|
| <b>On</b>      | <ul style="list-style-type: none"> <li>-My parent's flat is <u>on</u> the second floor.</li> <li>-My book is <u>on</u> the table.</li> <li>-The picture is fixed <u>on</u> the wall.</li> <li>-There is a good film on TV tonight.</li> </ul>   |
| <b>Under</b>   | <ul style="list-style-type: none"> <li>-The cat is <u>under</u> the table.</li> </ul>   |
| <b>In</b>      | <ul style="list-style-type: none"> <li>-The girl <u>in</u> the photograph is my sister.</li> <li>-There is a bird <u>in</u> the sky.</li> <li>-There are good articles <u>in</u> this newspaper.</li> <li>-I'm <u>in/inside</u> the bathtub.</li> <li>-There is money <u>in/inside</u> this purse.</li> <li>-I'm <u>in/inside</u> the car.</li> </ul> |
| <b>Outside</b> | <ul style="list-style-type: none"> <li>-I'm <u>outside</u> the car.</li> </ul>  |

|                     |   |
|---------------------|---|
| <b>Up</b>           | -The lighthouse is situated <u>up</u> the cliff.        |
| <b>Down</b>         | -My cat is sleeping down the staircase.                 |
| <b>Along</b>        | -There are flowers <u>along</u> the sides of this road. |
| <b>Round/Around</b> | -We are sitting <u>round/around</u> the fire.           |
| <b>Between</b>      | -The plate is <u>between</u> the bottle and the glass.  |
| <b>Opposite</b>     | -The zoo is <u>opposite</u> the bank.                   |
| <b>Next to</b>      | -There is a coffee shop <u>next to</u> the school I go. |
| <b>Beside</b>       | -My mother is standing <u>beside</u> my father.         |
| <b>By</b>           | -My little brother is lying <u>by</u> me.               |
| <b>Near</b>         | -The hotel is <u>near</u> the coast                     |
| <b>Off</b>          | -The island is <u>off</u> the coast.                    |
| <b>Among</b>        | -I'm <u>among</u> my friends.                           |
| <b>Over</b>         | -I'm cooking an egg <u>over</u> an open fire.           |
| <b>Below</b>        | -I'm <u>below</u> the surface of the water.             |
| <b>Across</b>       | -My uncle's house is <u>across</u> the street.          |
| <b>In front of</b>  | -The car is parked <u>in front of</u> the house.        |
| <b>Behind</b>       | -She is hiding <u>behind</u> the curtain.               |
| <b>At</b>           | -We are <u>at</u> the restaurant.                       |
| <b>Against</b>      | -The broom is <u>against</u> the wall.                  |

The following table shows the prepositions of movement with examples:

**Table 8.4. Prepositions of Movement**

|                    |  |
|--------------------|--|
| <b>Against</b>     | -The wind is blowing <u>against</u> me.                  |
| <b>Between</b>     | -My little brother is walking <u>between</u> my parents. |
| <b>up</b>          | -I am climbing <u>up</u> the ladder.                     |
| <b>Down</b>        | -I am skiing <u>down</u> this slope.                     |
| <b>Over</b>        | -The horse has jumped <u>over</u> the fence.             |
| <b>Past</b>        | -The cyclist has ridden <u>past</u> the arrival line.    |
| <b>Across</b>      | -They are walking <u>across</u> the street.              |
| <b>Along</b>       | -We are driving <u>along</u> the corniche.               |
| <b>Above</b>       | -A plane is flying <u>above</u> us.                      |
| <b>Below</b>       | -He is sailing <u>below</u> the bridge.                  |
| <b>Towards</b>     | -I am swimming <u>towards</u> the bank of the river.     |
| <b>From</b>        | -A prisoner has escaped <u>from</u> prison!              |
| <b>On to</b>       | -My cat jumped <u>on to</u> my bed.                      |
| <b>Out of</b>      | -The dog is jumping <u>out of</u> the window.            |
| <b>Into</b>        | -I will thrust this letter <u>into</u> the mailbox.      |
| <b>Around</b>      | -You turn <u>around</u> the corner.                      |
| <b>Round</b>       | -The earth turns <u>round</u> the sun.                   |
| <b>Near</b>        | -Don't go <u>near</u> the edge.                          |
| <b>Through</b>     | -The train will go <u>through</u> the tunnel.            |
| <b>In front of</b> | -The guide is walking <u>in front of</u> the tourists.   |
| <b>Behind</b>      | -The giraffe is walking <u>behind</u> the trees.         |
| <b>To</b>          | -I am going <u>to</u> school.                            |

## 5- Prepositions of Travel

### 5.1 From ...to

The prepositions often used with travel/ drive/fly/cycle/walk/go ...etc.

e.g. I traveled from Oran airport to Barcelona.

### 5.2 Arrive at/in, get to

e.g. I arrived at the airport or at the hotel./at the bridge.

We arrived in Paris.

“get to” can be used with any destination.

e.g. I want to get to Edinburgh before dark.

“get in” ( an adverb) can mean ‘arrive at a station’. It is chiefly used for trains.

e.g. What time does the train get in? means reach the terminus (the station).

We may also used (adverbs) such as: **get there** or **get back**.

### 5.3. Home

We can use a verb of motion such as: arrive/come/get/go/return ...etc+ **home** without a preposition.

e.g. It took us an hour to get home.

e.g. They went home by bus.

But if **home** is preceded or followed by a descriptive word or phrase, a preposition is necessary.

e.g. She returned to her parents’ home.

### 5.4. Transport: by, on, get in/into/on/onto/off/out of

\*We can travel **by** car, ( but we travel in the/my/Tom’s car). While we always travel **by** bus/train/plane and **by** sea/air.

\*We can also travel **by** a certain route,or **by (via)** a certain place.

e.g. We went by the fourth national route.

\*We can walk or go **on** foot. We can cycle or go **on** a bicycle or **by** bicycle.

\*We can ride or go **on** horseback.

\*We **get into/get in** a public vehicle. We **get out of/ get out** a private vehicle.

\*We **get on /onto** a boat/a bus/ a plane/a train. We **get off** a horse/a ship/a bicycle ...etc.



\*We can also **get in/into/out /out of** buildings, institutions, and countries instead of **go/come/return** ...etc. When there is some difficulty in entering or leaving these places. Such as the following examples in which they used as adverbs.

e.g. I've lost my keys! How are we going to get **into** the flat? or to get **in** the flat?  
Or just simply to get **in**?

e.g. It's difficult to get into a university nowadays.

## 6- Words used as Prepositions / Adverbs

Many words can be used as either prepositions or adverbs.

e.g. He got off the bus at the corner. ( preposition)

He got off at the corner. (adverb)

The most important of these are: **above, about, across, along, before, behind, below, by, down, in, near, off, on, over, round, through, under and up.**

e.g. They were here before six. (preposition)

He has done this sort of work before. (adverb)

Peter is behind us. (preposition)

He's a long way behind. (adverb)

Many of these words are used to form phrasal verbs.

e.g. The plane took off. (left the ground)

My plans fell through. (came to nothing)

A few prepositions **,after, before, till** can also be used as conjunctions:

e.g. After he had explained the position...

Before we left the house ...

I'll stay here till it begins to get cold.

The preposition remains next to the verb with noun and pronoun objects.

e.g. She must look after him.

The adverb comes either next to the verb or at the end of the clause or sentence when the object is a noun.

## 7- Verb + Preposition

The preposition refers to the noun and usually remains next to the verb and before the noun. It usually has a literal meaning.

e.g. - George's salary is very low. It isn't enough to live on.

- The number of people suffering from heart disease has increased.
- Three students were suspected of cheating in the examination.
- Everybody said that I was to blame for the accident.

### 8- Verb + Adverb & Verb+Adverb+Preposition+Object

It usually has an idiomatic meaning. The adverb can go independently to the end of the clause or sentence.

e.g. Get across = convey.

He managed to get across his message.

He managed to get his message across.

\* Verb + Adverb combinations are followed by a preposition to form a compound verb.

e.g. We have run out of oil/it.

### 9- Prepositions + Gerunds /Nouns

- Verbs placed immediately after prepositions must be in the gerund form:

**Table 8.5.** *Prepositions Followed by a Gerund or Nouns*

| Preposition+ Gerund                            | Preposition+Noun                             |
|--|--|
| -He's keen on <u>fishing</u> .                 | -He's keen on <u>class</u> .                 |
| -I am fond of <u>listening</u> to pop music.   | - I am fond of pop <u>music</u> .            |
| -She's good at <u>playing</u> tennis.          | -She's good at <u>tennis</u> .               |
| -I'm interested in <u>collecting</u> stamps.   | - I'm interested in <u>stamps</u> .          |
| -I'm used to <u>getting</u> wet.               | -I'm used to <u>the rain</u> .               |
| -She's afraid of <u>going</u> out in storms.   | -She's afraid of <u>storms</u> .             |
| -She accused him of <u>stealing</u> her purse. | -She accused him of <u>robbery</u> .         |
| -I insist on <u>seeing</u> the manager.        | - I must insist on absolute <u>silence</u> . |

### Practice

**Activity One:** Put in **to/ at/in/into** where necessary. If no preposition is necessary leave an empty space (-): (adapted from Murphy, 1999, p. 251)

- 1- Three people were taken ..**to**.... hospital after the accident .

- 2- I met Caroline on my way...-...home ( no preposition).
- 3- We left our luggage ..... the station and went to find something to eat.
- 4- Shall we take a taxi ..... the station or shall we walk?
- 5- I must go ..... the bank today to change some money.
- 6- The river Rhine flows ..... the North Sea.
- 7- I'm tired. As soon as I get .....home, I'm going .....bed.
- 8- 'Have you got your camera?' 'No, I left it .....home'.
- 9- Marcel is French. He has just returned.... France after two years.....Brazil.
- 10- Are you going ..... Linda's party next week?
- 11-Carl was born..... Chicago but his family moved ..... New York when he was three. He still lives ..... New York.
- 12- Have you ever been ..... China?
- 13- I had lost my key but I managed to climb ..... the house through a window.
- 14- We got stuck in a traffic jam on our way ..... the airport.
- 15- We had lunch ..... the airport while we were waiting for our plane.
- 16- Welcome ..... the hotel. We hope you enjoy your stay here.
- 17- What do you say to someone visiting your town or country! Welcome.....!

**Activity Two:** Write sentences using **got into/out of/on/off**. (adapted from Murphy, 1999, p. 251)

- 1- You were walking home. A friend passed you in her car. She saw you, stopped and offered you a lift. She opened the door. What did you do?.. **I got into the car.**
- 2- You were waiting for the bus. At last your bus came. The doors opened. What did you do then? I .....
- 3- You drove home in your car. You arrived at your house and parked the car. What did you do then? .....
- 4- You were travelling by train to Manchester. When the train got to Manchester, What did you do? .....
- 5- You needed a taxi. After a few minutes a taxi stopped for you. You opened the door. What did you do then?.....

- 6- You were travelling by air. At the end of your flight the plane landed at the airport and stopped. The doors were opened, you took your bag and stood up. What did you do then?.....

**Activity Three:** Put in the correct preposition (adapted from Murphy, 1999, p. 271)

- 1- The school provides all its students ... **with**...books.
- 2- A strange thing happened ..... me a few days ago.
- 3- Mark decided to give up sport so that he could concentrate ..... his studies.
- 4- I don't believe ..... working very hard. It's not worth it.
- 5- My present job isn't wonderful, but I prefer it ..... what I did before.
- 6- I hope you succeed ..... getting what you want.
- 7- As I was coming out of the room, I collided ..... somebody who was coming in.
- 8- There was an awful noise as the car crashed..... a tree.
- 9- Jim is a photographer. He specializes ..... sports photography.
- 10- Do you spend much money ..... clothes?
- 11- The country is divided ..... six regions.
- 12- I prefer travelling by train ..... driving. It's much more pleasant.
- 13- Somebody broke ..... my car and stole the radio.
- 14- I felt quite cold but Peter insisted ..... having the window open.
- 15- Some words are difficult to translate ..... one language .....another.
- 16- What happened ..... the money I lent you ? What did you spend it .....?
- 17- The teacher decided to split the class ..... four groups.
- 18- I filled the tank but unfortunately I filled it ..... the wrong kind of petrol.

**Activity Four:** Use your own ideas to complete these sentences. Use a preposition.  
(adapted from Murphy, 1999, p. 271)

- 1- I wanted to go out alone but my friend insisted .... **on coming with me.**
- 2- I spend quite a lot of money .....
- 3- I saw the accident. The car crashed .....
- 4- Sarah prefers basketball .....
- 5- Shakespeare's plays have been translated .....

**Activity Five:** Complete the sentences using a word from list A and a word from list B.

You need to use some words more than once. (adapted from Murphy, 1999, p. 273)

**A/ away – back- forward- on – out- up-**

**B/ at – of – to – with**

- 1- You're walking too fast. I can't keep **..up with..** you .
- 2- My holidays are nearly over. Next week I'll be ..... work.
- 3- We've nearly run ..... money. We've got very little left.
- 4- Martin isn't very happy in his job because he doesn't get ..... his boss.
- 5- I love to look ..... The stars in the sky at night.
- 6- Are you looking ..... The party next week?
- 7- There was a bank robbery last week. The robbers got .....£30,000.

# Unit 9

## Passive Vs. Active Voices

### Objectives

By the end of this lesson, the student will be able to:

- Create sentences in the active and passive voice .
- Distinguish between active and passive voice in sentences.
- Understand why active or passive voice is appropriate to use in certain contexts.

# The Passive Voice

## 1- Form

The passive voice of an active tense is formed by putting the verb 'to be' into the same tense as the active verb and adding the past participle of the active verb.

\*The subject of the active verb becomes the agent of the passive verb and is preceded by 'by'.

e.g. **Active:** My father planted this tree.

**Passive:** This tree was planted by my father.

The following table shows the active voice tenses and their passive equivalents

\* **Table 9.1.** *Active tenses and Passive equivalents*

| Tense/Verb form    | Active Voice                        | Passive Voice                          |
|--------------------|-------------------------------------|--|
| Present Simple     | He delivers the letters.            | The letters are delivered.             |
| Past Simple        | He delivered the letters.           | The letters were delivered.            |
| Future Simple      | He will deliver the letters.        | The letters will be delivered.         |
| Present Continuous | He is delivering the letters.       | The letters are being delivered.       |
| Past Continuous    | He was delivering the letters       | The letters were being delivered.      |
| Going to           | He is going to deliver the letters. | The letters are going to be delivered. |
| Present Perfect    | He has delivered the letters.       | The letters have been delivered.       |
| Past Perfect       | He had delivered the letters.       | The letters had been delivered.        |
| Infinitive         | He has to deliver the letters.      | The letters have to be delivered.      |
| Modals             | He must deliver the letters.        | The letters must be delivered.         |

## 2- Use

\* We use an active verb to say what the subject does.

e.g. My grandfather was a builder. **He built** this house in 1930.

It's a big company. **It employs** two hundred people.

\*We use a passive verb to say what happens to the subject.

e.g. This house is quite old. **It was built** in 1930.

**Two hundred people are employed** by the company.

\*When we use the passive, who or what causes the action is often unknown or unimportant.

e.g. A lot of money **was stolen** in the robbery. ( i.e., somebody stole it but we don't know who).

**Is this room cleaned** every day? (i.e., does somebody clean it?/it's not important who)

\*If we want to say who does or what causes the action, we use 'by'...

e.g. This house was built **by my grandfather**.

Two hundred people are employed **by the company**.

### 3- Prepositions with Passive Verbs

\*In a passive sentence the agent, or doer of the action, is very often not mentioned.

When the agent is mentioned, it is preceded by "by"

e.g. **Active:** Andrew wrote this letter.

**Passive:** This letter was written by Andrew.

**Active:** Who wrote it?.

**Passive:** Who was it written by?

\*When dealing with materials, the preposition "with" is used.

e.g. **Active:** Smoke filled the room.

**Passive:** The room was filled with smoke.

\*When a verb + preposition + object combination is put into the passive, the preposition will remain immediately after the verb.

e.g. **Active:** You can play with these cubs quite safely.

**Passive:** These cubs can be played with quite safely.

**Active:** We must write to him.

**Passive:** He must be written to.

\*Similar with verb + preposition/ adverb combinations.

e.g. **Active:** He looked after the children well.

**Passive:** The children were well looked after.



#### 4-Infinitive Constructions after Passive Verbs

\*After acknowledge, assume, believe, claim, consider, estimate, feel, find, know, presume, report, say, think, understand etc. Besides sentences of the type “people think/consider/know etc. that he is..” In this case, we may have two possible passive forms:

- It is thought/known/ considered etc. that he is .....
- He is thought/ known/ considered etc.to be .....

Similarly:

- People said that he was jealous of her.
- It was said that he was jealous of her. / or
- He was said to be jealous of her.

The infinitive construction is the neater of the two. It is chiefly used with “to be” though other infinitives can sometimes be used.

e.g. He is thought to have information which will be useful to the police.

\*After **suppose**

**Suppose** in the passive can be followed by the present infinitive of any verb but this construction usually conveys an idea of duty and is not therefore the normal equivalent of **suppose** in the active.

e.g. You are supposed to know how to drive.= It is your duty to know/You should know how to drive.

**Suppose** in the passive can similarly be followed by the perfect infinitive of any verb. This construction may convey an idea of duty but very often does not.

e.g. You are supposed to have finished = You should have finished.

\*Note that an infinitive placed after a passive verb is normally a full infinitive, i.e., an infinitive with “to”

e.g. **Active:** He made us work. / We saw them go out.

**Passive:** We were made to work. / They were seen to go out.

However, with “let” is used without “to”

e.g. **Active:** They let us go.

**Passive:** We were let go.

\*Both the continuous infinitive and its perfect form can be used after the passive of:

**Think , know, report, suppose,say, believe, understand.**

e.g. You are supposed/believed to be working = You should be working.

He is believed to have been waiting for a message.

**Practice**

**Activity One:** Rewrite these sentences. Write a passive sentence. (adapted from Murphy, 1999, p. 83)

- 1- Somebody cleans the room every day. /- **The room is cleaned every day.**
- 2- They cancelled all flights because of fog. /- All .....
- 3- People don't use this road very often. /- .....
- 4- Somebody accused me of stealing money. / - I.....
- 5- How do people learn languages? / - How .....
- 6- People advised us not to go out alone./ .....

**Activity Two:** Rewrite these sentences. Write a passive sentence. (adapted from Murphy, 1999, p. 85)

- 1- Somebody has cleaned the room. / - **The room has been cleaned.**
- 2- They have postponed the concert. The .....
- 3- Somebody is using the computer at the moment. The computer .....
- 4- I didn't realise that somebody was recording our conversation. / - I didn't realise that .....
- 5- When we got to the stadium we found that they had cancelled the game.  
When we got to the stadium, we found that .....
- 6- They are building a new ring road round the city.  
.....
- 7- They have built a new hospital near the airport .  
.....

**Activity Three:** Complete the sentences with the correct passive form of the verbs in brackets. Use the Present Simple.

- 1- English .....(speak) in many countries.
- 2- The post .....(deliver) at about 7 o'clock every morning.

- 3- ..... (the building/use) any more?
- 4- How often .....the Olympic Games (hold)?
- 5- How ..... (your name /spell)?
- 6- My salary .....(pay) every month.
- 7- These cars .....(not make) in Japan.
- 8- The name of the people who committed the crime .....(not know).
- 9- His travel expenses ..... (not pay) by his company.

**Activity Four:** Complete the sentences with the correct passive form of the verbs in brackets. Use the past Simple.

- 1- My car ..... ( repair) last week.
- 2- This song .....(not write) by John Lennon.
- 3- .....(the phone/answer) by a young girl?
- 4- The film .....(make) ten years ago.
- 5- When .....(tennis /invent)?
- 6- The car .....(not damaged) in the accident.
- 7- The original building .....(pull) down in 1965.
- 8- Where .....(this pot/make)?
- 9- When .....(this bridge/build)?

# Unit 10

## Reported Speech

### Objectives

By the end of this unit, the student will be able to:

- List the rules for converting direct speech to indirect speech and indirect speech to direct speech .
- Distinguish between direct and indirect speech.

# Reported Speech

## (Direct and Indirect Speech)

\*There are two ways of relating what a person has said: “direct and indirect”

### 1-Direct Speech

e.g. She said, “I have lost my key”

In direct speech, we repeat the original speaker’s exact words. It is placed between inverted commas, and a comma or colon is placed immediately before the remark. Direct speech is found in conversations in books, in plays, and in quotations.

### 2-Indirect Speech

e.g. She said that she had lost her key.

In indirect speech, we give the exact meaning of a remark or a speech, without necessarily using the speaker’s exact words. There is no comma after “say” in indirect speech.

### 3- Reporting Statements /Backshift of Tenses

\*When the introductory verb such as “ say, tell, remark...etc.) is in the present, present perfect or future tense, we can report the direct speech without any change of tense. In other terms, If the introductory sentence starts in the present as for instance William says, there is no backshift of tenses in Reported speech.

e.g. Direct speech : William says: “ I work in a private company.”

Reported speech: William says that he works in a private company.

e.g. Andrew: I’m trying to get a taxi.

Anna to Mary : Andrew says he is trying to get a taxi.

e.g. She says, “The flight will be late” / She says the flight will be late.

\*But if the introductory sentence starts in the past William said, there is often backshift of tenses in Reported speech.

e.g. William said: “I work in a private company”.

William said that he worked in a private company.

The changes are shown in the following table:

**Table 10.1.** *Backshift of tenses in reported speech*

| <b>Backshift of Tenses</b>  |  |
|---|--|
| <b>Form</b>   | <b>To</b>  |
| Simple Present  | Simple Past  |
| Tom. "I <b>work</b> in a factory"   | Tom said that he <u>worked</u> in a factory.   |
| Simple Past<br>Present Perfect<br>Past Perfect  | Past Perfect   |
| Tom. "I <b>worked</b> in a factory".<br>Tom. "I <b>have worked</b> in a factory."<br>Tom. "I <b>had worked</b> in a factory."   | Tom said that he <u>had worked</u> in a factory.   |
| Will<br>Can<br>May<br>(Would/could/might/should/ought to)   | Would<br>Could<br>Might<br>(Would/could/might/should/ought to)   |
| Tom. "I <b>will work</b> in a factory".<br>Tom. "I <b>can work</b> in a factory."<br>Tom. "I <b>may work</b> in a factory."<br>Tom. "I <b>would work</b> in a factory."<br>(Could, might,should,ought to) | Tom said that he <u>would work</u> in a factory.<br>Tom said that he <u>could work</u> in a factory.<br>Tom said that he <u>might work</u> in a factory.<br>Tom said that he <u>would work</u> in a factory.<br>(Could, might,should,ought to) |
| <b>Progressive forms</b>  |  |
| Am/are/is<br>Was/were<br>has been<br>had been   | Was/were<br>Had been   |
| Tom. "I'm <b>working</b> in a factory".<br>Tom. "I <b>was working</b> in a factory."  | Tom said that he <u>was working</u> in a factory.  |
| Tom "I <b>have been working</b> in a factory."<br>Tom "I <b>had been working</b> in a factory."   | Tom said that <u>he had been working</u> in a factory.   |

#### 4- Unchanged Past Tenses

\*In theory the past tense changes to the past perfect, but in spoken English it is often left unchanged.

e.g. Direct speech: He said, 'Ann arrived on Monday'

Reported speech: He said (that) Ann arrived or (had arrived) on Monday.

\*In written English past tenses most of the time do change to the past perfect, but there are some exceptions.

1- Past/past continuous tenses used in time clauses do not normally change.

e.g. Direct speech : He said, "When we were living/lived in Paris..."

Reported speech: He said that when they were living / lived in Paris...

2- The main verb of such sentences can either remain unchanged or become the past perfect.

e.g. Direct speech: He said, "when we were living/ lived in Paris, we often saw Paul".

Reported speech: He said that when they were living/lived in Paris they often saw/ had often seen Paul.

\*A past tense used to describe a state of affairs which still exists when the speech is reported remains unchanged.

e.g. Direct speech: She said, "I decided not to buy the house because it **was** on a main road".

Reported speech: She said that she had decided not to buy the house because it **was** on a main road.

\*Unreal past tenses (subjunctives) after **wish, would rather/sooner** and **it is time** do not change.

e.g. Direct speech: "We wish we didn't have to take exams," said the children.

Reported speech: The children said they wished they didn't have to take exams.

\*Would, could, might,, must, should, ought to and used to do not change in reported speech.

e.g. Direct speech: "I should/would like to take some photographs", said Mrs Allen.

Indirect speech: Mrs Allen said that she would like to take some photographs.

\*Conditional sentences types two and three remain entirely unchanged.

### **5- Other Important Changes from direct speech to reported speech**

\*Pronouns and possessive adjectives normally change from first or second person to third person except when the speaker is reporting his own words.

e.g. Direct speech: I said, "I like my new flat".

Indirect speech: I said that I liked my own flat. (speaker reporting his own words).

Direct speech: Andrew said, "I like my new flat".

Indirect speech: Andrew said he liked his new flat.

\*But we notice that sometimes a noun must be inserted to avoid ambiguity.

e.g. Direct speech: Tom said, "He came in through the window".

Indirect speech: Tom said that the man had come in through the window.

\*Expressions of time often change in indirect speech, but if the speech is made and reported on the same day these time changes are not necessary.

e.g. Direct speech: This morning my mother said, "I will be very busy today".

Indirect speech: This morning my mother said that she would be very busy today.

If the sentence contains an expression of time, you must change it as well.

e.g. Direct speech : Andrew: "I worked in a private company yesterday."

Indirect speech: Andrew said that he had worked in a private company the day before.

the following table shows the shifting of expressions of time and place:



**Table 10.2. Shifting of expressions of time/place**

| Direct Speech                  | Indirect Speech  |
|--------------------------------|--|
| Today/this day                 | That day   |
| Tomorrow                       | The next/following day<br>The day after                    |
| This (evening)                 | That (evening)   |
| These (days)                   | Those (days)   |
| now                            | then   |
| (a week/a year ...) ago        | (a week/ a year/a..) before.                               |
| Last (weekend- last week- ...) | The weekend - the week before/the previous weekend - week. |
| here                           | there  |
| Next (week-year...)            | The following (week/year ..)                               |
| Yesterday                      | The day before   |

e.g. Direct speech : Andrew said, "I'll be here tomorrow"

Indirect speech: Andrew said that he would be there the next day.

e.g. Direct speech : My mother told me, "I'll come this week".

Indirect speech: My mother told me that she would come that week.

## 6- Reported Questions

If you put a question into reported speech, there are some changes which are necessary such as:

\*The interrogative form of the verb changes to the affirmative form and the question mark (?) is therefore omitted in reported speech.

e.g. Direct speech: Ahmed said, "Where does she live?"

Reported speech: Ahmed asked where she lived.

\*If the introductory verb is “say” or “tell”, it must be changed to a verb of inquiry, for instance ask, inquire, wonder, want to know ...etc.

e.g. Direct Speech: Kate said, “Where is the bank?”

Reported speech: Kate wondered where the bank was.

\*In reported speech there is no question anymore, the sentence becomes a statement. That’s why the word order is: subject-verb. For **Yes/No** questions **if** or **whether** must be used as the following examples show.

e.g. Direct speech: “Do you play guitar?” Tom asked.

Reported speech: Tom asked me whether/if I played guitar.

**W/h** questions :

e.g. Direct speech: “When do you play guitar?” Tom asked.

Reported speech: Tom asked me when I played guitar.

## 7- Reported Commands /Requests and Advice

\*In reported speech commands, requests and advice are usually expressed by a verb of **command/request/advice+object+infinitive**.

e.g. Direct speech: “Do your homework” my mother said.

Reported speech: My mother told me to do my homework.

Direct speech: “You had better hurry, Peter!”she said.

Reported speech: She advised Peter to hurry.

\*Negative commands, requests and advice are usually reported by **not+ infinitive**.

Direct speech: “Don’t smoke cigarette at the hospital, guys”, she said.

Reported speech: She warned the guys not to smoke cigarette at the hospital.

## Practice

**Activity One:** Change the following into indirect speech ( Reported speech):

1- “Our school will open tomorrow” , She said.

-----

2- "I understand what my teacher said", The pupil said.

-----

3- "We are leaving tomorrow", The tourist said.

-----

4- "These apples are expensive", My father told me.

-----

5- "I enjoyed my trip to Spain", he said.

-----

6- "How much did you pay?", my mother said.

-----

7- "What do you want?", Ruth said.

-----

8- "Can you fight?", he said.

-----

9- "Do I look beautiful today?", the girl said.

-----

10- "Who has brought you this?", Jane said to her friend.

-----

11- "Leave the room", Bob said to her.

-----

12- "Don't shout", he said to them.

-----

13- "Don't tell lies", my mother said to me.

-----

14- "Forgive me please" she said to her mother.

-----

15- "Be quiet", the teacher said to the pupils.

-----

16- "Behave your self", my father said to me.

-----

**Activity Two:** Turn the following statements into the reported speech using said.

a- "I'll stay at home on Friday", Ahmed said.

-----

b- "Peter works in a private company", John said.

-----

c- "Anna may move to a new flat", Mario said.

-----

d- "Everybody must try to do their best", my mother said.

-----

e- "My grand mother can't use a computer", Susan said.

-----

f- "I must go to the dentist tomorrow", she said.

-----

g- "I have something to show you", he said to her.

-----

h- "I'm going away tomorrow", she said.

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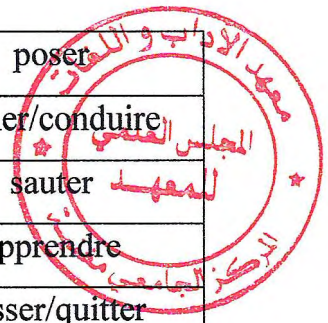
## LIST OF IRREGULAR VERBS

There are many irregular verbs in English language, but these are the more common ones.

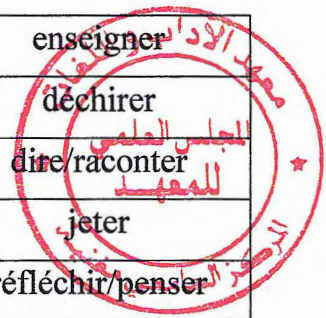
| <b>INFINITIVE/<br/>Base Form</b> | <b>PAST SIMPLE</b> | <b>PAST<br/>PARTICIPLE</b> | <b>FRENCH</b> |
|----------------------------------|--------------------|----------------------------|---------------|
| <b>arise</b>                     | arose              | arisen                     | se lever      |
| <b>be</b>                        | Was/were           | been                       | Être          |
| <b>beat</b>                      | beat               | beaten                     | battre        |
| <b>become</b>                    | became             | become                     | devenir       |
| <b>begin</b>                     | began              | begun                      | commencer     |
| <b>bend</b>                      | bent               | bent                       | courber       |
| <b>bite</b>                      | bit                | bitten                     | mordre        |
| <b>blow</b>                      | blew               | blown                      | souffler      |
| <b>break</b>                     | broke              | broken                     | casser        |
| <b>bring</b>                     | brought            | brought                    | apporter      |
| <b>build</b>                     | built              | built                      | construire    |
| <b>burn</b>                      | burnt              | burnt                      | brûler        |
| <b>burst</b>                     | burst              | burst                      | éclater       |
| <b>buy</b>                       | bought             | bought                     | acheter       |
| <b>can</b>                       | could              | could                      | pouvoir       |
| <b>cast</b>                      | cast               | cast                       | jeter         |
| <b>catch</b>                     | caught             | caught                     | attraper      |
| <b>choose</b>                    | chose              | chosen                     | choisir       |
| <b>cling</b>                     | clung              | clung                      | s'accrocher   |
| <b>come</b>                      | came               | come                       | venir         |
| <b>cost</b>                      | cost               | cost                       | coûter        |
| <b>cut</b>                       | cut                | cut                        | couper        |
| <b>dig</b>                       | dug                | dug                        | creuser       |
| <b>do</b>                        | did                | done                       | faire         |
| <b>draw</b>                      | Drew               | drawn                      | dessiner      |

|                |         |           |                  |
|----------------|---------|-----------|------------------|
| <b>dream</b>   | dreamt  | Dreamt    | rêver            |
| <b>drink</b>   | drank   | drunk     | boire            |
| <b>drive</b>   | drove   | driven    | conduire         |
| <b>eat</b>     | Ate     | eaten     | manger           |
| <b>fall</b>    | fell    | fallen    | tomber           |
| <b>feed</b>    | fed     | fed       | nourrir          |
| <b>feel</b>    | felt    | felt      | sentir           |
| <b>fight</b>   | fought  | fought    | combattre        |
| <b>flee</b>    | fled    | fled      | fuir             |
| <b>find</b>    | found   | found     | trouver          |
| <b>fly</b>     | flew    | flown     | voler            |
| <b>forbid</b>  | forbade | forbidden | interdire        |
| <b>forsee</b>  | forsaw  | forseen   | prévoir          |
| <b>forget</b>  | forgot  | forgotten | oublier          |
| <b>forgive</b> | forgave | forgiven  | pardonner        |
| <b>freeze</b>  | froze   | frozen    | geler            |
| <b>get</b>     | got     | got       | obtenir          |
| <b>give</b>    | gave    | given     | donner           |
| <b>go</b>      | went    | gone      | aller            |
| <b>grow</b>    | grew    | grown     | grandir          |
| <b>have</b>    | had     | had       | avoir            |
| <b>hear</b>    | heard   | heard     | entendre         |
| <b>hide</b>    | hid     | hidden    | cache            |
| <b>hit</b>     | hit     | hit       | frapper          |
| <b>hold</b>    | held    | held      | tenir            |
| <b>hurt</b>    | hurt    | hurt      | blesser          |
| <b>keep</b>    | Kept    | kept      | garder           |
| <b>know</b>    | knew    | known     | Connaître/savoir |

|                |         |          |                 |
|----------------|---------|----------|-----------------|
| <b>lay</b>     | laid    | laid     | poser           |
| <b>lead</b>    | led     | led      | mener/conduire  |
| <b>leap</b>    | leapt   | leapt    | sauter          |
| <b>learn</b>   | learnt  | learnt   | apprendre       |
| <b>leave</b>   | left    | left     | laisser/quitter |
| <b>lend</b>    | lent    | lent     | prêter          |
| <b>let</b>     | let     | let      | laisser         |
| <b>lie</b>     | lay     | lain     | se coucher      |
| <b>light</b>   | lit     | lit      | allumer         |
| <b>lose</b>    | lost    | lost     | perdre          |
| <b>make</b>    | made    | made     | Faire/fabriquer |
| <b>mean</b>    | meant   | meant    | signifier       |
| <b>meet</b>    | met     | met      | rencontrer      |
| <b>mistake</b> | mistook | mistaken | se tromper      |
| <b>pay</b>     | paid    | paid     | payer           |
| <b>put</b>     | put     | put      | mettre          |
| <b>speak</b>   | spoke   | spoken   | parler          |
| <b>spend</b>   | spent   | spent    | dépenser/passer |
| <b>spit</b>    | spat    | spat     | cracher         |
| <b>split</b>   | split   | split    | diviser         |
| <b>spread</b>  | spread  | spread   | diffuser        |
| <b>stand</b>   | stood   | stood    | etre debout     |
| <b>steal</b>   | stole   | stolen   | voler           |
| <b>stick</b>   | stuck   | stuck    | coller          |
| <b>sweep</b>   | swept   | swept    | balayer         |
| <b>swim</b>    | swam    | swum     | nager           |
| <b>see</b>     | Saw     | seen     | voir            |
| <b>send</b>    | sent    | sent     | envoyer         |
| <b>shut</b>    | shut    | shut     | fermer          |
| <b>take</b>    | took    | taken    | prendre         |



|                   |            |            |                  |
|-------------------|------------|------------|------------------|
| <b>teach</b>      | taught     | taught     | enseigner        |
| <b>tear</b>       | tore       | torn       | déchirer         |
| <b>tell</b>       | told       | told       | dire/raconter    |
| <b>throw</b>      | threw      | thrown     | jeter            |
| <b>think</b>      | Thought    | thought    | réfléchir/penser |
| <b>understand</b> | understood | understood | comprendre       |
| <b>wake</b>       | woke       | woken      | éveiller         |
| <b>wear</b>       | wore       | worn       | porter           |
| <b>weep</b>       | wept       | wept       | pleurer          |
| <b>win</b>        | won        | won        | gagner           |
| <b>write</b>      | wrote      | written    | écrire           |





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