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HANDOUT

Grammar Course: Lectures and Exercises with keys for First year License Students of English

Domain: Foreign languages Credit: 04

Stream: English language Coefficient: 02

Speciality: General English

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Introduction

Grammar is the backbone of any language. Mastering grammar is the first step towards successful language learning. Accordingly, the present course book deals with English grammar; it is designated for first year LMD students. The course book is meant for enabling first year students to have a clear view about the basics of English grammar.

The course book contains all the lectures dictated in the curriculum, together with their activities. The major aim of the lectures is to clarify and facilitate the preliminaries of the English grammar, while the activities are carefully selected and tailored according to the learners' needs with the focal objective of consolidating the content of the lectures.

The current course book is divided into lectures of the first and the second semester. Each lecture is initiated with the overall objectives and each lecture contains a theoretical part and a practical part. The former is concerned with the grammar lectures whereas the latter is dedicated to activities and exercises. At the end of the course book, there is a set of appendices containing keys for the given activities in addition to other important points for the students for further reading and exploration.

Course objectives:

The grammar course is very important for English students as it enables them to master the language rules effectively. In more specific practical aims, the present course aims:

- ✓ To enable first year license students understand the English grammar.
- ✓ To support them in ameliorating their understanding of the English grammar rules.
- ✓ To enable them understand what is a part of speech and distinguish between the different parts of speech in English.
- ✓ To assist students comprehend and differentiate between the diverse parts of speech in English in addition to their types and functions in the sentence.

- ✓ To enable students understand the different tenses in English, in addition to their aspects: simple, perfect and continuous.
- ✓ To enable students understand modals and their different functions in a sentence.
- ✓ To support students to understand the different phrasal verbs and the de-lexical verbs in English.

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Lesson 01: the sentence, the clause, the phrase: Basic definitions

- **Lesson aims and target objectives:**

The major aim of this lecture is to provide basic definitions for the sentence, the clause and the phrase; in addition to clarifying the different types of each one. By the end of the lecture, students will be able to:

- ✓ Define what is a phrase, a clause and a sentence.
- ✓ Distinguish between the different types of clauses, the different types of phrases, as well as different types of sentences.
- ✓ Know the different functions of a phrase and a clause in a sentence.

1. What is a phrase?

A phrase is a group of related words that add meaning to a sentence. Phrases do not contain a subject and a predicate; hence they cannot express a complete thought or idea. There are many types of phrases:

1.1. **Noun (nominal) Phrase (N. ph):** is a group of words working together to name a person, place, animal or object. Noun phrases are generally constructed using pronouns or nouns and any modifiers including adjective or articles. The noun phrase takes the place of the noun in the sentence and takes also its function. Therefore, it can be a subject, a direct object¹, an indirect object², a complement (subject or object) or an object of preposition. Consider the examples below:

The teacher is explaining the lesson.

N. ph as a subject Verb N. ph as a direct object

The teacher gave the brilliant students a good mark.

N. ph as a subject Verb N. ph as an indirect object N. ph as a direct object

She is my mother.

N. ph as subject linking verb N. ph as subject complement

My teacher gave a good mark to the brilliant students.
N. ph as a subject Verb N. ph as a direct object preposition N. ph as an object of preposition

1.2. **Verb (verbal) phrase:** a group of words working together to indicate an action or state of being. Verb phrases are composed mainly of the verb. The verb phrase functions mainly as the predicate of the sentence.

¹ : for the direct object, we ask the question « what ? »

² : for the indirect object, we ask the question « to whom ? »

E.g. *It is raining.*

<i>It</i> N. ph as a subject	<i>is raining.</i> V. ph as a predicate
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1.3. **Adjective phrase:** also referred to as adjectival phrase, is a group of words that work together to modify a noun or pronoun. Adjective phrases are generally composed of the adjectives that modify a noun and any adverbs or other elements that modify those adjectives. An adjective phrase can consist also of one adjective only (the head). Adjectival phrases always occur inside noun phrases or as predicate-adjectives (mainly as subject complement) and their main function in the sentence is to give extra information about the noun or pronoun they modify. Accordingly, removing the adjective phrase from the sentence does not affect its meaning

Example: *My brother bought [(a blue and white) T-shirt].*

<i>My brother</i> N.ph as subject	<i>bought</i> V. ph as predicate	<i>[(a blue and white) T-shirt]</i> Adj. phrase; N. Ph as direct object
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E.g. *The newly-recruited teacher is competent.*

<i>[The (newly-recruited) teacher]</i> Adj. ph; N. ph as subject	<i>is</i> V. ph	<i>competent</i> Adj. ph as predicate of the sentence (subject complement)
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1.4. **Adverb (adverbial) phrase:** is defined by Oxford dictionary as a phrase that is used to add “more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb” . Like an adverb, an adverbial phrase will also answer questions such as ‘when’, ‘where’, ‘why’, ‘how’ and ‘how often’. The adverbial phrase can be composed of only one adverb or two or more adverbs. An adverbial phrase modifies or provides extra information about a verb, a phrase, an adjective or another adverb in the sentence.

E.g. *He scored the goal very quickly.*

<i>He</i> N. ph as subject	<i>scored</i> V. ph	<i>the goal</i> N. ph as D. O	<i>Very quickly</i> Adverbial phrase(manner) modifying the verb
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E.g. *Around noon, I met my sister.*

<i>Around noon,</i>	<i>I</i>	<i>met</i>	<i>my sister.</i>
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Adv. Ph indicating time	N. ph as subject	V. ph	N. ph as direct object
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E.g. We walked over the bridge.

<i>We</i>	<i>walked</i>	<i>over the bridge</i>
N. ph as subject	V. ph	Adv. Ph indicating place

E.g. They rarely visit their relatives.

<i>They</i>	<i>rarely</i>	<i>visit</i>	<i>Their relatives</i>
N. ph as subject	Adv. Ph indicating frequency of the action	V. ph	N. ph as D.O

Here is a list of certain adverbial phrases to have a clearer idea:

HOW	WHEN	WHERE	WHY	HOW OFTEN
In anger	Before sunrise	Right next to her	To console her	Every month
Like a snail	Exactly in three hours	At every signal	For a much-needed break	Every now and then
Sincerely happy	Earlier than expected	By the store	So as to finish the work	Rarely
Very quickly	As soon as possible	Next to the play area	Owing to the extension	Annually
Somewhat sad	Even before the announcement	Around the main road	Due to her continuous efforts	All Fridays
A lot more sophisticated	Within a matter of a few months	In all major cities	Because of the heavy rains	As often as required
With happiness	After the lockdown	On this swing	In order to find out	Every few minutes

1.5. **Prepositional phrase:** composed of a preposition plus a noun phrase. This noun phrase acts generally as object of preposition since it is preceded by a preposition. Prepositional phrases function either adjectivally to modify a noun or adverbially to modify a verb, an adjective or another adverb.

E.g. the girl with the blue dress is my sister.

<i>The girl</i>	<i>with the blue dress</i>	<i>is</i>	<i>my sister</i>
N. ph as subject	P.ph as adjective modifying the noun “the girl”	V. ph	N.ph as subject complement

With: preposition; *the blue dress:* noun phrase

E.g. my mother prepared the cake with love.

<i>My mother</i>	<i>prepared</i>	<i>the cake</i>	<i>with love</i>
N. ph as subject	V. ph	N. ph as D. O	Prep. Ph as adverb of manner modifying the verb

E.g. Sarah went to the university.

<i>Sarah</i>	<i>went</i>	<i>to the university.</i>
N. ph as subject	V. ph	Prep. Ph as adverb of place modifying the verb

E.g. The box was kept under the table.

<i>The box</i>	<i>was kept</i>	<i>under the table.</i>
N. ph as subject	V. ph	Pre. Ph as adverb of place modifying the verb

E.g. the teacher looks exhausted from working.

<i>The teacher</i>	<i>looks</i>	<i>exhausted</i>	<i>from working.</i>
N. ph as subject	V. ph	Adj. ph as predicate	Pre.ph as adverb modifying the adjective “exhausted”

E.g. she sleeps early at night.

<i>She</i>	<i>sleeps</i>	<i>early</i>	<i>at night</i>
N. Ph as subject	V. ph	Adv. Phrase	Prep.ph as adverb modifying the adverb “early”

Here is a list of common prepositions:

Type of Information Provided	Common Prepositions
Place, Position, or Direction	Above, Across, Against, Along, Among, Around, At, Away from, Behind, Below, Beneath, Beside, Between, Beyond, By, Down, From, In, In front of, Inside, Into, Near, Off, On, Opposite, Out (of), Outside, Over, Through, To, Towards,

	Under, Up, Upon, Within
Time	After, At, Before, By, During, For, From, In, Until
Other	As, About, By, Except, For, Like, Of, Over, With, Without

1.6. **Infinitive phrase:** “to” plus a verb used chiefly as a noun. It can act as subject, direct object, as subject complement, or object of preposition; it can also be used to indicate the purpose of an action:

Example:

To bear all this in mind is really tiring.

To bear all this in mind	is	really	tiring
Inf. Ph as subject	V. ph	Adv. Ph modifying the adjective “tiring”	Adj. ph as predicate (subject complement)

Inf. Phrase as subject

My first objective is **to teach academic writing.**

Infinitive phrase as direct object

His dream is **to fly.**

Inf.Ph as subject complement

I will lock the door **to prevent theft.**

Inf. Ph to indicate purpose

N.B: Infinitive phrases can be also used as adjectives and adverbs:

Examples:

The stairs to go to the café were closed.

The stairs	To go to the café	were	closed
N. Ph as subject	Inf. Ph as adjective modifying the noun “stairs”	V. Ph	Adj. Ph as predicate (Subject complement)

E.g. Mary needs tremendous efforts to score good marks

Mary	needs	efforts	To score good marks.
N. ph as subject	V. ph	N. ph as D. O	Inf. Ph as adverb to indicate purpose

1.7. **Gerund phrase:** according to Oxford dictionary, a gerund phrase is composed of “a word ending in “-ing” that is made from a verb and used like a noun”. Gerund phrases

are composed of the “ing” form of a verb, with any modifiers, filling a noun slot within a sentence: subject, direct object, or object of a preposition.

E.g. *Baking cookies is my passion.*

<i>Baking cookies</i>	<i>is</i>	<i>my passion</i>
Ger. Ph as subject	V. ph	N.ph as D.O

E.g. I like watching animated movies.

<i>I</i>	<i>like</i>	<i>watching animated movies</i>
N. ph as subject	V. ph	Ger. Ph as D.O

E.g. Most people are scared of **facing their fears.**

<i>Most people</i>	<i>are</i>	<i>scared</i>	<i>of</i>	<i>Facing their fears</i>
N.ph as sub	V. Ph	Adj. ph as predicate (subject complement)	Preposition	Ger.ph as object of preposition

1.8. **Appositive phrase:** an appositive is a noun that is used after another noun without a linking word between the two, with the aim of offering extra information about the preceded noun. An appositive phrase, thus, refers to a noun phrase placed directly after the noun it modifies and it is said to complement the noun in the sentence. Since appositive phrases come adjacent to the noun in the sentence, they are generally found after the subject or the object.

E.g. My son, Ryan, is so cute.

<i>My son</i>	<i>,Ryan,</i>	<i>is</i>	<i>so</i>	<i>Cute.</i>
N. ph as subject	Appositive phrase complementing the subject	V. ph	Adv. Ph modifying the adjective “cute”	Adj.ph as predicate (subject complement)

E.g. Charles Dickens published his famous novel, *Hard times*, in 1854.

<i>Charles Dickens</i>	<i>Published</i>	<i>His famous novel</i>	<i>,Hard Times,</i>	<i>in 1854.</i>
N. ph as Subject	V.ph	N.ph as D. O	Appositive phrase complementing the direct object	Adv. Ph of time

Appositive phrases are divided into two types: non-restrictive appositives and Restrictive appositives:

- **Non-restrictive appositive phrases:** add “bonus” information to the noun they complement, i.e. their omission does not affect the clarity of the sentence. They are put between two commas, two dashes, two parentheses or after a colon if it comes at the end of the sentence e.g.

- ✓ Three countries, **Sweden, Norway and Denmark**, form the Scandinavian Peninsula.
- ✓ Three countries-**Sweden, Norway and Denmark**- form the Scandinavian Peninsula.
- ✓ Three countries (**Sweden, Norway and Denmark**) form the Scandinavian Peninsula.
- ✓ The Scandinavian Peninsula is formed by three countries: **Sweden, Norway, and Denmark**.

- **Restrictive (essential) Appositive phrases:** add information necessary to understand the antecedent noun; and their removal makes the sentence unclear. They are not put between commas, parentheses or dashes e.g.

- The popular search engine **Google** receives more than 8.5 billion searches a day.

1.9. **Participle phrase:** is a group of words starting with and including either one or two types of a participle: the past and the present i.e. there are participle phrases that are formed by one participle only (either past or present) and there are others that are formed using both participles. Participle phrases, as opposed to gerund phrases, act chiefly as adjectives in the sentence giving extra information. Moreover, a participle phrase adds to the sentence extra information without which the sentence can be clearly understood, whereas the gerund phrase constitutes a significant part in the sentence (subject, direct object...). Participle phrases can occur at the beginning, in the middle or at the end of the sentence.

- ✓ E.g. BurjKhalifa, **known as the world’s tallest building**, is situated in UAE.
- ✓ **Having heard the bad news**, Harry was shocked.
- ✓ **Boosting with confidence**, Jane entered the classroom.
- ✓ Look at the man **driving the black car**.

Activities:

Activity 01: identify the type of the underlined phrase in the following sentences:

1. He started writing the report.
2. They went along the road.
3. She welcomed her guests in a nice way.
4. The kid stood behind his mother
5. Cheating in the exam is indecent.
6. Filled with pride, Tom walked towards the stage.
7. John was driving in a very highspeed.
8. She sang to please the audience.
9. He has obtained his driving license.
10. The man in the white car is my teacher.
11. Her hobby is to write poems.
12. Worried by the news, Anna called the hospital.
13. They must reach in time for the exam .
14. She bought a beautiful red dress.

15. The boy with blue eyes is my brother.
16. He was standing on the stairs.
17. Lea, my niece, is so cute.
18. They bought a big beautiful house.
19. My brother's car, a sporty red convertible with bucket seats, is the dream of my life.
20. John offered his wife an elegant necklace.
21. Students were looking at the white-board.
22. Her parents saluted her with pride.

Activity 02: identify the type and the function of the phrases in bold in the following sentences :

1. He was wearing **a black linen shirt**.
2. My best friend, **Jenna**, is coming to town.
3. They lived in **a small, tidy** cottage
4. The student **at the end of the line** is misbehaving again.
5. I sat in the chair, **wondering what time it was**.
6. The capital of France, Paris, is **a popular destination** for tourists.
7. The cat is hiding **behind the tree**.
8. The family **headed to work** after breakfast.
9. She is **currently** writing her memoir.
10. Alex's chore is **washing the dishes**.
11. Time goes **very quickly**.
12. **Waking up before sunrise** had become his habit.
13. Luckily for us, **the cost** was not so high.
14. **Waving goodbye to her dad**, the little girl walked toward the school bus.
15. We left **before the storm**.
16. I like **to draw on walls**.

Activity 03: write sentences containing the different types of phrases you saw.

2. What is a clause?

A clause is a group of words that has a subject and a predicate. The main difference between the clause and the phrase is that the former has a subject and a predicate while the latter does not have (it can be a subject or a predicate or part of the predicate). There are two main types of clauses: independent (clause, and Dependent (subordinate) clause.

2.1. **Independent clause:** also known as main clause. An independent clause can stand by its own as a complete sentence as it offers a complete thought. The independent clause can be a sentence and can be also a part of the sentence e.g.

- I like travelling abroad.
- I like travelling abroad because it is a valuable learning experience.

2.2. **Dependent clause:** also known as subordinate clause. Though it has a subject and a predicate, the dependent clause cannot stand alone, and depends on the independent clause in order to be understood. It does not carry a meaning alone. Subordinate clauses start with subordinating conjunctions or relative pronouns. There are three sub-types of dependent clauses: noun clauses, adjective clauses and adverb clauses.

2.2.1. **Noun clause:** a noun clause is an entire clause that takes the place the noun in the sentence. Therefore, it acts accordingly either as a subject, direct object, indirect object or object of preposition. Noun clauses are generally introduced by the following subordinators: *who, whom, which, whose, what, that, when, where, why, whether, if, how, whoever, whomever, whichever, whenever, wherever, whatever.*

What you did was incredible.	N.C as subject
I know that success is great.	N.C as direct object
The teacher gives whoever finds the right answer an extra mark	N.C as indirect object
The teacher gives an extra mark to whoever finds the right answer.	N.C as object of preposition

2.2.2. **Adjective clause (Relative clause):** An **adjective clause** is a dependent clause which takes the place of an adjective in another clause or phrase. Like an adjective, an adjective clause modifies a noun or pronoun, answering questions like "which?" or "what kind of?"
E.g. *The coat which I bought yesterday*

The subordinators in adjective clauses are called relative pronouns

In formal academic writing, an adjective clause should begin with the **relative pronouns** "who(m)," "that," or "which." However, in informal writing or speech, you can omit the relative pronoun e.g.

Informal: *The cars celebrities buy are extremely expensive.*

Formal: *The car that celebrities buy are extremely expensive.*

Informal: *Algerian people care about the persons they know.*

Formal: *Algerian people care about the persons whom they know.*

Here are some more examples of adjective clauses:

- *The car***which he bought** was fancy. (This clause modifies the noun "car" and answers the question "which car?").
- *Mary has watched the show* **which I told her about**. (This clause modifies the noun "show" and answers the question "which show?").
- *I was looking for the writer* **who wrote "Hard Times"**. (The clause modifies the pronoun "writer" and answers the question "which writer?").
- *Have I told you about the actor* **whom I met?** (The clause modifies the noun "actor" and answers the question "which actor?").

The most common relative pronouns are: **who, whom, which** and **that**.

- **WHO** modifies nouns and pronouns that refer to **people**. e.g. The woman **who rents the house** is my aunt.
- **WHOM** modifies nouns and pronouns that refer to **people (as object or complement)**. E.g. *Ryan is the friend***whom I trust the most**.
- **WHICH** modifies nouns and pronouns that refer to **animals or things**. E.g. *The car***which is in the corner** is mine.
- **THAT** modifies nouns and pronouns that refer to **people, animals or things**. E.g. *The girls***that are wearing pink dresses** are my bridesmaids.

The following words can also be used as relative pronouns: **whose, when, where**.

- **WHOSE** is used to modify possessive forms of nouns and pronouns. It can refer to **people, animals or things**. **Whose** cannot be omitted. E.g. *The man***whose car is blue** is my uncle.
- **WHEN** is used to modify a noun denoting **time**. It can be omitted. Examples:
 - *I will never forget the day***when I met you**.
 - = *I will never forget the day* **I met you**.
- **WHERE** is used to modify a noun denoting a **place**. It can be omitted but a **preposition** (at, in, to) usually must be added.
 - *The company* **where I work** is international. = The company **I work in** is international.

2.2.3. **Adverb Clause:** An adverb clause is a dependent clause which, as the name implies, takes the place of an adverb in a sentence. An adverb clause answers different questions depending on its different types; these include:

1. TIME: is used to indicate time i.e. It tells us when the action takes place. It is introduced by: when, whenever, while, as, since, before, until, as soon as, once, after and so on.

- e.g.: *the teacher was explaining the lecture* **when the headmaster entered.**
(adverbial clause of time)
- *As soon as I finished the exam, I saw my friend waiting for me outside.*

2. PLACE: it is used to indicate place i.e. It tells us where the action takes place. It is introduced by conjunctions like: where, wherever,

- e.g.: **Where there is a will, there is a way.**
- **Wherever we went, people greeted us warmly.**

3. COMPARISON: is used to compare i.e. It makes explicit comparison. It is introduced by: as, as+ adjective+ as, than+ noun phrase, the more...e.g.:

- She is not as clever as you think.
- Nobody knows you better than I do.
- *The more he hears about that subject, the more inquisitive he becomes.*

4. MANNER: The adverbial clause of manner is introduced by: as, as if. It says how or in what manner the action is performed.

- e.g.: *That woman behaved* **as her friends expected her to do.**
- *The girl used the toys* **as if they were hers.**

5. REASON (CAUSE): The adverbial clause of reason (cause) is introduced by: because, since, as. It answers the question why?

- e.g.: *He stayed at home* **because he was ill.**
- *We could not go out* **as it was raining.**

The adverbial clause of reason can come at the end of the sentence or at the beginning:

- e.g.: *The boy slept early* **since he was tired.**
- **Since the boy was tired, he slept early.**

6. RESULT: The adverbial clause of result is introduced by: so that, so + adjective + that, such + a / an + adjective + noun + that. It indicates the result of the action mentioned in the main clause.

- e.g.: *They revised all their lessons* **so that they got good marks.**
- The dress was **so beautiful that she decided to buy it.**

➤ *It was such a nice film that he continued watching it until the end.*

7. PURPOSE: The adverbial clause of purpose is introduced by: so that. It indicates the purpose of the action described in the main clause.

➤ e.g.: *They wanted to make a party so that they can celebrate their friend's birthday.*

➤ *He ran fast so that he might not be late.*

Notes: “so that” can introduce an adverbial clause of purpose or an adverbial clause of result. The difference between the two cases can be understood from the tenses since the action of the adverbial clause of purpose is not complete.

➤ e.g.: *They worked hard so that they could get good results.*

They aimed at getting good results. This aim was not yet achieved. (purpose)

➤ e.g. They worked hard so that they got good results.

They obtained good results. They achieved their aim. (result)

8. CONTRAST or CONCESSION: The adverbial clause of contrast is introduced or expressed by : while, whereas; concession by: though, although, even if,.

➤ e.g.: **Although they are poor, they are very happy.**

➤ *She is lazy while her sister is very active.*

9. CONDITION: The adverbial clause of condition is introduced by : if, unless, only if, whether or not.

➤ e.g.: **If he has money, he will buy a house.**

Activities:

Activity 01: underline the dependent clause and double underline the independent clause in the following sentences:

1. I will be so upset if she decides not to visit me.
2. While I enjoy eating any type of food, my friend will only eat vegetarian.
3. He came to class, but he forgot his homework.
4. Although I know he's a famous actor, I can't remember his name.
5. My sister, who is in the police force, has always been very outgoing and confident.
6. She might have been sick, or maybe her car broke down.
7. The car that has been stolen was parked in front of his house.
8. I did not want to come, yet here I am!

Activity 02: Determine whether the underlined word groups are dependent clauses (what type is it?), independent clauses, or not a clause.

1. Although it was raining, Maria went for a walk at the Park.
2. Brianna eats chocolate whenever she gets a poor grade in math.
3. After the flood, the family moved into a temporary shelter.
4. While walking at the park, John saw a raccoon eating potato chips.
5. Students who fail to pass the test will be excluded automatically.
6. When you finish your homework, please take the dog for a walk.
7. After Juan completed the assignment, he swam laps at the gym.
8. Before leaving, I have to recheck my schedule.
9. Christa left home at 4:00 a.m. since she had to drive to Atlanta for a meeting.
10. I cannot do it but I will try.
11. The car which I bought last week was owned by my friend.
12. Do not call after midday.
13. Before completing the assignment, Evan decided to eat a quick lunch.
14. My little baby eats whatever he finds on the floor.
15. I will not leave until midnight.
16. Whatever you say is right.
17. The book that she is reading is interesting.
18. What she said surprised me.
19. I didn't go to the party because I was tired.
20. He left when the movie ended.
21. Take out the trash before you go to work.
22. I know what you did.
23. The house where I grew up is now for sale.
24. If it rains, we will move inside.

Activity 03: write sentences by your own containing the different types of clauses you saw.

3. **What is a sentence?**

3.1. **Definition:**

A sentence is a group of words put together to form a complete thought. It is a grammatical unit that is syntactically independent. It should cover a subject that is expressed or, as in imperative sentences, understood and a predicate that contains at least one finite verb.

A sentence can do one of three things:

1. Make a statement to tell us something e.g. *John owns a car* (statement): it tells us something, John owns a car.
2. Ask a question e.g. *where do you live?* , this sentence does not tell, it asks about something; it asks someone where he lives?
3. Give a command. E.g. *Open the window*. This sentence does not give us information and it does not ask a question; it rather orders someone to do something.

In order to form a sentence, these points should be taken into consideration:

- **The sentence should have a subject (noun or pronoun).** This is usually the person, thing or concept that does the action in the sentence and is called the actor. It tells who or what the sentence is about e.g. *Sarah is singing.*
 - *Sarah and Mary were dancing.*
- **The sentence needs to have a predicate (verb or verb phrase).** This is usually the action that the actor does. It describes what the subject is or is doing e.g. *Sarah is singing.*
 - *Sarah and Mary are best friends.*

The words "**is singing**" and "**are**" are the verbs because they tell us what the subjects of the two sentences are doing.

- **The sentence has to express a complete thought** (i.e) the sentence should supply enough information so that you are satisfied.

Activity 01: Identify the subject and the predicate in the following sentences.

1. The sun was shining brightly.
2. The dogs were barking loudly.
3. The pretty girl was wearing a blue frock.
4. My younger brother serves in the army.
5. The man and his wife were working in their garden.
6. You don't have to wait for me.
7. We will no longer tolerate this.
8. The little tree was covered with needles instead of leaves.
9. A rich merchant was passing by the shoemaker's window.

3.2. Types of sentences:

Sentences can be classified into two major categories: classification by purpose and classification by kind:

3.2.1. Sentence classification by purpose: this classification is based on the purpose of the sentence, what purpose it fulfills? There are four types of sentences: declarative, interrogative, exclamatory and imperative.

➤ **Declarative sentence:** also called declaratory sentence; it is a sentence in the indicative form that makes a declaration; it generally ends with a full stop (.) e.g. *James works in an international company.*

➤ **Interrogative sentence:** comes in a form of question, it is a sentence of inquiry that asks for an answer; it ends with a question mark (?) e.g. Are you hungry?

➤ **Exclamatory sentence:** it is a sentence that shows a strong feeling or exclamation; it generally ends with an exclamation mark (!) e.g. you really shocked me! What a wonderful place is this!

➤ **Imperative sentence (command):** it is a sentence that is concerned with giving orders or directions; it generally ends with a full stop (.) e.g. *Stop. Go straight then turn left.*

Activity 02: write two sentences from each type.

3.2.2. **Sentence classification by kind:** according to this classification, there are four major types of sentences: simple, compound, complex and compound complex.

3.2.2.1. **Simple sentence:** it contains a subject and a predicate indicating one action only. It expresses one complete thought and can stand on its own e.g. *The Algerian people are generous.*

3.2.2.2. **Compound sentence:** a compound sentence contains two independent clauses i.e. both clauses can be understood alone without the need for each other. Essentially, a compound sentence contains two simple sentences combined with a coordinating conjunction. There are seven coordinating conjunction in English known as the **FANBOYS**: For, and, nor, but, or, yet, so. Examples:

- She is studying hard **for** she wants to obtain good marks.
- Ryan is studying computer sciences **and** his brother is studying Economics.
- There are many touristic cities in Algeria **but** I prefer the city of Tlemcen.
- Will you go with me **or** shall I go alone?
- Sarah was a good student **yet** she did not achieve good results.
- John left the session early **so** he can catch the train.

Both parts are linked by the coordinating conjunction are complete sentences expressing a complete thought that can be understood alone.

Certain coordinating conjunctions can be combined together to fulfill different functions e.g. addition, a combination, an alternative, or a negative alternative, examples:

➤ Sarah and Carole are **not only** good friends **but also** they share the same hobbies and interests. (Addition)

James can **both** play basketball **and** can play volleyball. (Combination)

You can **either** go to the concert **or** watch it through television. (Alternative)

She **neither** speaks French **nor** understands it. (Negative alternative)

3.2.2.3. **Complex sentence:** it implicates the combination of two clauses, yet unlike the compound sentence where the two clauses are independent; in the complex sentence the two clauses are of unequal value i.e. it contains an independent clause and a dependent one e.g. Sarah wore the dress **that** she bought from Paris.

James knocked the door **while** the teacher was explaining the lesson.

If you revise well, you will pass the test.

“**while** the teacher was explaining the lesson” and “**If** you revise well” are not complete sentences since they cannot stand alone without referring to the rest of the sentence. These are examples of a dependent clause (see section 2.2). The dependent clause is introduced by words like: while, when, if, although, unless ..., these are called subordinating conjunctions. Therefore, a complex sentence is composed of an independent clause (which can stand alone) and a dependent clause (which does not stand alone) combined with a subordinating conjunction; here are more examples:

- Jane was happy **because** she won the competition.
- I will wait for him **until** he comes back.
- Anna left the town **after** she finished her primary education.

- **Common subordinating conjunctions:** although, though, after, as, as if, if, only if, since, so that, that, unless, until, when, where, whenever, wherever, whom, whose, as soon as, before, because, by the time.

Worth noting is the fact that complex sentences can be created by joining more than two clauses e.g. an independent clause plus two dependent clauses:

➤ **Although** Sarah prepared herself for many times, she failed in her presentation **as** she was so anxious.

N.B. it is important to pay attention to the difference between a dependent clause and a prepositional phrase, consider the following examples:

Sentence 01: They met the manager **after** 6 o'clock.

Sentence 02: They met the manager **after** they finished their duties.

In the first sentence, the word “after” acts as a preposition that introduces a prepositional phrase; while in the second sentence the word “after” acts as subordinating conjunction that links between two clauses.

3.2.2.4. **Compound-complex sentence:** as the name implies, this type is a combination of the two previous types. A compound-complex sentence is composed of two independent clauses and one or more dependent ones e.g.

➤ **If** Sam wins the lottery, he will travel all around the world **and** will meet new persons and diverse cultures.

The dependent clause “if Sam wins the lottery”, makes the sentence a compound-complex one. Here are some more examples:

Susan studied hard **but** she did not pass the exam **because** certain modules were difficult for her.

When the concert started, people rushed to enter **and** the security guards could not manage them.

Activities:

Activity 03: Identify the type of the following sentences:

1. I did not know that this food was meant only for the staff.
2. She is innocent, so she has appealed to the court.
3. After the teacher chose groups, John and Sara were selected as partners for a project, yet Sarah did most of the work.
4. Will she come home or I will stay back at her place?
5. The sun looks amazing today.
6. Fighting is what some children do when they are bored, but Peter and Fred aren't like that.
7. I remember the day we met very well.
8. Sarah is not doing well, yet she decided to go to work.
9. When Jane bought a treat for her dog, did she give it to him immediately or did she wait?
10. After they reach the hotel, they will inform us.
11. We are going to the park.
12. It was raining outside, so we decided to stay home.
13. When the national team won the African cup, the team captain jumped and the fans were cheering and shouting loudly.
14. Our teacher is a kind person.

Activity 04: expand the following sentences using subordination or coordination:

1. Tom exercises every morning.
2. He will start his new job next week.
3. We didn't have enough food for everyone.
4. He had a great time yesterday.
5. I didn't know about the meeting.
6. My friend and I didn't buy anything on our trip.
7. They will go on vacation next month.
8. I won't attend the party tomorrow.
9. His dog barks loudly.
10. We always eat dinner together.
11. Sarah doesn't like vegetables.

Activity 05: write two sentences from each type you saw.

Lesson 02 two: parts of speech: Basic definitions

- **Lesson aims and target objectives:**

This lecture aims to provide basic definitions about the different parts of speech in English by defining them and providing examples. At the end of this lecture, the students will be able to:

- ✓ Know what is meant by parts of speech.
- ✓ Know the different parts of speech that constitute the English language.

1. Overview: any language is composed of a set of basic elements. These elements are called words and constitute the basis of any language. In syntax, these elements are called parts of speech. A part of speech is simply the name given to a word based on the function it performs in the sentence. Stated differently, a part of speech is can be defined as the classification of words into grammatical or lexical categories based on their nature and function in the sentence. Learning about parts of speech is necessary to understand the basic mechanisms of a given language and therefore, learning that language easily. Parts of speech differ from one language to the other, in the Arabic language; for example, there are three parts of speech: AISSM (الاسم), AIFIAL (الفعل) and ALHARF (الحرف). In English, however, there are nine (9) parts of speech: the noun, the pronoun, the verb, the adverb, the adjective, the article, the preposition, the conjunction and the interjection. . It is just like a person can be a teacher, a doctor or a lawyer acting a specific role in society, a word can be a noun, a verb or a pronoun depending on its function in the sentence. Here is a brief description of the different parts of speech in English:

2. Different parts of speech in English:

- **Nouns:** a word used to identify people, places, animals, or things, and to name a particular one of these e.g. teacher, city, dog, car, James, England, Max, Ferrari...
- **Pronouns:** a word that is used to replace a noun in a sentence e.g. He, she, Mine, yours...
- **Verbs:** a word used to describe an action, occurrence or state of being e.g. run, cry, think, enjoy...
- **Adjectives:** a word used to describe a noun or a pronoun e.g. red, elegant, nice, sixth...
- **Adverbs:** a word used to modify a verb, an adjective, or another adverb e.g. quickly, heavily, always, surprisingly...
- **Articles:** a word used to introduce a noun or a noun phrase e.g. a, an, the.
- **Prepositions:** a word used to clarify the relationship between a noun or a pronoun and other words in a sentence e.g. in, at, on, under, above...
- **Conjunctions:** a word used to connect and coordinate sentences and clauses e.g. thus, yet, but, until, after...
- **Interjections:** a word used to express a strong feeling e.g. Ouch! Wow! Oh!...

Activity 01: label the parts of speech written in bold:

1. He **finished** his homework.
2. **John** is working **in** an international company.

3. Will you help **me**?
4. She has been sick for **three** days.
5. **The** window is broken.
6. There have been two **enormous** snowstorms this winter.
7. **Bravo!** You did it.
8. The computer is having technical **problems**.
9. I saw **a** dog running outside.
10. I like steak, **but** she doesn't eat meat.
11. **Help!** My computer just crashed.
12. He walked **proudly** the stage.
13. **Although** he didn't want to go to class, he knew he had to go.
14. John **never** puts sugar in his coffee.
15. **Oh!** That is really sad.
16. He was born **on** 22nd February.

Lesson 03: Nouns and Pronouns

- **Lesson aims and target objectives:**

The current lecture aims at providing basic definitions of a noun and a pronoun; in addition to, highlighting the different types of both. By the end of the lecture, the students will be able to:

- ✓ Define a noun a pronoun.
- ✓ Distinguish between the different types of a noun and the different types of a pronoun.

1. Nouns:

1.1. Definition: nouns are words used to name or represent a person, a place, an animal, an object or a feeling or idea. A noun answers the question: “what is it?” or “who is it?” in a sentence. Everything which has a name is a noun i.e. everything is donated by a name and that name is called “a noun”. Examples:

- **A person:** soldier, architect, player, Peter, John, Sarah...
- **A place:** university, street, house, Algeria, England, Japan...
- **An animal:** dog, cat, sheep, horse...
- **An object:** computer, car, chair, board...
- **A feeling or idea:** sorrow, love, freedom, justice...

1.2. Types of nouns: there are several types of nouns based on certain aspects. The different types of nouns are detailed in what follows:

1.2.1. Singular Vs. Plural nouns: Singular nouns refer to one person, place or thing while plural nouns refer to more. In certain cases, the plural form can easily be made by adding an –S- to the singular form, these nouns are known as **Regular Nouns e.g.**

Singular	Plural
Car	Cars
River	Rivers
Doctor	Doctors

However, not all singular nouns take an -S- in their plural form, some nouns change according to their last letter. Examples:

Singular nouns ending with **s, x, z, ch, sh** require adding an -es- in order to form their plural form e.g.

Singular	Plural
Bus	Buses
Box	Boxes
Quiz	Quizzes
Witch	Witches
Bush	Bushes

When it comes to singular nouns ending in ‘Y’, there are two cases:

The first case is when the noun ends with a ‘Y’ preceded by a vowel, we simply add an S to the noun: **vowel + y+s, e.g.**

Singular	Plural
Boy	Boys
Play	Plays

The second case is when the noun ends with a ‘Y’ preceded by a consonant, the ‘Y’ changes into an -ies-. **consonant + y, e.g.**

Singular	Plural
Lady	Ladies
Butterfly	Butterflies

In addition to regular plural nouns, irregular plurals exist as well, among which we mention:

Singular	Plural
Man	Men
Woman	Women
Tooth	Teeth
Child	Children
Leaf	Leaves
Mouse	Mice
Goose	Geese

N.B. Worth noting is the fact that some nouns are written the same in both plural and singular forms, e.g. fish, sheep, deer, advice, information. Also, some nouns do exist only in plural form, e.g. glasses, scissors, pants, clothes.

1.2.2. Proper Vs. Common nouns: A proper noun is a specific name of a person, place or thing i.e. its own name. It is always capitalized. Days, months, names of persons, countries, rivers, oceans are all under the category of proper nouns. On the other hand, a Common or Generic noun is more general, since it refers to people, places or things from wider perspective. Common nouns start with a lowercase letter unless they begin a sentence but we always use capitalization for the first letter of the proper nouns (they always start by a capital letter). Examples:

Common Nouns	Proper Nouns
Country	Algeria
Planet	Mars
Car	Fiat
Cheese	Cheddar
Novel	Heart of Darkness
City	New York
Girl	Susan
Day	Sunday

1.2.3. Abstract Vs. concrete nouns: Concrete nouns are names of things we can perceive through the senses, in other words things that are physically real e.g. Computer, table, door,

car etc. Abstract nouns name what cannot be sensed through the senses. Abstract nouns do not have physical existence. They include: ideas, emotions, states of mind, abilities and qualities, e.g. freedom, love, intelligence, courage, determination. Abstract nouns come take always the singular form; they never come in a plural form.

1.2.4. Countable Vs. Uncountable nouns: Countable nouns are nouns which can be counted, even if the number might be extraordinarily high (like counting all the people in the world) e.g. cats, seas, students ... Uncountable nouns are nouns that cannot be counted or are impossible to count. Examples include: feelings and emotions, ideas and states of mind, liquids and things that are like them (sand, rice...) e.g. sadness, loyalty, bravery, coffee, water, oil, sand, rice...

When dealing with countable and uncountable nouns, remember the following points:

- You can put numbers before countable nouns e.g. six girls. In contrast, do not put numbers before uncountable nouns, it is **wrong** to say, for example, one water
- Countable nouns have both singular and plural forms e.g. dog, dogs; however, uncountable nouns do not have a plural form, they always come in the singular form.

1.2.5. Compound nouns: a compound noun is a noun that is made up of two or more words, and it has other three (03) sub-types: Open spaced (*Detached*), hyphenated and close solid (*attached*). The first type is a noun containing two or more words separated from each other and conveying the meaning of one word; the second type is a noun containing two or more words separated by a hyphen (-) and the last type is about two words attached together revealing the meaning of one word. Examples:

Open/spaced (<i>Detached</i>)	hyphenated (<i>Separated by a hyphen</i>)	closed/solid (<i>Attached</i>)
Icecream Swimming pool Living room	self-confidence self-esteem mother-in-law	football haircut sunrise

1.2.6. Collective nouns: A collective noun is that noun that represents a collection of individuals (the group is a one single unit but it contains many people). It is a noun that denotes a group or multitude of something, for example: society, department, army, and team.

It is important to consider that British English treats collective nouns as plural e.g. the team have won, while American English treats them as singular nouns e.g. the team has won.

1.2.7. Gerund nouns: a gerund noun is a noun that ends with “-ing” and represents an action e.g. swimming, driving... Gerundnouns have verb-like features, but they function as a noun in the sentence not as a verb, consider the following examples:

Sentence 01: Sarah is reading a book.

Sentence 02: Sarah likes reading.

In the first sentence, “reading” is used as a verb (in the continuous form) showing the action performed in the sentence; in the second sentence “reading” is used as a noun (direct object of the sentence).

1.2.8. Verbal nouns: a verbal noun is a noun that is derived from a verb but does not have verb-like characteristics. Verbal nouns are usually formed by adding suffixes, examples:

Verb	Verbal noun
To build	Building
To arrive	Arrival

To decide	Decision
To attack	Attack
To fail	Failure

These are the different types of nouns depending upon certain aspects. One noun may fall in multiple categories. A common noun may be a countable noun and at a same time that noun may be concrete e.g. table is a common concrete, countable and singular noun.

Activities:

Activity 01: identify the type of the nouns in bold:

1. Cairo is the capital of **Egypt**.
2. Would you like some **coffee**?
3. Laughter is good for **health**.
4. The **crowd** is very big.
5. The **elephant** is an intelligent animal.
6. The **bravery** of the **soldier** saved them.
7. I bought **furniture** for my new house.
8. King **Solomon** was very wise.
9. The **man** was riding a white horse.
10. The shepherd took the **flock** of sheep to the **field**.
11. I believed her **innocence**.
12. Let's have some **ice cream**.
13. The police caught the **thief**.
14. **Shakespeare** was a famous English **playwright**.
15. This dress is full of **flowers**.
16. What a nice **haircut**!
17. It was a tough **decision**.
18. My little child really enjoys **swimming**.
19. Sarah is my **sister-in-law**.
20. There is no **milk** in the fridge.

When talking about nouns, it is important to talk about two main things, these are: case and gender.

1.3. Case: the case of a noun tells us about the position of that noun in the sentence. Cases categorize nouns according to their position and function in the sentence. In English, nouns can appear in five possible cases: nominative, possessive (or genitive), objective (or accusative), dative and vocative. These cases are formed simply by adding the appropriate case marker to the end of the noun; sometimes linked to the noun and sometimes separate. A thorough explanation of the different cases is offered below:

1.3.1. Nominative case: a noun is said to be in the nominative case when it serves as the subject of the verb, e.g. *Sarah* is my younger sister. 'Sarah' is a proper noun in the nominative case.

The teacher is explaining the lesson. "the teacher" is a common noun in the nominative case.

I am okay. 'I' is a pronoun in the nominative case.

1.3.2. Possessive case: also called the genitive case, a noun is said to be in this case when it denotes possession or ownership. It refers to someone or something that possesses something. The noun in this case is governed by the noun that follows it, e.g.

This is *your* job. ‘your’ is a pronoun in the possessive case.

Peter’s brother is elegant. “Peter’s” is in the possessive case.

1.3.3. Objective case: also referred to as the accusative case; this case is when the noun is used as the direct object of the sentence (for the direct object we ask the question what?) or the object of the preposition, e.g. the player won *a trophy*. ‘a trophy’ is in the objective case (direct object)

The lecture was about *equations*. ‘equations’ is in the objective case (object of the preposition “about”).

1.3.4. Dative case: a noun is in the dative case when it acts as the indirect object of the verb (for the indirect object, we ask the question to whom or for whom), e.g. the teacher gave *the brilliant students* a reward. ‘the brilliant students’ is in the dative case. (Indirect object)

➤ My mother offered *me* a ring. ‘me’ is in the dative case.

1.3.5. Vocative case: a noun is said to be in the vocative case when it is used to call, address or get the attention of a person or persons, e.g. come on, *girls*, hurry up! ‘girls’ is in the vocative case.

➤ Come here, *Ryan!* ‘Ryan’ is in the vocative case.

Activity 02: Identify the case of the nouns in **bold**:

1. Speak up, **Sarah!**
2. She cleaned **the yard**.
3. **John** brought a car.
4. **James’** sister is my neighbor.
5. Watch your steps, **Anna!**
6. I gave **my father** a gift on his birthday.
7. We walked over **the bridge**.
8. **I** am satisfied.
9. **Linguistics’** lectures are difficult.
10. The teacher gave **his students** an assignment.
11. **John** enjoys summer days.
12. My sister enjoyed **your** cookies.
13. Sit down, Anna!
14. I bought **my little child** a toy.

1.4. Gender

Gender is the quality of a noun or a pronoun which classifies it into different categories. Most nouns in the English language are not associated with a particular gender; the prominent gender-related nouns are related to people and animals. Accordingly, there are four noun genders in English: masculine, feminine, common and neutral.

➤ **Masculine:** used for words representing male people and animals e.g. boy, man, rooster...

- **Feminine:** used for words referring to female people and animals e.g. girl, woman, chicken...
- **Common:** used for words referring to general terms used for both males and females e.g. student, doctor...
- **Neutral:** used with nouns that are neither associated with male subtype nor the female one. This type is mainly associated with inanimate objects e.g. chair, pen, city...

- **Formation of feminine nouns:**

The feminine gender of nouns can be formed through different ways, these are:

- Adding a suffix to the masculine form, the suffixes here include: ‘-ess’, and ‘-trix’, examples:

Masculine	Feminine
Lion	Lioness
Poet	Poetess
Author	Authoress
Tiger	Tigress
Executor	Executrix

N.B. there are certain nouns where we add only the suffix to the masculine ending e.g. poet – poetess, while there are other nouns where it is necessary to drop the final vowel before adding the suffix e.g. tiger- tigress, actor- actress.

- By placing a word before or after the root word (prefixing and suffixing), examples:

Masculine	Feminine
Grandfather	Grandmother
Peacock	Peahen
Manservant	Maidservant
Landlord	Landlady
Salesman	Saleswoman
Washer man	Washerwoman
Stepson	Stepdaughter
He-goat	She-goat
Milkman	Milkmaid
Stepfather	Stepmother
He-bear	She-bear

- By changing the entire word, examples:

Masculine	Feminine
Bachelor	Spinster/ maid
Sir	Madam
Boy	Girl
Man	Woman
Hero	Heroine
Husband	Wife
Father	Mother
Brother	Sister
Widower	Widow

Son	Daughter
Horse	Mare
Monk	Nun
Buck	Doe
King	Queen
Groom	Bride
Cock/ roaster	Hen
Drake	Duck
Earl	Countess
Fox	Vixen
Gander	Geese
Gentleman	Lady
Nephew	Niece
Uncle	Aunt
Ram	Ewe
Cob	Pen
Bull	Cow
Wizard	Witch

Humans share some nouns that can be used as feminine and masculine in the same time; those nouns are mainly concerned with their roles and jobs in society, e.g. lawyer, student, pupil, cousin, doctor, friend, colleague, companion, person, worker, baby, child, orphan... these words can serve both masculine and feminine, and that can be detected through the meaning of the sentence in general, examples:

- **My cousin** is a very beautiful girl. (female)
- **My cousin** is a handsome boy. (male)

N.B. We often refer to a pet animal and a domestic animal like a cat or a dog as 'he' or 'she'. Words like actress, poetess, and authoress are not used these days. We use words like actor, poet, and author as common gender.

Activities:

Activity 03: change the gender of the underlined nouns in the following sentences:

1. The lioness was ready to pounce.
2. The actor acted quite well in the movie.
3. My uncle lives in New York.
4. My brother works in a government office.
5. The gentleman gave me this chocolate.
6. The king ruled with sincerity.
7. Meghan is the duchess of Sussex.
8. The waiter brought us our food.
9. My father is my hero.
10. The prince succeeded his father.
11. The ferocious lioness attacked the fox and injured it badly.
12. The cock started calling at the break of dawn.
13. The man and his wife boarded the train in Oran.
14. My nephew is a cute boy.

2. Pronouns

2.1. Definition: A pronoun is defined as a word that replaces a noun in a sentence. It takes place of a noun mainly for the sake of avoiding repetition. Since they take the place of the noun in the sentence, pronouns also take the function of a noun i.e. pronouns can function as subjects, objects(direct, indirect or object of preposition), or complements (subject or object).

2.2. Types of pronouns: Pronouns can be categorized into different types, these are detailed below:

2.2.1. Personal pronouns: they are used in the place of a noun to refer to a specific person, thing, or a place. There are two subtypes of these pronouns:

➤ **Subject personal pronouns:** they include: I, you, he, she, we, it, and they. They are called so because they take the place of the subject in the sentence. Examples:

➤ **I** like phonetics.

➤ **She** is elegant.

➤ **Object personal pronouns:** they include: me, you, him, her, us, it and them. They are called so because they take the place of the object (direct or indirect) in the sentence. Examples:

➤ I respect **you**.

➤ My mother gave **me** a precious present.

➤ He likes **her**.

2.2.2. Possessive pronouns: they are used to show possession or ownership, they include: mine, his, hers, its, ours, theirs, yours. Examples:

➤ The blue pen is **mine** and the red one is **yours**.

2.2.3. Demonstrative pronouns: they are used to show or demonstrate person (s), thing (s) or place (s). Demonstrative pronouns are divided into two subtypes based on the distance of what is being demonstrated: **this** and **these** to demonstrate something near in distance; **that** and **those** for something far in distance. Examples:

➤ **This** is my car. **These** are my students.

➤ **That** is her book. **Those** are my copybooks on the desk.

2.2.4. Interrogative pronouns: as the name implies, these pronouns are used specifically when asking questions. All interrogative pronouns start with ‘wh’ making them easy to remember, yet not all questions starting with “wh” are interrogative pronouns. Interrogative pronouns differ depending on the purpose of the question we are asking, examples:

➤ **Who** (to ask about persons (as subject)), e.g. **who** is your favorite teacher? **Mr. Henry** is my favorite teacher.

➤ **Whom** (to ask about persons (as object)), e.g. **whom** did you meet? I met **an old friend**.

Sarah spoke to Mr. Henry .	
Who spoke to Mr. Henry?	Whom did Sarah speak to?

➤ **Which** (to ask about persons or objects), e.g. **which** is the book you read last week?

➤ **Whose** (to ask about persons in relation to possession), e.g. all of them presented good projects, **whose** did you like the most?

➤ **What** (to ask about different things), e.g. **what** are you waiting for? **What** do you want?

2.2.5. Reflexive pronouns: they are used when the subject and the object of the sentence refer to the same person or thing. All reflexive pronouns end with ‘self’ or ‘selves’: myself, yourself, herself, himself, itself, ourselves, themselves, yourselves, e.g.

➤ She bought **herself** a new car.

➤ They reward **themselves** a vacation to Turkey.

2.2.6. Intensive pronouns: they are the same as reflexive pronouns, i.e. myself, yourself, herself, himself, itself, ourselves, themselves, yourselves. However, their function is different from that of reflexive pronouns. Intensive pronouns are used to intensify nouns or pronouns, in other words, they are used to emphasize or to put emphasis on the preceding noun or pronoun. They are also called emphatic pronouns. Examples:

➤ I **myself** could not believe what happened.

➤ Sarah **herself** wrote the report.

2.2.7. Reciprocal pronouns: they are used when the same action is reciprocated (done in return) between two or more persons; there are only two reciprocal pronouns: one another and each other, examples:

➤ The teacher respects her students – the students respect their teacher= the teacher and the students respect **each other/ one another**.

2.2.8. Relative pronouns: they are called so because they relate and link between sentences or clauses and the noun or the pronoun that precedes. They aim to provide extra information about that noun or pronoun. The most commonly used relative pronouns are:

➤ **Who** (used for persons as subject), e.g. the lady, **who** came from Italy, is my neighbor.

➤ **Whom** (used for persons as object), e.g. he is the guy **whom** I met in Paris.

➤ **Which** (used for things and animals), e.g. this is the issue **which** caused a lot of debate.

➤ **That** (used for persons, things and animals), e.g. the house **that** is owned by your friend is so large.

2.2.9. Indefinite pronouns: as the name implies, they refer to something that is not definite in a sentence i.e. they do not refer to a particular thing or person; they are used when we do not need to specifically identify what we are talking about. Indefinite pronouns include:

	Body	One	Thing	Where
Every	Everybody	Everyone	Everything	Everywhere
Any	Anybody	Anyone	Anything	Anywhere
No	Nobody	No one	Nothing	Nowhere
Some	Somebody	Someone	Something	Somewhere

‘-body’ and ‘-one’ are used for people, while ‘-thing’ and ‘-where’ are used for things and places respectively. When dealing with indefinite pronouns, it is important to remember these rules:

➤ The verb used after the indefinite pronoun should be in the third person singular, e.g. **everyone** enjoys the party. **Everything** was perfect.

- When referring back to indefinite pronouns, we use the plural form, e.g. everybody enjoyed the party. **They** were having a lot of fun.
- In negative sentence, we use pronouns with no-, not pronouns with any-, e.g. **nobody** attended the lecture (not anybody attended the lecture).
- We do not use another negative in a clause with nobody, no one or nothing, e.g. **nobody** entered. (not nobody didn't enter). **Nothing** happened. (not nothing didn't happen)

Indefinite pronouns can be further classified into: singular and plural indefinite pronouns, and there are certain pronouns which can be used for both cases:

Singular	Plural	Singular and plural
Anybody, anyone, anything, each, everybody, everyone, everything, little, much, nobody, on one, nothing, one, somebody, someone, something, either, neither.	Both, few, many, several, others	All, any, more, much, most, none, some, such, enough
Examples		
Anybody can answer this question. Everything was amazing. One must respect elders. Something needs to be changed. Little is known about this mysterious cave. Neither of them has asked me about my concerns. Either of the dresses is suitable for tonight's party.	Both are efficient solutions. Only few are right. Some students are motivated while others are not. If you are looking for novels, several are available in that library.	Much has been written about this issue. Some believe that money makes happiness. I could say more , but I think you have heard enough . Such is life.

Activities

Activity 01: label the type of the pronouns in bold:

1. Let's contact **oneanother** once we get there.
2. She **herself** said that.
3. I can't find **them**
4. I can't believe it's finally **ours**.
5. He was looking at **himself** in the mirror.
6. **He** wants to go to Istanbul.
7. **Why** are you shouting at me?
8. Jim gave **me** the last copy.
9. **Which** is your cat?
10. **Nobody** said a word all night.
11. Did you complete the task **yourself**?
12. **Some** of the students are presenting their projects today.
13. **These** are my pens.

14. She rewards **herself**.
15. **This** is the car **that** is bought by my friend.
16. They love **each other**

Activity 02: Choose the correct pronoun and use it in the sentence.

1. (Me/I) feel exhausted.
2. 'Pride and Prejudice' is (her/hers) favourite book.
3. Those papers are (mine/my).
4. The box over there. Is (it/its) yours?
5. The girl almost hurts (herself/itself).
6. Sarah was all by (yourselves/herself)
7. (I/me) think you should participate in the debate.
8. (That/this) is my book over there.
9. (Each/neither) one of us was given a gift.
10. Do you want (that/it) pen?
11. I lost the toy you gave (me/myself)
12. This house is (ours/our).
13. It was (their/theirs) car.
14. Do you know (his/him)?

Lesson 04: adjectives and adverbs

• Lesson aims and target objectives:

The fourth lecture aims at providing students with basic definitions of an adjective and an adverb by highlighting their role in a sentence; additionally, it gives the different types of an adjective and an adverb. At the end of the lecture, students will be able to:

- ✓ Define an adjective and an adverb by clarifying their roles in a sentence
- ✓ Differentiate between the diverse types of adjectives and adverbs.

1. Adjectives:

1.1. Definition: an adjective is a word that is used to provide extra information about a noun or a pronoun; it modifies them by offering additional information concerning: quality, kind, degree, color, quantity etc. Thus, the major function of the adjective in the sentence is to describe. Indeed, adjectives are said to provide relevant information about the noun or the pronoun they describe through answering questions like: how many? How much? Which one? What kind? Etc. Examples:

e.g. 1: Jenna wore a **red** dress.

e.g. 2: She looked **stunning**.

In the first example, the adjective 'red' came before the noun which it modifies 'dress'; while in the second example, the adjective 'stunning' came after a linking verb since it modifies the pronoun 'she'. Therefore, when an adjective modifies a noun, it can be used either before it or after a linking verb e.g. Jenna looks stunning. When an adjective modifies a pronoun, it comes always after a linking verb (e.g. 2).

1.2. Types of adjectives:

1.2.1. **Adjectives of quality:** they describe the qualities or the characteristics of a particular person, object, animal or place. They are also referred to as descriptive adjectives, e.g. beautiful, large, heavy, elegant etc.

1.2.2. **Adjectives of quantity:** these adjectives give information about the amount or the quantity of a noun. They answer the questions 'how much? / how many?', e.g. few, many, little, some, much, enough, sufficient, half etc. examples:

➤ **Few** persons came to the party. **Many** students did not pass the test. Do you have **sufficient** knowledge about this topic?

1.2.3. **Adjectives of number:** also called numerical adjectives; they provide information regarding the number of the noun they modify, they mainly answer the question how many? There are two main kinds of numerical adjectives: definite and indefinite:

➤ **Definite adjectives:** they represent an accurate number. Cardinal and ordinal numbers are considered as definite numerical adjectives:

➤ **Cardinal (C for counting):** to indicate how many: one, two, three, twenty, one hundred, one million etc. e.g. the house contains **three** bedrooms. I need **five** chairs.

➤ **Ordinal (ord is for order/ position):** to indicate the position: the first, second, sixth, tenth etc. e.g. she won the **first** prize. The **third** month in the year is March.

➤ **Indefinite adjectives:** they do not represent an accurate number, they are similar to adjectives of quantity, they include: no, all, some, many, few, several etc. examples:

➤ I have checked **several** resources. She needs only **few** ingredients for the cake.

1.2.4. **Demonstrative adjectives:** they are used to demonstrate, they include: this and these (near in distance), that and those (far in distance), examples:

➤ **This** car is expensive. **These** tables need to be removed.

➤ **That** house was owned by my uncle. **Those** students are brilliant.

Note that demonstrative adjectives are identical to demonstrative pronouns, but they are used to modify a noun (they come before the noun they modify), while demonstrative pronouns take the place of the noun in the sentence (they are followed by a verb). Examples:

➤ **This** pen is mine. (Which pen? This pen: used as demonstrative adjective)

➤ **This** is my pen. (Demonstrative pronoun)

1.2.5. **Possessive adjectives:** they modify the noun by showing ownership and possession. Common possessive adjectives are: my, your, his, her, its, our, their, examples:

Give me **your** phone number. Can you please watch **my** son? They did **their** work perfectly.

1.2.6. **Interrogative adjectives:** these are used to ask a question for the sake of modifying a noun, there are only three interrogative adjectives: what, which and whose, examples:

➤ **Which** city do you like in Algeria? **Whose** car is this? **What** kind of books do you enjoy reading?

➤ **Which** movie caught your attention the most? I do not know **whose** keys are these? **What** sort of activities shall we do?

1.2.7. **Adjectives of color:** include the different colors used to modify a noun, e.g. red, blue, white etc. examples:

➤ Sarah wore a **red** skirt on her birthday. James was wearing a **black** tuxedo. I bought a fresh **green** pepper.

1.2.8. **Proper adjectives:** they are derived from proper nouns, they are always capitalized and concerned mainly with nationalities, religions and races, examples:

➤ Mohamed Dib is an **Algerian** author. Mary is **Christian**. Gandhi is an **Indian** nationalist.

1.2.9. **Compound adjectives:** they are formed by multiple words (two or more). When the compound adjective comes before the noun it modifies, it is hyphenated (separated by a hyphen) for more clarity. When the compound adjectives comes after the noun it modifies, no need for the hyphen, examples:

➤ The **green-eyed** girl is my niece. Anna was looking with **wide-eyed** astonishment.

➤ Today's world is **fastpaced**. Einstein is **best known** for his theory of relativity.

1.2.10. **Participial adjectives:** they are called so because they are derived from the past or the present participle of the verb:

➤ **Past participle** (both regular and irregular), e.g. she is **interested** in sciences. He was fixing the **broken** window.

➤ **Present participle** (-ing): the show was **exciting**. He could not stop the **moving** car.

1.2.11. **Distributive adjectives:** they are used to refer to members of a group as individuals, they include: each, every, either, neither, any and both, examples:

➤ **Every** student is concerned with the homework. She gave **each** kid a piece of cake. **Any** member of the club can participate in the competition. **Either** solution is suitable for me. **Both** teams are willing to help.

1.3. Comparative and superlative forms of adjectives:

1.3.1. **Comparative adjectives:** they are used when we are comparing between two people or things (or more), e.g. larger, happier etc. there are two rules to follow when comparing depending on the length of the adjective:

➤ **Short adjectives:** noun+ verb+ adjective+ er+ than+ noun, e.g. Algeria is larger than Tunisia. Adrar is hotter than Oran. The exam was easier than the test.

➤ **Long adjectives:** noun+ verb+ more+ long adjective+ than + noun, e.g. Sarah is more beautiful than her sister. I-phone is more expensive than Samsung.

1.3.2. **Superlative adjectives:** they are used to show that a person or thing is at upper or lower position in terms of quality, e.g. the largest, the biggest etc. there are also two rules when using superlatives:

➤ **Short adjectives:** noun+ verb+ the+ short adjective+ est, e.g. Algeria is the largest country in Africa. I feel that I am the happiest person on earth. California is the hottest state in America.

➤ **Long adjectives:** noun+ verb+ the most+ long adjective, e.g. health is the most important thing in life. Shark is the most dangerous animal in the sea.

1.3.3. **Irregular comparatives and superlatives:** there are certain adjectives that do not follow the rules stated above when forming their comparative and superlative forms, these include:

Adjective	Comparative	Superlative
Good	Better	The best
Bad	Worse	The worst
Far	Farther / further	The farthest/ the furthest
Little	Less	The least
Much/ many	More	The most

Activities

Activity 01: Go through the following sentences and identify the type of adjective used in them.

1. Many photos were deleted.
2. Sarah will clean her messy room today.
3. My sister brought some French pastries.
4. There haven't been sufficient crops to sell this year.
5. I ate two bananas in the morning.
6. The girl is a state-level boxer.
7. There's no milk left in the bowl.
8. Both of them were present.

9. This bag is heavier than the suitcase.
10. The white color is so comfy.
11. John won the second prize.
12. Whose pencil box is this?
13. These green apples are pretty sweet.
14. There are seven apples on the tree.
15. Tom came second in the marathon.
16. Emily Bronte was a Victorian novelist.
17. Anna is a part-time teacher in high school.
18. Which dress do you like?
19. The Atlantic Ocean is the biggest ocean in the world.
20. I took my driving test yesterday.

Activity 02: provide the comparative or the superlative form of the adjectives between brackets:

1. My sister thinks she's (intelligent) than me, but I don't agree!
2. Avatar is probably (bad) film I've seen!
3. What is (wet) month of the year in England?
4. Do you think the Harry Potter films are (good)than the books?
5. Who is (powerful) person in your country?
6. I think Men in Black 1 was (funny) than Men in Black 3.
7. Is Angelina Jolie (old) than Sandra Bullock?
8. John is (nice) person that I know.
9. It's (far)..... than I thought, I think we're lost.
10. Your spaghetti sauce is (tasty) than mine.

2. Adverbs

2.1. Definition: an adverb is a word used to modify a verb, an adjective or another adverb. They tell how, in which way, when, where something happens or happened or it was done?, examples:

- **Adverbs modifying a verb:** he was behaving **weirdly**. Jane drove **slowly**.
- **Adverbs modifying an adjective:** my mother is a **very** beautiful lady. Her son is a **little bit** naughty.
- **Adverbs modifying another adverb:** my father drives **extremely** slowly. The girl was acting **quite** strangely.

2.2. Forming an adverb:

In most cases, an adverb is formed by **adding -ly** to an adjective, examples:

Adjective	Adverb
Cheap	Cheaply
Quick	Quickly
Slow	Slowly

If the adjective **ends** in **-y**, **replacethe y with i** and **add -ly**, examples:

Adjective	Adverb
Easy	Easily
Angry	Angrily
Happy	Happily

If the **adjective ends** in **-able,-ible**, or **-le**, replace the **-e** with **-y**.

Adjective	adverb
Probable	Probably
Terrible	Terribly
Gentle	Gently

If the **adjective ends** in **-ic**, add **-ally**. **Exception: public -> publicly**

Adjective	adverb
Basic	Basically
Tragic	Tragically
Economic	Economically

Words ending in **-ly** are not always adverbs. The words *lovely, lonely, motherly, friendly, neighborly*, for instance, are adjectives. **For example:** That lovely woman lives in a friendly neighborhood.

Some adverbs have the same form as the adjective: *early, fast, high, late, near, straight, wrong* **For example:** It is a **fast** car. He drives very **fast**.

Well is the adverb that corresponds to the adjective **good**. **For example:** He is a good student. He studies **well**.

2.3. Types of adverbs: adverbs are categorized into different types including:

2.3.1. Adverbs of time: they tell us about the time when the action happened i.e. they answer the question: when? They include: ago, before, after, when, while, now, since, for, early, formerly, later, already, today, tonight, tomorrow, last week/ month/ year etc. examples:

➤ I need to leave **now**. The meeting was held **yesterday**. **While** I was preparing dinner, my mother called.

2.3.2. Adverbs of place: they give information about the place where the action took place, they answer the question: where? They can be used to describe a location, a direction or a distance. Adverbs of place include: here, there, everywhere, in, inside, outside, near, in front of, next to, upstairs, somewhere etc. examples:

➤ Can we take a rest **here**? The grocery is situated **next to** the supermarket. Sarah lives **near** the beach.

2.3.3. Adverbs of manner: they are used to show how something feels or how is it done. They can be used to describe how an action is performed or to express certain feelings. Adverbs of manner answer the question: how? In which way? They are generally formed by

adding an ‘-ly’ to the adjective: happily, sadly, quickly, beautifully, carefully, peacefully etc. examples:

➤ They **happily** accepted our invitation. James was excited and was shouting **loudly**. My father drives **carefully**.

2.3.4. Adverbs of frequency: they tell how often something happens i.e. they give information about the regularity of the action. They answer the question: how often? They include: always, never, frequently, often, seldom, rarely, twice, once, occasionally, regularly, sometimes, usually etc. examples:

➤ My friends **often** meet in the gym. I **always** have breakfast before going to university. She practices Yoga **twice** a week.

2.3.5. Adverbs of degree: they are used to describe the intensity of an action i.e. they tell to what extent the situation has reached? They include: very, so, almost, just, too, enough, quite, not at all, a bit, a little bit, really, extremely etc. examples:

➤ I **almost** finished my home works. I am **very** excited for the party. John **just** bought a new car.

2.3.6. Adverbs of certainty: they tell how certain or sure we are about something, they include: certainly, surely, undoubtedly, absolutely, definitely, probably, maybe, perhaps, unquestionably etc. examples:

➤ He **surely** will not forget you. She is **certainly** a smart girl. He has left **probably**. James is **undoubtedly** a great leader. **Perhaps/ maybe** she will come to the party.

2.3.7. Viewpoint adverbs: they tell about the speaker’s viewpoint or opinion about a given action, they are also referred to as commenting adverbs because they are used to comment on a given action. These adverbs usually modify an entire clause rather than single verbs, adverbs or adjectives, they include: personally, seriously, obviously, surprisingly, ideally, officially, frankly, undoubtedly, honestly, apparently etc. examples:

➤ He **obviously** did not agree on that decision. **Personally**, I prefer the white dress. **Apparently** he did not understand what I was saying. **Frankly**, I think she is a hypocrite.

2.3.8. Conjunctive adverbs: also called connective adverbs or linking adverbs as they are used to join two clauses together in order to show the relationship between ideas (cause and effect), they include: however, therefore, nonetheless, nevertheless, moreover etc. conjunctive adverbs have the same function as a conjunction as they are used to link between two sentences or clauses, examples:

Conjunctive adverb	Uses	Examples:
However, instead, nonetheless, nevertheless, anyway, meanwhile	Used to denote contrasting opinion or suggestions	She is the best student in school; however , she is too noisy. It was raining; nevertheless , we went to the party. Sarah was cleaning the dishes; meanwhile, her mother was preparing dinner.
Also, furthermore, additionally, moreover, besides	Used to add ideas	Make sure to bring all your staff. Also , do not forget your medicaments.

		John is a brilliant student; moreover , he is very talented.
Similarly, likewise, as	Used to represent similar ideas or to compare them	Tom is a naughty kid; similarly , his sister is very stubborn.
Indeed, of course, in fact	Used to show emphasis for the previous idea	Chomsky made a revolution in language definition. Indeed , he is one of the pioneers in this domain.
Consequently, accordingly, then, therefore, thus, hence, finally	Used to show the cause effect relationship, and to show the result of something	She has hurt a lot of people by her offensive words; consequently , nobody loves her. The manager has checked your CV; accordingly , he will give you the right post.

2.3.9. Interrogative adverbs: they are used to ask questions about: time, place, reason or manner. They are used mainly to provide additional information about a verb, an adjective or an adverb. They include: when, where, how, which, and why. Examples:

➤ **When** shall I come back? **Why** didn't you attend the last session? **How** did the movie end? **Where** are you from?

2.3.10. Relative adverbs: they are used to introduce a clause that modifies or explains a previous clause; they can be used to connect clauses in a sentence or to provide additional information. They include: where, why, and when. Relative adverbs are commonly used to replace the formal structure of: 'preposition+ which' used to introduce a relative clause, examples:

Formal structure 'preposition+ which'	Common structure using a relative adverb
This is the place in which we met for the first time.	This is the place where we met for the first time.
I still remember the day on which we first met.	I still remember the day when we first met.
Tell me the reason for which you did not come to the meeting.	Tell me the reason why you did not come to the meeting.

2.4. Comparative and superlative forms of adverbs:

Many adverbs are formed by adding "-ly" to the end of an adjective. If an adverb has been created according to this pattern, we insert the word *more* or *less* to form the comparative.

For example:

Adjective	Adverb	Comparative adverb	Superlative adverb
Careful	Carefully	more/less carefully	Most/least carefully
Efficient	Efficiently	more/less efficiently	Most/least efficiently

- John is **quicker** than his brother
- John runs **more quickly** than his brother
- John runs **the most quickly** of all his brothers

- **With short adverbs that do not end in -ly** comparative and superlative forms are identical to adjectives: **add -er** to form the comparative and **-est** to form the superlative. If the adverb ends in *e*, remove it before adding the ending.

For example:

Adverb	Comparative	Superlative
Hard	Harder	Hardest
Fast	Faster	Fastest
Late	Later	Latest

- Jim runs **faster** than his brother. (comparative of adverb)
- Jim is **faster** than his brother. (comparative of adj)
- Everyone in the race ran fast, but John ran the **fastest** of all.

Some adverbs have **irregular comparative and superlative forms**.

Adverb	Comparative	Superlative
Badly	Worse	Worst
Far	Farther/further	Farthest/furthest
Little	Less	Least
Well	Better	Best

Activities:

Activity 01: Go through the given sentences and identify the type of adverb used in each sentence.

1. Personally, I admired your speech.
2. Tom practiced his speech regularly.
3. I met the manager yesterday.
4. The phone kept ringing constantly.
5. Tom was so excited for the party.
6. I have heard this story before.
7. I like your commitment; however, we still have a lot of work to do.
8. My aunt lives near the beach.
9. You are driving too carelessly.
10. I always try my best.
11. We arrived late; consequently, we missed the train.
12. Probably, she is in trouble.
13. I have heard enough.
14. Why are you still here?

15. I could hardly recognize him.
16. Certainly, you are joking.
17. How did the match end?
18. The city where I grew up is extremely wonderful.

Activity 02: Fill the blanks in the sentences by changing the given adjectives into adverbs.

1. Sarah laughed at the kid's jokes. (loud)
2. The soldiers fight at the border front (brave)
3. Our team won the tournament(easy)
4. My boss screamed at his clerk. (angry)
5. The woman in red dress sang (sweet)
6. The professorfound a resolution. (clever)
7. I (sometimes)sing in their group performance.
8. Sarah was talking(energetic).
9. John speaks English (good).
10. My father drives(fast).

Activity 03: Fill in the correct adverb form (comparative or superlative) of the adjectives in brackets.

1. I speak English (fluent) now than last year.
2. She greeted me (polite) of all.
3. She smiled (happy)than before.
4. This girl dances (graceful)of all.
5. Could you write (clear)?
6. Planes can fly (high) than birds.
7. He had an accident last year. Now, he drives (careful) than before.
8. Jim can run (fast) than John.
9. Our team played (bad) of all.
10. He worked (hard) than ever before.

Lesson 05: Quantifiers and Prepositions

- **Lesson aims and target Objectives:**

The aim of the present lecture is to provide definitions of quantifiers and prepositions; moreover, it gives the different types of both. By the end of the lecture, students will be able to:

- ✓ Define a quantifier and a preposition in relation to their function in a sentence.
- ✓ Distinguish between the different types of quantifiers and those of prepositions.

1. Quantifiers:

1.1. Definition: as the name implies, quantifiers are words used to represent quantity of something. They are under the category of adjectives i.e. they are used to modify nouns in terms of quantity. Accordingly, quantifiers are used with both countable and uncountable nouns.

1.2. Types of quantifiers: quantifiers can be categorized under four types based on the quantity they describe:

1.2.1. Quantifiers for large quantities: they are used to describe large amounts; they include: all, every, a lot, much, many, loads of, tons of, plenty of, almost all, most, numerous, a large number of etc. examples:

➤ I have **many** home works to do. I need **much** time. She must have **plenty of** reasons for thinking this way. **Every** student is concerned with the oral presentation. Sarah won **a lot of** money from the competition.

1.2.2. Quantifiers for small quantities: they are used for small amounts; they include: a little, little, a bit, a few, few, examples:

➤ **Few** people can speak five languages. **A few** answers were correct. Hurry up! There is **a little** time left. There is **little** water left in the fridge.

1.2.3. Quantifiers for sufficient quantity: they include: enough, some, several, examples: There are **several** solutions for this problem. We have **enough** bread for dinner.

1.2.4. Quantifiers for no quantity: they include: no, none, any, examples:

➤ There is **no** milk left in the store. **None** of the children went to school. She doesn't have **any** friends.

1.3. Rules to remember: when dealing with quantifiers, there are certain points that should be taken into consideration:

There are certain quantifiers that are designated for countable nouns and others for uncountable nouns, and there are some quantifiers that can be used with both types of nouns:

Quantifiers for countable nouns	Quantifiers for uncountable nouns	Quantifiers for both
Many, (a) few, several, a number of, a large number of	Much, (a) little, a bit, a great deal of, a large amount/ quantity of	No, none, some, a lot of, a plenty of, enough
Examples		
How many hours are left for the plane?	There isn't much butter in the fridge.	I am thirsty; I need a lot of water.

There was a large number of invitees waiting for the cake.	This project requires a large amount of patience.	I have read a lot of books. He needs some orientation to achieve better results. Some students are making noise.
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- ‘Much’ and ‘many’ are mainly used in negative and interrogative forms, examples: how **much** flour do you need? How **many** apples did you eat? There isn’t **much** sugar to make the cake. There weren’t **many** students in the classroom.
- In affirmative statements, we use “a lot” instead, examples: I have a **lot of** foreign friends. She needs a **lot of** care to overcome this problem.
- ‘Much’ and ‘many’ are also used with ‘too’, ‘so’ to emphasize the amount or quantity of something, examples: there were **toomany**books in the library. I need to drink **so much** coffee to stay awake.
- ‘A little’ and ‘little’ are used with uncountable nouns while ‘few’ and ‘a few’ are used with countable nouns. When they are used with the indefinite article ‘a’ to imply that there is enough of something. Whereas, when used without the article, they imply that there isn’t enough i.e. the difference lies purely in meaning; ‘few’ and ‘little’ have the meaning of not much/ not many, less than one might expect or hope for (negative meaning); while ‘a few’ and ‘a little’ have the meaning of ‘at least some’, perhaps more than one might expect (positive meaning), examples:
 - **Few** of my friends came to the party, so I was disappointed.
 - **A few** of my friends came to the party, so I enjoyed it.
 - Hurry up! **Little** time is left.
 - Don’t worry; we still have a **little** time to catch the train.

Activities:

Activity 01: Complete the following sentences with correct quantifiers:

1. There aren'tcar parks in the centre of Oxford.
2. Eating out is expensive here. There aren'tcheap restaurants.
3. Hurry up! We only have..... time before the coach leaves.
4. We saw..... beautiful scenery when we went to Austria.
5. There are fast food shops near the university.
6. It's very quiet. There aren'tpeople here today.
7. There are expensive new flats next to the river
8. We are going to be late. There is too traffic. Theof people driving is incredible.
9. I think I did better in the test than last time,
10.of our proposalswere approved.

Activity 02: choose the correct quantifier for the following sentences: few, little, a few, a little:

1. I have water left. There's enough to share.
2. I havegood friends. I'm not lonely.
3. He has education. He can't read or write, and he can hardly count.
4. There are people she really trusts. It's a bit sad.
5. We've got time at the weekend. Would you like to meet?
6. Julie gave us apples from her garden. Shall we share them?
7. She has self-confidence. She has a lot of trouble talking to new people.
8. There are women politicians in the UK. Many people think there should be more.
9. It's a great pity, but the hospital has medicine. They can't help many people.
10. There'smilk left in the fridge. It should be enough for our coffee.
11. children from this school go on to university, unfortunately.
12. Do you need information on English grammar? I havebooks on the topic if you would like to borrow them.
13. She's lucky. She has problems.
14. He has free time. He hardly manages to call his mother!

2. Prepositions:

2.1. **Definition:** prepositions are lexical words that are used to show relationship between words in a sentence; they are put before a noun or a pronoun to denote its relationship to what precedes in the sentence. The noun that comes after the preposition is called object of preposition. Prepositions are very important because without them, a sentence would be meaningless, by analogy; they are like a glue holding words in a sentence together.

2.2. **Types of prepositions:** prepositions can be categorized under types based on their function i.e. whether they are indicating a place, time, position etc.

2.2.1. **Prepositions of time:** they are used to indicate a time relationship, they include:

Preposition	Uses	Examples
At	To show: exact time Meals time Parts of the day (noon, night, midday, midnight) Age	At 10 o'clock/ at 5 p.m. At lunch/ at dinner/ at breakfast At noon/ at night/ at midnight At 12/ at 20.
In	Months and seasons Years Time in the day Centuries and historical periods After a certain period of time	In October/ in July/ in summer/ in spring In 2020/ in 1990/ in 1980 In the evening/ in the afternoon In the 21 st century/ in the 1980's In two hours/ in two months
On	Days of the week Complete dates	On Wednesday/ on Friday On September 6 th / on November 1 st
By	Due date	By the end of the month/ by June 27 th
Since	From a past period of time up to the	Since 2020/ since last month

	present	
For	How long a period of time lasted	For 2 months/ for six years.
Until	How long something is going to last/ up to a certain point in time	Until sunrise/ until I finish my homeworks
To/ From ...to	The beginning and end of a period of time	10 to 12/ from 2020 to 2022
During	Something that happened/ will happen in a specific period of time	During summer holidays/ during the Cold War
Throughout	Something that happened/ will happen continuously in a specific period of time	Throughout the year/ throughout the week
After	A point in time that follows another point in time	After the meeting/ after the match
Before	A point in time that precedes another point in time	Before the holidays/ before 2015
Around	Approximate time	Around 5 o'clock/ around midday

2.2.2. **Prepositions of place:** they are used to show the place or the position of something, they include:

Preposition	Uses	Examples
In	In an enclosed space In a geographical location In a printed material	In the living room/ in the bedroom In Tlemcen, in Los Angeles In a book, in a magazine
At	Located at a specific place Places for events Places where you go regularly	At the library/ at the airport/ at the gym At a concert/ at a party At home/ at university/ at school/ at work
On	Being in a surface that is not enclosed For a certain side (right/ left) For a floor in a building For public transportation For media means	On the table/ on the river/ on the road On the left/ on the right On the 4 th floor On train/ on plane On TV/ on radio
To	Moving towards a specific place	The train to Oran leaves at 5 o'clock. The fly to Turkey has been postponed.
From	Demonstrate prior ownership Answer of where from?	This flower is taken from our garden. He is originally from Argentina.
Across	Moving from one side to another	Across the street/ across the river
Towards	Moving in direction of something	The thief was running towards me The cat was moving towards the car.
Through	Moving from one side to the other but inside something	Through the tunnel/ through the kitchen
Between	The place in between two or more persons or things	Sarah was standing between the teacher and the headmaster
Above	Suspended higher than	Above the table/ above the door

	something else	
Against	Leaning on Opposite to or facing	Against the wall Against the car
Along	Tracing the length of something	Along the river/ along the road
Around	Location of something	Around the town
Behind	On the back side of something	Behind the tree/ behind the door
Below	Something lower than or underneath something else	Below the stairs/ below the water level
Over	The location of one object above the other	She fell over the grass
Onto	Moving on the top of something	The cat jumped onto the chair
Into	Entering a given place	Into the building/ into the bathroom
By	The meaning of 'close to' The meaning of 'alongside'	By the school By the window

2.2.3. **Other common prepositions:** apart from the above stated prepositions, there are other common prepositions that are frequently used for various uses:

Preposition	Uses	Examples
Among	With the sense of 'included in'	Among family/ among friends
Of	Between two nouns to show that the first belongs to the second To represent family relationships	The lecture of prepositions is easy. He is the son of my neighbor
With	To say that people or things are together For a specific tool used to perform an action To link between two nouns where the second is a particular feature of the first	I will go with my sister Cut the bread with this knife. The girl with the red dress is my niece.
By	To describe an action by giving additional details	The teacher explained the lesson by giving extra examples
About	Used to talk about topics (of discussion) Shows approximation	The lecture was about prepositions The house was about 100 m ²
For	To show purpose or reason	These activities are essential for understanding the whole lecture.
From	To show origins or cause of something	Diabetes comes from consuming a lot of sugary snacks

2.2.4. **Compound prepositions:** they are prepositions composed of two or more words and have different meanings from one-word prepositions, they include:

Compound prepositions and examples	Meaning
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With for	
As for , e.g. as for me, I will stay home.	Concerning me
But for , e.g. I would never be able to reach that level but for my father	If my father wasn't there
Except for , e.g. everyone was invited to the party except for Anna.	With Anna's exception
With from	
Apart from , e.g. apart from the misunderstanding, everything was fine.	Excepting
Aside from , e.g. aside from being well written, the book was also interesting.	In addition to
Away from , e.g. she is studying away from home.	Not at home
With of	
Ahead of , e.g. she came and sat ahead of me.	In front of
As of , e.g. as of next month, the prices will go up.	Starting from
Devoid of , e.g. this student is devoid of motivation.	He has no motivation
Exclusive of , e.g. all drinks are allowed exclusive of alcohol.	Except
Instead of , e.g. you can participate in the contest instead of me.	Rather than me
Irrespective of , e.g. we decided to go to Dubai irrespective of the expenses.	No matter the expenses
Out of , e.g. the car was out of control.	Without control
Regardless of , e.g. she decided to go outside regardless of the weather.	Without considering the weather
Upward(s) of , e.g. the reward he got was upwards of 5000\$.	More than
Void of , e.g. this man is void of empathy.	He has no empathy
With to	
According to , e.g. according to Sapir language is purely human.	As stated by Sapir
Due to , e.g. due to the storm, our flight was cancelled.	Because of
As to , e.g. the debate gives indications as to the students' oral skills.	Regarding/ concerning
Owing to , e.g. John was depressed owing to his failure in the competition.	Because of
Preliminary to , e.g. this introductory session is preliminary to the grammar lectures.	Before
Prior to , e.g. everything was fine prior to the war.	Before
Relative to , e.g. Tom is so smart relative to his physical appearance.	In relation to
Subsequent to , e.g. subsequent to the grammar session, we will study linguistics.	After
Up to , e.g. you can start when you feel yourself up to it.	Ready for it
With 'with'	
Along with , e.g. Susan came to the wedding along with her husband.	Together with
Together with , e.g. there were three girls in the classroom together with five boys.	In addition to
Other common compound prepositions	
Such as , e.g. English is spoken in many countries such as Australia, New Zealand etc.	For example
Depending on , e.g. the project will be finished depending on the	Determined by

aids we will have.	
As against , e.g.the project was supported by 70% as against 30% who rejected it.	In comparison to
As regards , e.g. as regards her marks, I think she will fail.	Regarding/ based on
As per , e.g.follow all the instructions as per the given recipe.	According to
Rather than , e.g.I will take coffee rather than tea.	Instead of

Activities:

Activity 01: Fill in the blanks with the appropriate preposition:

1. This shop doesn't have the toys I was looking (up/for)
2. The teacher divided the sweetsall the children. (between/among)
3. Bruce did not fare wellhis examination. (in/at)
4. The dog is grateful its owner. (to/for)
5. My brother's anniversary is 5th November. (on/in)
6. The boythe store is my cousin. (in/ at)
7. Sarah is fond muffins. (of/off)
8. The dog jumped the sofa. (on/in)
9. The police officer is the station. (at/on)
10. The Sun will not rise 6 o'clock. (before/since)
11. I know Jack he was a little boy. (for/since)
12. Tom's house ismine. (next to/after)
13. The opponents sat to each other. (opposite/behind)
14. The scientist looked the microscope. (through/in)
15. I will have completed my task Friday. (till/by)
16. We will meet 9 o'clock. (at/ on)
17. I have lived in this city six years. (for/ since)
18. Sarah is comingher husband. (with/ to)

Activity 02: write sentences by your own using the following prepositions: against, through, from, behind, as for, apart from, rather than.

Lesson 06: Conjunctions

- **Lesson aims and target objectives:**

The aim of the present lecture is to provide basic definition of a conjunction and highlight its different types. By the end of the lecture, students will be able to:

- ✓ Define a conjunction
- ✓ Differentiate between the different types of a conjunction.

1. Definition: a conjunction is a word used to link between sentences, clauses or phrases together. Conjunctions are important because they help to achieve coherence in writing and speaking enabling the writer or speaker to reveal the message clearly and effectively.

2. Types of conjunctions: there are three types of conjunctions in English, these are:

2.1. Coordinating conjunctions: also known as coordinators, they are used to link between two or more parts equally important in grammar i.e. two independent clauses. Yet, they can be also used to link between words or phrases. Coordinators are famous in English as the FANBOYS: for, and, nor, but, or, yet, so, examples:

➤ **Coordinating conjunctions linking words:**

The taste was sour **but** delicious.

The dress Anna bought was red **and** elegant.

➤ **Coordinating conjunctions linking phrases:**

The teacher talked about the test **and** the exam.

I entered the classroom before John **but** after Sarah.

➤ **Coordinating conjunctions linking clauses:**

The party was wonderful **and** we had a lot of fun.

Will you come with **or** you will stay home?

2.2. Subordinating conjunctions: also called subordinators. They link between parts that are unequally important i.e. a dependent clause with an independent one. In fact, they are called so because they are used to introduce a subordinate clause. There are many subordinating conjunctions in English including: although, since, after, while, when, as soon as, unless etc. Subordinators are used to clarify the relationship of different clauses in a sentence; the relationship can be cause/ effect (because, since, as etc.), condition (if, unless, as if, even if, provided that), concession (although, even though, while), time (when, before, after, as soon as) or place (where, wherever), examples:

➤ I felt exhausted **as** I have been working the whole day.

➤ I will bring you a gift **if** you stay home.

➤ **After** I finish my home works, I will take a nap.

➤ **Although** it was raining, we enjoyed the picnic.

➤ There was too much noise in the classroom **when** the headmaster entered.

➤ **While** I was preparing lunch, my little child was playing in the yard.

2.3. Correlative conjunctions: these conjunctions are used in pairs, and they function as coordinating conjunctions to link between two equal parts. The most common correlative

conjunctions in English are: both... and, neither... nor, either... or, not only... but also, whether... or, examples:

- You can **either** go to the gym with me **or** stay home.
- Sarah is **not only** a brilliant student **but also** she is kind with her friends.
- I don't know **whether** to prepare lunch **or** we buy a pizza.
- He owns **both** a car **and** a bicycle.

Important notes:

- The subordinate clause can come at the beginning or at the end of the sentence, when it comes at the beginning, it should be followed by a comma, examples:
 - **Because** it was raining outside, we decided to stay home. → We decided to stay home **because** it was raining outside.
- For coordinating conjunctions, when combining a word with a word, a phrase with a phrase or a clause with another clause, do not use a comma between them. However, when you link two or more words, phrases or sentences, use a comma to separate them, examples:
 - We ordered a sandwich **and** a pizza. → We ordered a sandwich, a pizza **and** two drinks.

Activities:

Activity 01: choose the appropriate subordinating conjunction:

1. I visit the Grand Canyon I go to Arizona. (once, whenever, wherever)
2. This is the placewe stayed last time we visited. (where, when, how)
3. you win first place, you will receive a prize. (wherever, if, unless)
4. You won't pass the testyou study. (when, if, unless)
5. I could not get a seat, I came early. (as, though, when)
6. We are leaving Wednesday or not it rains. (if, whether, though)
7. Pay attention to your work you will not make mistakes. (so that, unless, or)
8. The musicians delivered a terrible performancethey hadn't rehearsed. (though, as, once)
9. Everyone trusts her she's honest (if, since, when)
10. Write this downit is so important. (as, when, if)

Activity 02: choose the appropriate coordinating conjunction:

1. My car has a radioa CD player. (but, or, and)
2. Sarah hates naughty kids,will she tolerate stubborn kids. (but, nor, or)
3. Carol wanted to drive to Colorado, Bill insisted that they fly. (and, or, but)
4. I'm afraid of heights, I appreciate the view from the top of this building. (and, yet, nor)
5. I have to be on time,my boss will be annoyed if I'm late. (and, nor, for)
6. Do you like chocolate vanilla ice cream better? (or, nor, and)

7. I have to go to work at six, I'm waking up at four. (but, so, yet)
8. I was on time, everyone else was late. (so, but, for)
9. Nadia doesn't like to drive,she takes the bus everywhere. (but, yet, so)
10. Our trip to the museum was interesting, there were several new artifacts on display. (but, for, yet)

Activity 03: write sentences using the following correlative conjunctions: both And, not onlybut also, neither... nor, either... or.

Second semester

Lesson 01: Articles and Interjections

- **Lesson aims and target objectives:**

This lecture aims at defining articles and interjections by highlighting their function in a sentence, furthermore, it gives the different types of articles and interjections. By the end of the lecture, students will be able to:

- ✓ Define what is an article and what is an interjection.
- ✓ Distinguish between the different types of articles and types of interjections.

1. Articles

1.1. Definition: articles are small words used before the noun; they act like adjectives in the sense that they identify nouns as being specific or general, singular or plural. There are three articles in English: “a, an, the”; these are classified into two types: definite and indefinite articles.

1.2. Types of articles: there are two main types of articles in English:

1.2.1. The indefinite articles: represented in two articles ‘a’ and ‘an’, they are used to modify general, singular and countable nouns. The article ‘a’ is used before a word starting with a consonant, while the article ‘an’ is used before a word starting with a vowel, examples: a car, a dog, a door, an icon, an essay, an umbrella etc.

N.B. when dealing with the indefinite articles, it is important to consider these points:

➤ Words starting with a consonant, but it is silenced or pronounced as a vowel, we use the article ‘an’, e.g. an hour, an honest person, an honor.

➤ Words starting with a vowel, but is pronounced as a consonant, we use ‘a’, e.g. a unit, a union, a uniform, a one-hour lecture.

1.2.2. The definite article: represented in a single article ‘the’. It is used before specific, singular plural, countable and uncountable nouns, e.g. the door, the music, the boys, the lady etc.

1.3. Omission of the articles: there are certain instances where there is no need for an article, this situation is called zero article (\emptyset); these instances include:

➤ Before proper nouns: John, Sarah, Amina, Ryan etc.

➤ Before places and streets: Oran, Algeria, Los Angeles, ELArbi Ben Mhidi Street, Palm street etc. However, there are certain places where we use articles (mainly the article ‘the’) especially, rivers, mountains, oceans or seas, e.g. the United States of America, the UAE, the UK, the Pacific ocean, the Atlantic ocean, the Nile river, the Amazon river, the Himalayas, the Alps, the Mediterranean sea etc.

➤ Before days, months and seasons: Sunday, March, June, Winter etc.

➤ Before academic subjects and languages: law, history, linguistics, mathematics, Arabic, French etc.

➤ Before games and sports: football, basketball, chess etc.

➤ Before routine places: in bed, at home, at school etc.

- Before meals: lunch, dinner, breakfast etc. but when we specify we can use the article, e.g. the breakfast that my mother prepared.
- Movements and transport: by car, on foot, by train etc.
- Before generalizations: I like cats, she is fond of books etc.

Activities:

Activity 01: fill in the gaps with the appropriate article (definite/ indefinite or zero article):

1. I like blue T-shirt over there better than red one.
2. Where's USB drive I lent you last week?
3. Do you still live in Oran?
4. Does your brother work asmanager?
5. Carol's father works as electrician and her mother is teacher.
6. What do you usually have for breakfast?
7. This is interesting book.
8. Danube River flows right through the center of the city.
9. Ben has terrible headache.
10. Do you like football?
11. They played for Hour.
12. This is easy task.
13. Eiffel Tower is located in Paris.
14. We usually go to the Cinema on Sundays.
15. Do you speak French?
16. James didn't utterword.

2. Interjections

2.1. Definition: an interjection is a small word or phrase used by the speaker enabling him to express a lot of feelings and emotions such as surprise, happiness, excitement etc. to emphasize a thought or to give request. Interjections are used to add meaning to a sentence. They are common in English and used in everyday life and usually connected with informal speech or writing; they are rarely used in formal writing.

➤ Interjections can be either one word or a phrase, and can be used alone or as a part of a sentence. Moreover, they can be used at the beginning, in the middle or at the end of a sentence; and they usually followed by an exclamation mark, examples:

➤ **Ouch!** It hurts. That is, **really**, amazing! It is wonderful, **indeed!**

➤ Interjections can be omitted without influencing its meaning. Yet, they are used to reveal the exact feeling more clearly and evidently.

2.2. Types of interjections: interjections can be classified into types based on the feelings they reveal; they include:

2.2.1. Primary interjections: a primary interjection is a word that can be used only as an interjection i.e. it doesn't carry another alternative meaning, and can't function as another part of speech (noun, adjective or verb). Primary interjections are just sounds without a clear etymology. Examples:

➤ **Ugh!** That's disgusting.

➤ **Ouch!** That really hurts.

➤ **Bingo!** I found it.

➤ I won, **yippee!**

2.2.2. Secondary interjections: is a word that is typically used as another part of speech (e.g. adjective or noun), but used as an interjection, examples:

➤ **Goodness!** I almost fell.

➤ That was **awesome!**

➤ **Great!** You did it.

2.2.3. Volitive interjections: they are mainly concerned with giving commands or requests, e.g. asking someone to be quiet, examples:

➤ **Hush!** Be quiet.

➤ **Hey!** Come here.

➤ **Psst!** Give me a pen.

2.2.4. Emotive interjections: as the name implies, this type of interjections is used to talk about emotions. One example of these interjections is curse words, also known as expletives which are used to express frustration or anger. Examples:

➤ **Yay!** I am so happy to see you.

➤ **Yummy!** It's so delicious.

➤ **Damn it!** It's you again.

2.2.5. Cognitive interjections: are interjections used to convey the speaker's mental state or reaction to a certain situation; they are concerned with thought processes, examples:

➤ **Um!** Can you explain that again?

➤ **Wow!** That was unexpected.

2.3. Common interjections in English:

Interjections	Examples
Greetings: Hello, hi, hey etc.	Hi! How are you?
Joy: Hurray, wow, yippee, yahoo, oh etc.	Wow! I did it
Surprise: Oh, ah, what,	What! Did he die?
Approval: Well done, bravo, brilliant	Bravo! Carry on.
Attention: Hey, look, listen, shh, behold, ahem	Behold! There is a noise outside.
Sorrow: Alas, oops	Oops! I am sorry.
Boredom : Pff, blah	Pff! Shall we go for a walk?
Anger: Grr, god, ah	God! Stop it.
Disagreement: No, nah, AaAa	No! I will not do that.
Doubt and hesitation: hmm	Hmm! I am not sure about that.

Activities:

Activity01: Identify the interjection in the sentences below, and state what they express:

1. Goodness! He heard the person's conversation and quickly contacted the authorities.
2. Oh, that's so sweet!
3. Oops! I wasn't expecting his death .
4. No! Don't even think about it !
5. Hey! I need your assistance !
6. Alas! The poor guy was starving and sick.
7. Wait! Don't leave me alone here!
8. Pfff! I am so bored.
9. Hmm, I am not confident this color goes with my gown .
10. Hello! How are you doing?
11. Hurray! I come first in the competition.
12. What! Are you serious?

Activity 02: state the type of the interjections in the following sentences:

1. Aw! This is so cute
2. Goodness! How did you solve this puzzle?
3. Huh! I won't talk to you.
4. Indeed! I was waiting for your consent.
5. Ahem! Stay silent.
6. Ugh! It tastes so bad.
7. Um! I can understand you now.
8. Bingo! I passed the exam
9. Ouch! It really hurts
10. Shhh! It's a library.
11. Yippee! I scored well in the test.
12. Psst! Give me the hat.

Activity03: write sentences containing the following interjections: Alas! Shh! Hurray! Oh!
Wow! No! oh god! Look!

Lesson 02 : Verbs and Auxiliaries

- **Lesson aims and target objectives:**

This course aims at providing students with main definitions of a verb and an auxiliary. It, further, tackles the different types of verbs and the different types of auxiliaries with a close reference to question tags. By the end of this lecture, students will be able to:

- ✓ Define and distinguish between a verb and an auxiliary
- ✓ Distinguish between the different types of verbs and those of an auxiliary
- ✓ Use auxiliaries in question tags effectively.

1. Verbs:

1.1. Definition: a verb is a word used to represent the action performed in the sentence, they tell what the subject does/ did (Jenna sent a message) or what the subject is (Jenna is beautiful). A sentence does not make sense without a verb in it. In fact, there are certain sentences which contain only a verb and they reveal a clear thought, e.g. sit down (imperative sentence).

1.2. Types of verbs: verbs are divided into two main categories: main verbs which show the main action in the sentence and without which the sentence cannot be understood and helping verbs which are used to help the main verb in the sentence. Regarding the main verbs, they are categorized under different types including:

1.2.1. Regular vs. irregular verbs: this concerns mainly the verb in the past tense where regular verbs are conjugated by adding 'ed' at the end, e.g. worked, stayed etc. while irregular verbs change completely or partially, e.g. eat- ate, speak- spoke, catch- caught.

1.2.2. Transitive vs. intransitive verbs: this distinction is based upon whether the verb needs or requires an object or no. if it needs an object, it is transitive, and if it doesn't need an object, it is intransitive, examples:

- Ryan **watched** a movie. (The verb 'watched' here is transitive because it needs an object (a movie) in order to be understood)
- The students **cleaned** the yard. (The verb 'cleaned' is transitive)
- Sarah **was singing**. (The verb 'was singing' is intransitive because it doesn't require an object, it can be understood alone)
- Children **were laughing** loudly. (the verb 'were laughing' is intransitive)

Worth noting is the fact that some verbs are transitive while others are intransitive, and also some verbs can be both transitive and intransitive depending on the context. Examples:

- **Sentence 01:** They were singing the national anthem. **Sentence 02:** They were singing loudly.

The verb 'were singing' is transitive in the first sentence and intransitive in the second; here is another example:

- **Sentence 01:** The manager **left** the meeting. **Sentence 02:** The manager **left** angrily.

In the first sentence, the verb 'left' (leave) is transitive while in the second sentence, it is intransitive.

1.2.3. **Dynamic vs. stative verbs:** this distinction is based upon the action occurring in the sentence; if the action is a physical one the verb is dynamic and if the action is a mental one, it is a stative verb. Stative verbs are also used to refer to state of being. Examples:

- **Dynamic verbs:** jump, drive, eat, draw, write, speak etc.
- **Stative verbs:** love, like, hate, enjoy, think, guess, feel, believe etc.

1.2.4. **Linking verbs:** as the name implies, a linking verb is used to link between a subject and its complement. Examples:

- James **looks** handsome. Sarah **seems** generous. Anna **is** my sister.
- John **was** our teacher.

Linking verbs include:

- **Verbs referring to a state of being**, e.g. be, become, seem; examples: Tom **becomes** angry.
- **Verbs referring to the five senses**, e.g. taste, smell, sound, look, appear, feel; examples: the pasta **tastes** delicious. Mary **looks** stunning. The grass **smells** fresh.
- **Verbs referring to change or growth**, e.g. grow, remain, prove, turn, stay, act, get; examples: Anna **remained** silent. She **stayed** speechless. Her face **turned** red.

Activities:

Activity 01: Identify the type of the verb in the following sentences:

1. Sarah runs every morning.
2. I love this song.
3. Tom is a talented musician.
4. The train arrived.
5. They are building a new house.
6. The task seems daunting.
7. She knows the answer.
8. I ate an apple.
9. The baby was sleeping.
10. The cat jumped over the fence.
11. She became a skilled artist.
12. He thought deeply about the issue
13. The audience laughed loudly.
14. The pasta tastes so delicious.

Activity 02: write sentences containing verbs from all the types you saw

2. **Auxiliaries:**

2.1. **Definition:** an auxiliary (also known as auxiliary verb) is a helping verb that is used to assist the main verb in the sentence. Auxiliaries are meaningless alone but when used with the main verb, they can change the tenses, mood or voice (active or passive) of a sentence. They also help to form the negative and the interrogative forms of sentences.

2.2. **Types of auxiliaries:** auxiliaries can be divided into two main types: primary helping verbs and modal auxiliaries. Modal auxiliaries will be dealt with in details in the third lesson. As far as primary helping verbs are concerned, there are three auxiliaries: to be, to have and to do:

2.2.1. **To be:** is an important auxiliary used to form:

- **The progressive form of a verb**, e.g. he **is** writing. She **was** laughing. They **were** revising. We **are** playing.
- **The passive voice**, e.g. the lesson **was** explained. The message **is** written.
- **Some yes/ no questions**, e.g. **is** there any cheese left? **Are** you satisfied?

2.2.2. **To have:** this auxiliary can be used to form the perfect tenses, examples:

- **Past perfect:** he **had** worked in that company.
- **Present perfect:** I **have** watched this program. Anna **has** changed her phone number.
- **Future perfect:** he will **have** finished his studies by 2030.

2.2.3. **To do:** is a focal auxiliary that is used to fulfill the following points:

- **To make the negative form:** e.g. Susan **didn't** (did not) know what to do. He **doesn't** (does not) like the party. I **don't** (do not) accept this behavior.
- **To ask questions:** e.g. **did** you know about the meeting? **Do** you like him? **Does** Anna invite you?
- **To show emphasis:** e.g. I **do** appreciate your help.

N.B. it is important to note that these helping verbs can be used as main verbs in the sentence, examples: I **have** a car. You **did** well in the test. I **am** happy.

2.3. **Question Tags:**

Auxiliaries are also used in question tags. A question tag is generally a simple statement followed by a short question. They are commonly used in spoken language to confirm something or to provoke the listener to answer. They can also be used in written form but they are restricted to dialogues. When the statement is positive, the question tag is negative and vice versa, Examples:

- You like ice cream, **don't you?**
- Sarah can't drive a car, **can she?**
- Your brother lives in Canada, **doesn't he?**

Though they seem easy to use, there are certain points that need to be taken into consideration when using question tags, these include:

- If the statement contains an auxiliary, we use it to form the question tag, e.g.
- James **is** working on the project, **isn't he?**
- It **was** raining that day, **wasn't it?**
- You **hadn't** seen him before, **had you?**

➤ When there is no auxiliary in the statement, we use an auxiliary in the question tag based on the tense of the verb in the statement, it is either don't, doesn't, or didn't, e.g.

➤ You **eat** the chocolate, **don't** you?

➤ I **told** you that, **didn't** I?

➤ Sarah **writes** the letter, **doesn't** she?

➤ The use of pronouns in question tags is important. If a pronoun is used as the subject, we use the same pronoun in the question tag. If a noun (name of a person, a place, thing, or idea) acts as the subject in the statement, we use a pronoun based on the gender (feminine/ masculine) and the quantity (singular/ plural) in the question tag; examples:

➤ **The train** arrived late, **didn't** it?

➤ **John** likes cookies, doesn't **he**?

➤ **The boys** played a football match, didn't **they**?

➤ **Ann** calls the police, doesn't **she**?

Activities:

Activity 01: complete the following sentences by choosing the appropriate auxiliary:

1. he changed much over the years? (Has/ Does/ Is)
2. she come? (Has/ Is/ did)
3. he like to drive at night? (Does/ Is /Has)
4.you normally read before you go to bed? (Have/ Are/ Do)
5. I look tired? (Have/ Do/ Am)
6. you seen that movie before? (Do/ Are/ Have)
7. Do you like him? Yes, I! (Do/ am/ have)
8. she been to Rome before? (Has/ Does/ Is)
9. He already finished the assignment before the teacher came. (did/ do/ had)
10.they always complaining? (Do/ were/ Have)
11.they always cheat? (Have/ Are/ Do)
12. How many times I told you not to jump on the bed? (do/ have/ is)
13. We not sure if we can come to the party. (are/ have/ do)
14. They know what to do. (didn't/ haven't)

Activity 02: complete the following statements by adding the question tag:

1. You are late,
2. Anna is not present today,
3. The teacher had asked you to submit the assignment,
4. He is the prime minister,
5. John and James were not here,
6. Your sister will not be pleased to see this,

7. They brought a cake when they came,
8. He will not tell her,
9. Tom and Jenna have a baby girl,
10. It isn't too hot today,
11. They have just arrived,
12. You didn't recognize me,

Lesson 03: Tenses: Simple, continuous and perfect

- **Lesson aims and target objectives:**

This lesson aims at providing a comprehensive understanding of the different tenses in English including their forms and their uses. By the end of this lecture, students will be able to:

- ✓ Know the different tenses in English: the past, the present and the future.
- ✓ Know about the different aspects of these tenses: simple, perfect and continuous.
- ✓ Differentiate between the different English tenses and understand when to use each tense.

1. An overview: tenses reveal the time of the action, they show when the work is done. In English, tenses are divided according to time: past, present and future; these three are further subdivided according to aspects which are more concerned with meaning: simple, perfect, continuous and perfect continuous:

- **The simple aspect:** used to talk about immediate events that are complete or unchanged.
- **The perfect aspect:** used to show the prior nature of an event in relation to some other point in time.
- **The continuous aspect:** used for actions in progress, actions that are temporary or changing.
- **The perfect continuous aspect:** a combination of the perfect and the continuous aspects.

2. Past tenses: they are tenses used to talk about past actions, they include:

2.1. Past simple: it is used to talk about actions completed in the past. It is formed as follows:

2.1.1. Form:

Affirmative form	Negative form	Interrogative form
<p>-With regular verbs, we add 'ed', e.g. walk- walked, wash-washed</p> <p>-With irregular verbs, the verb changes considerably, e.g. eat- ate, speak-spoke, buy- bought</p> <p>-There is a list to be learnt for irregular verbs</p>	<p>Did not+ verb stem (both regular and irregular), e.g. did not work, did not speak</p>	<p>Did+ subject+ verb stem, e.g. Did you see the movie? Did he wash the car?</p>

When adding 'ed' to the end of the regular verb, it is important to consider these points:

- Verbs ending with 'e', we add just 'd', e.g. love-loved, care-cared.
- Verbs ending with 'y' following a consonant, the 'y' is omitted and replaced by 'i' before adding 'ed', e.g. cry- cried, try-tried etc.

- Verbs ending with 'y' following a vowel, we just add 'ed', e.g. stay- stayed, obey- obeyed.
- Some consonants are doubled before adding 'ed':
- We double the final letter when a verb ends with CVC (consonant+ vowel+ consonant) or the verb in itself is CVC, e.g. Stop →stopped Rob →robbed
- We double the final letter when a word has more than one syllable, and when the final syllable is stressed in speech e.g. Prefer → preferred Admit →admitted
- If the final syllable is not stressed, we do not double the final letter e.g. Listen → listened Happen →happened
- We do not double the final letter when a word ends in two consonants (-rt, -rn, etc.) e.g. start → started burn → burned
- We do not double the final letter when two vowels come directly before it e.g. Remain →remained Maint~~ain~~→ maintained
- We do not double 'w' or 'y' at the end of words e.g. play →played snow →snowed

2.1.2. Uses: the simple past tense is used:

- An action that took place and ended in the past; normally with a time expression denoting the past e.g.
- To talk about past habits, e.g. it never rained that much before. They always listened to Jazz music.
- To talk about order of events in the past, e.g. Sarah *took* a shower, *got* into bed, *set* her alarm, and *fell* asleep.
- In conditional type 2 and after 'wish' in order to reveal unreal or imaginary things in the present, e.g. if I **passed** my exam, I would be so happy. (Conditional type 02) I wish I **had** more money. (Expressing wish)
- The Simple Past is used to describe a process that started and finished in the past. In this case, the process of the action is long and is used by specifying time periods such as 'for ten years....', e.g. I lived in Oran for five years. (I no more live there).

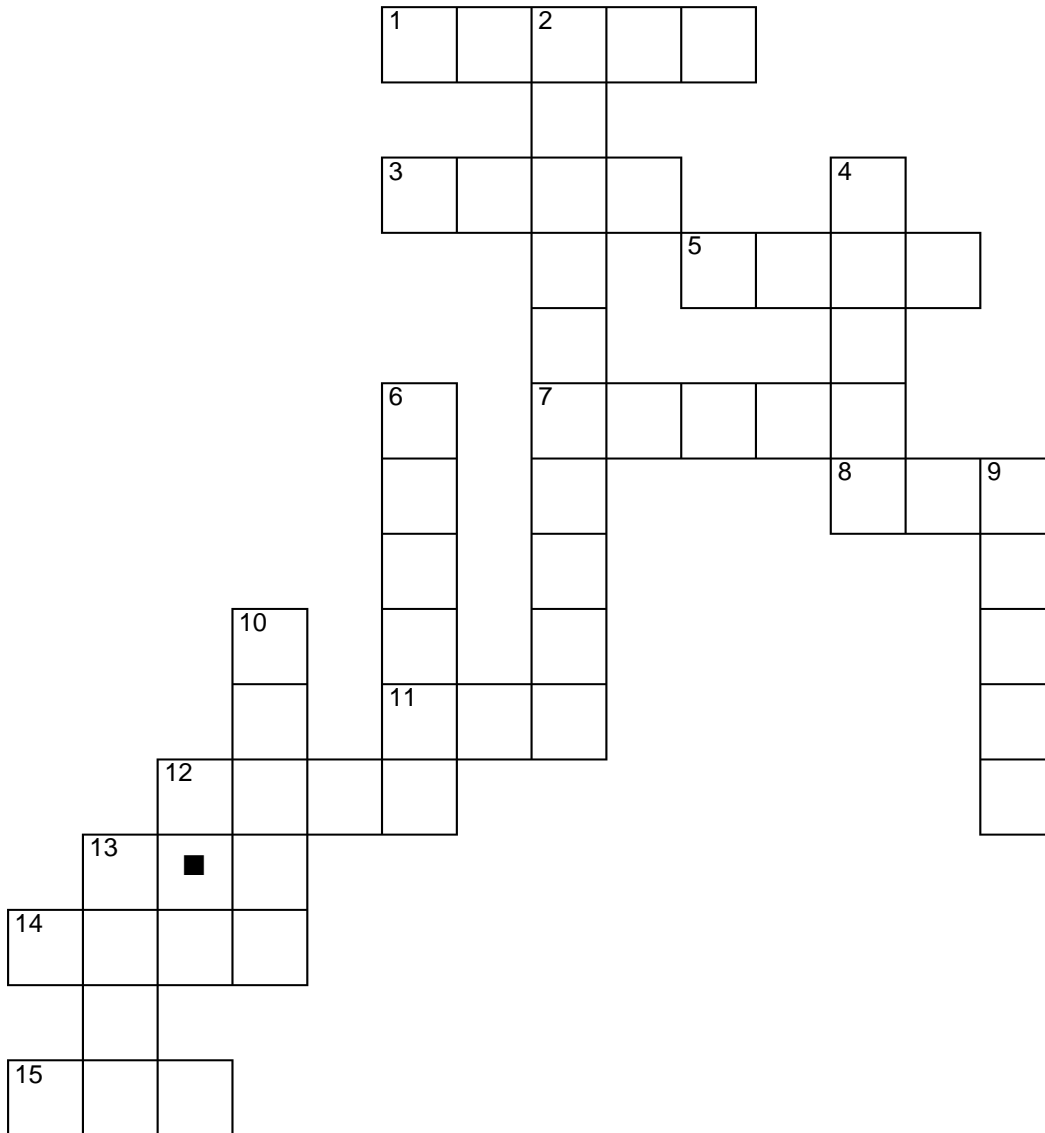
Signal words for the past simple: last week/ month/ year, ... ago, yesterday, in 2012,

- **Final 'ed' pronunciation:** there are certain rules for the final pronunciation 'ed':

/id/	/d/	/t/
T: wanted D: needed	L: called N: cleaned R: offered G: damaged V: loved S: used W: followed Y: enjoyed Z: amazed	P: helped K: looked Sh: washed Ch: watched Gh: laughed Ss: kissed C: danced X: fixed

Activities:

Activity 01: Give the past simple of the verbs below:



Across:

1.find

3.make

5.wear

7.speak

8.do

11.have

12.go

14.feel

15.eat

Down:

2.understand

4.try

6.buy

9.drink

10.sleep

13.send

Activity 02: State what these sentences express:

1. We studied phonetics yesterday.
2. If I was rich, I would buy a house.
3. John studied in England for six years.
4. I wish I was younger.
5. John visited his grandparents in the countryside every year when he was young.

6. Sarah entered the classroom, saluted her students and then started the lecture.
7. Charles Dickens published “Hard Times” in 1854.
8. If you went to bed earlier you wouldn't be so tired.

Activity 03: Identify the pronunciation of the final “ed” in the following verbs: fixed, managed, talked, saved, started, worked, prayed, missed, toasted, showed, needed, cleaned, stopped, wished, preferred, based, applauded, stained, kicked,.

2.2. **Past perfect:** it is formed as follows:

2.2.1. Form:

Affirmative form	Negative form	Interrogative form
Had + past participle of the verb, e.g. he had forgotten. I had worked.	Had not+ past participle of the verb, e.g. he had not forgotten, I had not worked	Had+ subject+ past participle of the verb, e.g. had he forgotten? Had I worked?

2.2.2. Uses:

The past perfect is used to talk about:

➤ A pastaction that occurred prior to action in the past. For the first action we use the past perfect and for the second action, we use the simple past, examples:

- The patient had died before the doctor came.
- When I came home, I realized I had forgotten my keys.

➤ This use is also often used to explain or give reason for something in the past, examples:

- I had eaten my dinner so I wasn't hungry.
- It had snowed all night, so the bus didn't arrive.

➤ Time up to another point in time in the past, the past perfect tells us 'how long' the action took; we usually use 'for+ time' for this use, examples:

- I had studied in that university for five years before I graduated.

➤ In conditional type 03 or after 'wish' to talk about unreal things in the past, examples:

- If you had told me about the meeting, I would not have missed it.
- If you had worked hard, you would have passed your exam.
- I wish I hadn't said that.
- I wish I hadn't gone to the party.

Signal words for the past perfect:

Certain time markers are used with the past perfect, these include:

Signal word	Uses	Examples
For	Used to connect periods of time in the past to emphasize the duration 'how long'	When Tom graduated, he had been in London for five years.

Just	Used to talk about something finished a short time before a later action in the past	He had just left.
Already	To talk about something that finished earlier than expected.	I had already finished eating.
Yet	Mainly used in negative and interrogative sentences about situations that were expected to happen.	It was time to hand back the assignment but the group hadn't finished yet.
After/ before	Used to emphasize the sequence of events; when the sequence of events is clear, the use of 'before' and 'after' is optional.	The bus had left before I arrived/ the bus left before I arrived.
By/ by the time/ when	To talk about something that happened before (not later than) a specific time in the past	By 2 o'clock he had finished all his work. By the time Anna left home, she had finished all his home works. I had worked in that school for three years, when I got promoted.

This is used for negatives and questions about **situations that were expected to happen**.

Examples: *My husband arrived home at 6 O'clock, and I hadn't cooked dinner yet.*

Activities:

Activity 01: Complete the sentences with the Past Simple or Past Perfect of the verbs in brackets.

1. My aunt flew to Paris last year. She (never / go) on a plane before that.
2. We didn't need to queue because my wife (already / buy) the tickets
3. The thieves had already spent the money when the police (catch) them.
4. We (know) her address because she (tell) us.
5. The children (not eat) for days so they (be) extremely hungry.
6. She didn't want to go to the cinema because she (already / see) the film.
7. I (just / buy) a dress when a thief (steal) my bag.
8. My niece (go) to London three times by the time she (be) sixteen.
9. My students (raise) some money after they (see) a documentary on TV about Palestine.
10. It was half past three and we still (not / eat) lunch.
11. Our teacher (give) us extra homework because we (not finish) our essays.
12. My father (lose) his glasses and he couldn't read the newspaper.
13. The car stopped because we (run) out of fuel.
14. He (feel) very ill because he (not sleep) well.
15. By the time I met John, he (leave) college.
16. I thought I..... (read) that book before, but I hadn't.
17. When we (get) home my wife realized she (lose) her purse.

18. The Vikings (sail) to North America a thousand years ago.

Activity 02: write sentences using the following expressions: for, by the time, when, after, before, just, already and yet.

2.3. **Past continuous:** this tense is used for actions in progress, it is formed as follows:

2.3.1. Form:

Affirmative form	Negative form	Interrogative form
Was (I/ he/ she/ it)/ were (you, we, they) + verb + ‘-ing’, examples: I was revising. They were playing.	Was/ were+ not + verb+ ‘-ing’, e.g. he was not revising. They were not playing.	Was/ were+ the subject+ verb + ‘-ing’, e.g. was he revising? Were they playing?

Important notes:

Certain verbs endings change when we add ‘-ing’, including:

- Verbs ending with ‘e’, the ‘e’ is omitted and we add the ‘-ing’, examples: argue→ arguing, drive→ driving, freeze→ freezing. However, the verbs ‘dye’ and ‘sing’ are an exception: dye→ dyeing, singe→ singeing. The verb ‘age’ can be used in both cases: age→ ageing (British) → aging (American)
- Verbs ending with ‘ie’, the letters ‘ie’ are omitted and we put a ‘y’ before adding ‘-ing’, examples: die → dying, lie → lying.
- Verbs ending with CVC (consonant+ vowel+ consonant) or are composed of CVC only, we double the final consonant when adding ‘ing’, examples: sit→ sitting, stop→ stopping, hit→ hitting.
- Verbs containing two syllables and the second syllable is stressed; we double the consonant, examples: begin→ beginning, admit→ admitting etc.

2.3.2. Uses:

The past continuous is used to talk about actions in progress in the past in the following cases:

- To talk about an action in the past which overlaps another action i.e. an action interrupting another action in the past. The action in the past continuous starts before the other action (the interrupting one) and normally continues after it. The interrupting action is normally a shorter action in the simple past, examples:
 - I was watching TV when she called. (I started watching TV before she called and I maybe continued afterwards)
 - What were you doing when your father knocked the door?
- To talk about actions that took quite a long time in the past, in here certain time markers are used such as: ‘yesterday at two o’clock/ five o’clock/ at this time etc. last night at 6 p.m./ at midday etc. examples:
 - Yesterday at 8 P.M. I was preparing dinner.
 - Last week I was really busy, I was preparing for my viva.
- To talk about parallel actions in the past, i.e. two actions happening at the same time and both of them are likely to take long period of time, examples:
 - Yesterday while I was revising my lessons, my sister was doing her assignments.

- Were you listening while I was explaining?
- To describe the background atmosphere of a story, examples:
 - “Birds were singing, the sun was shining and the little children were playing and having fun”
 - To talk about temporary habits in the past; we often use ‘always’ or ‘constantly’, examples:
 - Sarah was **constantly** coming late to university.
 - John was **always** carrying a bag on his hand.
 - To emphasize that an action lasted for a while in the past, this is to emphasize the duration of certain actions, we can use expressions like ‘all day/ evening/ night’, or ‘for hours’, examples:
 - He was watching TV all evening.
 - Susan was sleeping for hours when she was young.

Important note: it is important to know that the past continuous (and any continuous tense) cannot be used with stative verbs because these verbs are inherently continuous. Stative verbs are verbs denoting a mental action or state of being, e.g. feel, like, love, know, involve, prefer, seem, understand, want etc. for these verbs, we use the past simple instead.

Signal words for the past continuous: they include: While, when, as, all day/ night/ morning, yesterday at ... o'clock/ p.m./ a.m., this time last week/ year/ month etc.

Activities:

Activity01: Underline the correct option.

1. *I listened / was listening* to the radio when *I heard / was hearing* this fantastic song.
2. When the teacher *said / was saying* ‘Stop!’, I still *tried / was still trying* to finish the last question.
3. I feel really silly! While I *danced / was dancing*, I *fell / was falling* and *broke / was breaking* my elbow.
4. Tim *played / was playing* a computer game when his mum *called / was calling* him for lunch.
5. I *looked / was looking* for a file on my memory stick when I *noticed / was noticing* there was a virus.
6. Ron *found / was finding* a really interesting website about current research while he *surfed / was surfing* the internet.
7. My mum *had / was having* breakfast near the computer when she *spilled / was spilling* her cup of coffee on the keyboard.
8. When you *saw / were seeing* me yesterday, I *didn't go / wasn't going* to school, I *went / was going* to the doctor's – I felt terrible.
9. How many pictures *did you take / were you taking* while you travelled / were travelling around Ireland?
10. What *were you doing/ did* when the earthquake was *starting/ started*?

Activity 02: Complete the sentences with the past simple or the past continuous form of the verbs in brackets.

1. I (switch off) the computer because it (make)a strange noise.
2. My dad (listen)to classical music when I (arrive)home from school.
3. We (play)video games when my mum (say)..... ‘Turn the volume down!’
4. My cousin (meet)..... his wife, Bianca, while he (live)..... in Italy.
5. My little sister (draw)a picture while I (study)for my French exam.
6. While they (try)..... to fix the computer, all the lights (go out).....
7. When we (leave)..... school yesterday, it (pour)with rain.
8. When you (see)Paul, he (wear)..... a black jacket?
9. I (try)..... to log on when the WiFi (stop)working.
10. While Dad (print)..... an article, the printer (run out)of paper.

2.4. **Past perfect continuous:** it is formed as follows:

2.4.1. **Form:**

Affirmative form	Negative form	Interrogative form
Had+ been+ verb+ ‘-ing’, e.g Sarah had been waiting.	Had not + been+ verb+ ‘-ing’, e.g. Sarah had not (hadn’t) been waiting.	Had+ subject+ been+ verb+ ‘-ing’, e.g. had Sarah been waiting?

2.4.2. **Uses:**

The past perfect continuous is used to talk about an action that started in the past, continued in the past and ended in the past; it is used mainly to fulfill two main functions:

- To denote an action that has been the cause of another action in the past, this is a good way to show cause effect relationship, e.g.
 - Jenna had been waiting for me the whole so she was extremely angry.
 - John failed the test because he had not been attending class.
- To refer to an action that started at some point in the past and continued till a particular time in the recent past, e.g.
 - Had you been waiting long before the taxi arrived?
 - We had been trying to open the door for five minutes when Anna found the keys.

- To emphasize the length (duration) of a past action, this is usually done with time expressions, e.g.
- I had been revising for the test all night.
- She had been talking about her trip the whole day.
- We can use the past perfect continuous instead of the past perfect to show that the .action has been repeated in the past, e.g.
- He had stolen money from his boss. (Only once)
- He had been stealing money from his boss. (For many times)

Activities:

Activity 01: put the verb between brackets in the right tense (past simple/ past perfect continuous):

1. Susan (to work) in that school for six years before she (to move) to France.
2. Anna (train) for two hours before her friends (to arrive)
3. How long (you/ to stand) there to meet the boss?
4. I (to wait) at the metro station for more than one hour when the metro finally (to come)
5. The dogs (to bark) continuously until the owner finally (to arrive)and (to feed) them.
6. I (run) around for hours looking for my dog before I (find) him with my neighbour at the park.
7. Derrick (work) at the hospital for over two years before he (leave) for Spain.
8. Jenna (clean) for an hour before her mom..... (arrive).

Activity 02: write sentences containing the different uses of the past perfect continuous.

3. **Present tenses:** they are tenses used to talk about present actions and current situations, they include:

3.1. **Present simple:** this tense is used to talk about present situations mainly, it is formed as follows:

3.1.1. **Form:**

Affirmative form	Negative form	Interrogative form
I / you/ we/ they + verb (stays as it is), e.g. I see, I understand. He/ she/ it + verb+ s, e.g. he speaks French. She walks slowly.	I/ you/ we/ they+ do+ not + verb stem, e.g. we do not know He/ she/ it+ does+ not+ verb stem, e.g. she does not understand.	Do+ subject (I/ you/ we/ they) + verb stem, e.g. do you know him? Does + subject (he/ she/ it) + verb stem, e.g. does she complain?

Important notes about the present simple:

- The verbs 'to be' and 'to have' are conjugated differently: to be → I (am), you/ they/ we (are), he/ she/ it (is); to have → I/ you/ we/ they (have), he, she/ it (has)
- Verbs ending with: **ss- ch- sh- o- x** and **z**, we add 'es' instead of 's' for the third person pronouns, examples: dress→ dresses, go→ goes, watch→ watches, wash → washes, fix→ fixes etc.
- Verbs ending with 'y' preceded by a consonant, the 'y' changes into 'i' and we add 'es', e.g. cry→ cries, try→ tries.
- Verbs ending with 'y' preceded by a vowel, we just add an 's', e.g. stay→ stays, play→ plays.

3.1.2. **Uses:** the present simple is used in the following cases:

- To talk about facts and general truth, examples: the earth revolves around the sun. There are seven days in the week.
- To talk about repeated or regular actions or habits in the present, in here we use time expressions like 'twice', 'once', 'every day', 'every week' etc. examples: I sleep eight hours every night. She goes to university every day. Tom brushes his teeth twice a day. Anna practices sport once a week.
- To give instructions or directions, examples: open the packet and pour the content.
- In conditional type 0, (general truth), e.g. if you heat water, it boils.
- In conditional type 01, (possibility), e.g. if it rains, we will not go out.
- To talk about the future, when we are discussing a fixed or scheduled timetable, examples: Studies begin on 24th September. Our plane arrives at 7 o'clock.
- To express feelings, emotions and thoughts, examples: I like Italian food. She loves her brother a lot. Sarah prefers to stay alone.

Signal words for the present simple: there are certain time markers used with the present simple: adverbs of frequency such as: always, often, sometimes, seldom, rarely etc. everyday, every week, on Sundays/ Fridays etc.

Activities:

Activity 01: put the verbs between brackets in the present simple:

1. Christopher (drive) a bus.
2. (you be) ready?
3. You (not sell) cars.
4. We (have) some money.
5. (you watch) movies?
6. I (love) to draw.
7. He (not bring) gifts.
8. (she drink) coffee every morning?
9. They (not work) for us.
10. She (have) many friends.

11. James (not remember) me.
12. Laura (be) a beautiful girl.
13. Sarah(not take) pictures.
14. (he smoke)?
15. I (not eat) cheese.
16. You (be) a smart boy.
17. (it hurt)?
18. We (not buy) new products.
19. She (wash) the dishes every evening.
20. It (not cost) so much.

Activity 02: put the following sentences in the negative form:

1. My mother makes breakfast. →
2. They are ready. →
3. She writes a message. →
4. I speak French. →
5. Tom phones his father on Sundays. →

Activity 03: form the interrogative of the following sentences:

1. you / to speak / English →
2. when / he / to go / home →
3. they / to clean / the bathroom →
4. where / she / to ride / her bike →
5. Billy / to work / in the supermarket →

3.2. **Present perfect:** it is a tense that is formed as follows:

3.2.1. **Form:**

Affirmative form	Negative form	Interrogative form
I/ you/ we/ they+ have+ past participle of the verb, e.g. I have lived here. They have seen the movie. He/ she/ it+ has+ past participle of the verb .e.g. she has written. It has finished.	Have/ has + not+ past participle of the verb, e.g. I have not bought the dress. She has not written the lesson.	Have/ has+ subject+ past participle of the verb, e.g. Have I said this? Has she seen the movie?

3.2.2. **Uses:** the present perfect is used to talk about past actions that have a relation with the present, i.e. an action that starts in the past and continues till the present; here is a detailed description of its use:

➤ To talk about past actions or experiences in our lives but without specifying time, in here we use adverbs like: ‘once’, ‘twice’ or ‘recently’, examples:

➤ I have been to Tunisia twice.

➤ She has seen her mother once in her whole life.

➤ John has been in New York recently.

➤ Used with ‘since’ and ‘for’ as an answer to ‘how long...?’ to talk about situations that started in the past and continue till the present. ‘For’ is used to indicate the duration of the action and ‘since’ to indicate when the action began in the past, examples:

➤ How long have you been in Italy? → I have been in Italy for five years. I have been in Italy since 2019.

➤ How long has she been here? → She has been here for three hours. She has been here since 6 p.m.

➤ Used with ‘ever’ in questions and ‘never’ in negative sentences, examples:

➤ Have you ever been to Canada?

➤ No, I have never been there.

➤ Used with ‘just’ in affirmative sentences to denote something has happened very recently in relation to the time we are speaking, examples:

➤ I have just finished my essay.

➤ He has just arrived home.

➤ Used with ‘already’ in affirmative sentences to say that something happened before now, examples:

➤ I have already finished. She has already visited him.

➤ Used with ‘yet’ in questions to ask about something that we expect to happen. Also used in negative sentences ‘not... yet’ to refer to something that we expect to happen has not happen, examples:

➤ Have you finished writing yet? No, we haven’t finished yet.

➤ Used with ‘still’ in negative sentences with the same meaning as ‘yet’, examples:

➤ I still haven’t finished.

• **Present perfect vs. past simple:**

Both tenses are used to talk about past tenses, however, the past simple is used to talk about a past action that started in the past and ended in the past while the present perfect is used to talk about actions that started in the past but did not end there, they relate to the present tense, examples:

➤ How long have you lived in Italy?

➤ I have lived there for five years. (I am still living there)

➤ I lived there for five years. (I am no more living there)

Activities:

Activity 01: rewrite the sentences below using the present perfect tense.

1. Brian / play / football →

2. Susan / read / the new book→
3. I / find / some money in the street→
4. Mr. and Mrs. Baker / have / an accident→
5. Rafael Nadal / win / the tennis match→
6. My sister / lose / her keys→
7. Anna / make / breakfast for the boys→
8. The boys / bring / some wood for the fire→
9. Mrs. Black / wash / the dishes→
10. Sarah/ write/ a letter.

Activity 02: complete the following sentences using: already, just, yet or still:

1. I have passed the grammar test.
2. John and James hasn't apologized
3. Anna hasn't called.
4. They have been on holiday this year.
5. Susan has finished the assignment.
6. I have seen this film.
7. We haven't met the new boss
8. Mary has told me about the problem.

Activity 03: complete the following sentences with 'for' or 'since':

1. I have had a horrible headache Friday.
2. We have lived in Canada two years.
3. Sarah has known her husband they were kids.
4. Have you been here 7 o'clock?
5. She has been on a strict diet three months.
6. We have had this cat a long time.
7. They haven't seen each other last week.
8. John has waited Anna two hours.
9. Anna has played Basketball she was 10.
10. Tom has worked in that company Six years.

3.3. **Present continuous:** also called present progressive, this tense is formed as follows:

3.3.1. **Form:**

Affirmative form	Negative form	Interrogative form
I (am)+ verb+ '-ing', e.g. I am talking to you. He/ she/ it (is)+ verb+ '-ing',	Am/ is/ are+ not+ verb+ '-ing', e.g. I am not talking to you.	Am/ is/ are+ subject+ verb+ '-ing', e.g. am I talking to you?

e.g. he is talking. You/ we/ they (are) + verb+ '-ing', e.g. we are talking about today's issues.	She is not writing the lesson. They are working hard.	Are you waiting for him? Is it functioning well?
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3.3.2. **Uses:** the present continuous or progressive is mainly used to talk about actions in progress (as the name implies). It is used:

- To refer to actions happening at the time we are speaking, examples:
 - My little son is taking a shower.
 - Jane is sleeping in her bedroom.
- To talk about temporary situations taking place around the time we are talking, examples:
 - She works in that international company, she is now working on a new project. → the action in the present continuous is temporary and the action in the present simple is more permanent.
 - John is driving his father's car until he buys his own car. → the action in the present continuous is temporary.
- To talk about actions in progress; these actions may not be necessarily happening at the time we are speaking, examples:
 - I am studying English at university.
 - James is reading an interesting book. (I am not necessarily reading it at the time I am speaking)
- To talk about situations involving change, examples:
 - Your level is getting better day by day.
 - The climate is getting worse in recent years.
- To talk about future referring to things scheduled or planned ahead, examples:
 - They are moving to Oran next week.
 - Tom is starting a new job on Monday.
- Used with adverbs of frequency 'always/ forever/ constantly' to talk about repeated actions, examples:
 - You are always complaining. Why is she drinking coffee constantly?
- **Signal words for the present continuous:** certain time markers can be used to indicate the present continuous including: at the moment, now, currently, today, this week/ month/ year, these days etc.
- **Important note:** the present continuous cannot be used with stative verbs, we use the present simple instead, examples: I want coffee (not ~~I am wanting coffee~~) I like this dress (not ~~I am liking this dress~~). The verb 'to think, however, is an exception because it can be used as stative verb and as dynamic verb, consider the following examples:
 - I think he is right. (In here the verb 'to think' is used as a stative verb as it is used to indicate a belief, we cannot say I am thinking he is right)

➤ I am thinking about the things she said. (In here the verb 'to think' is used as a dynamic verb indicating as it is indicating a process of thought)

Activities:

Activity 01: Complete the following sentences using present continuous tense.

1. Ryan (build) a sandcastle right now.
2. (you / work) on your project now?
3. Jason (dig) a big hole at the moment.
4. I (think) you are right.
5. Tom (draw) a picture of a lion now.
6. The kids (hide) behind the tree now.
7. I (think) about what she said.
8. My sister (not make) a cake now.
9. Look! the sun (rise).
10. (Leon / ride) his bike right now?
11. Lea and I (swim) in the pool at the moment.
12. Andrea (seem) quite.
13. Selena (not wear) her glasses now.
14. I (prefer) to stay home.
15. (Jessica / go) home?
16. Why (you / run)?
17. She (like) basketball rather than football.
18. I (try) to finish my project at the moment.

Activity 02: what do you think the following persons are doing right now: your younger brother/ sister, your best friend, Cristiano Ronaldo, sponge Bob.

3.4. **Present perfect continuous:** this tense is a combination of the present perfect and the present continuous, it is formed as follows:

3.4.1. **Form:**

Affirmative form	Negative form	Interrogative form
I/ you/ we/ they + have+ been+ verb+ '-ing', e.g. I have been working.	Has/ have+ not+ been+ verb+ '-ing', e.g. They have not been working.	Has/ have+ subject+ been+ verb+ '-ing', e.g. have you been working?
He/ she/ it+ has+ been+ verb+ '-ing', e.g. he has been working.	She has not been working.	Has she been working?

3.4.2. **Uses:** the present perfect continuous is in fact a mixture of the present perfect and the present continuous. It is, therefore, used in the following instances:

➤ To talk about actions that started in the past and continued till the present and is still in progress. This is associated with the duration of an action, words like 'for an hour', 'for two weeks', 'for 30 minutes' etc. examples:

➤ I have been waiting for you for two hours.

➤ Sarah has been working in that company for three years.

➤ Used also to ask about duration 'how long...?', examples:

➤ How long have you been waiting for me?

➤ To talk about unfinished actions which started in the past and continue till the present as an answer to the question 'how long?' we use 'for' and 'since' here, examples:

➤ She has been living in Oran for five years. (She is still living there)

➤ I have been waiting for the bus since 3 o'clock. (I am still waiting)

➤ Also used without indication of duration to show that something occurred recently, in here we use expressions like 'recently' or 'lately', examples:

➤ You have been talking a lot recently.

➤ John has been smoking too much lately.

➤ To talk about actions finished in recent time and affecting present, examples:

➤ I have been running for two hours, so I am so tired. (I stopped running and as a result I am tired)

➤ It has been raining the whole night so the ground is wet. (It's no more raining; the result is the ground is wet)

Activities:

Activity 01: put the verbs between brackets in the present perfect continuous:

1. She (work) here for five years.
2. I(study) all day.
3. You(eat) a lot recently.
4. We (live) in London for six months.
5. He (play) football, so he's tired.
6. They (learn) English for two years.
7. I(cook) so I'm really sweating.
8. She.....(go) to the cinema every weekend for years.
9. It (rain) that's why the pavement is wet.
10. You(sleep) for twelve hours.
11. I (not/work) today.
12. You (not/eat) well recently.
13. We (not/exercise) enough.
14. He (not/play) football for five years.

Activity 02: Choose Present Perfect Simple or Present Perfect Continuous

1. I've bought / have been buying a brand new car.
2. Have you finished / Have you been finishing eating your sandwich yet?
3. I have been cleaning / have cleaned all day and I still have work to do.
4. They've completed / have been completing the first lap of the race.
5. How many pages have you been writing / have you written since this morning?
6. Has the train arrived / has the train been arriving?
7. I have been reading / have read all day; yet, I am still on the first chapter.
8. Oh, no! There isn't any chocolate left in the fridge. My sister has been eating / has eaten it all.
9. You really look so exhausted nowadays; you have been working / have worked too much lately.
10. I am sorry but I have lost / have been losing my key again.
11. I haven't seen / haven't been seeing you for ages.
12. I think you should take a break; you have been running / have run for a long time.

4. **Future tenses:** they are tenses talking about future actions or events, they include:

4.1. **Future simple:** it is a tense used to talk about a time later than now, it is formed as follows:

4.1.1. **Form:**

Affirmative form	Negative form	Interrogative form
Will+ verb stem (with all pronouns), e.g. I will see you tomorrow. She will be 20 next week.	Will not (won't) + verb stem, e.g. I will not see you tomorrow. She will not be 20 next week.	Will + subject+ verb stem, e.g. Will you marry him? Will she accept my apology?

N. B. we can use 'shall' instead of 'will' only with the pronouns 'I' and 'we' in more formal situations or in certain situations (see the coming section).

4.1.2. Uses: the future simple is mainly used for future events, it is used:

- To talk about future events and actions based on a planned schedule, examples:
 - The exam will start at 9 a.m.
 - My mother will turn 50 next week.
 - John is travelling to Canada next month.
- To talk about predictions i.e. future events that we are not certain about, but we think they will happen, examples:
 - It will rain tomorrow.
 - We will meet next week.
 - I think you will be a great teacher.

- To talk about instant or spontaneous decisions, examples:
- I am exhausted; I will go to bed right now.
- I am so hungry, I will order a pizza.
- Used for promises, examples:
- I won't tell your brother, I promise.
- I promise I will take care of you.
- Used in conditional type 01, examples:
- If it stops raining, we will go for a walk.
- You will achieve good results if you take these tips into consideration.
- Used with the pronouns I and we in the interrogative form with shall, to make an offer, a suggestion, or an advice, examples:
- Offer: shall I help you?
- Suggestion: shall we go to the wedding tonight?
- Advice: what shall I tell the teacher about my absence?
- Used with 'you' in interrogative sentences to give an invitation or offer, examples:
- Will you go with us to the cinema tonight?
- Will you marry me?

4.1.3. Future with 'be going to': the future simple can also be expressed through the construction 'be going to', it is formed as follows:

Affirmative form	Negative form	Interrogative form
I (am) + going to + verb stem, e.g. I am going to buy this car. You/ we/ they (are)+ going to+ verb stem, e.g. we are going to buy this car. He/ she/ it (is) + going to+ verb stem, e.g. he is going to buy this car.	Am/ are/ is+ not+ going to+ verb stem, e.g. I am not going to buy this car. We are not going to buy this car. He is not going to buy this car.	Am/ are/ is+ subject+ going to+ verb stem, e.g. Am I going to buy this car? Are you going to buy this car? Is he going to buy this car?

The construction 'be going to' is used to talk about future but with some connection with the present, it is used to refer to near future. We use 'be going to' in the following cases:

- To talk about something already decided on (prior plan), examples:
- I am going to accept your proposal.
- I am going to start a new job next week.
- To say that something is going to happen based on definite signs (evidence), examples:
- Look at the clouds, it is going to rain.
- I don't feel well; I think I am going to fall.
- Used when something is about to happen, examples:

- Watch your steps, you are going to fall.
- Get back! The bomb is going to explode.
- **Will vs. 'be going to'**: will and 'be going to' are often used interchangeably, however, there are subtle differences that you should be aware of when using them:
 - 'Will' is used for unexpected or unplanned events in the future whereas 'be going to' is used for planned events, e.g. if I ask you 'are you busy this noon?', if you answer as 'yes, I am going to the gym', this means that you have made your decision earlier → in this case we cannot use 'will'. If you have no plans, you are going to say "I will probably go to the gym".
 - 'Will' is used with predictions based on personal feelings or opinions, while 'be going to' is used with predictions based on real facts and evidence.

Signal words for the simple future: certain time markers are used to indicate the future simple including: tomorrow, next week/ month/ year, in 2030, soon, probably, I think, I promise, I expect etc.

Activities:

Activity 01: put the verbs between brackets in the future simple:

1. She..... a message after lunch. (to send)
2. They..... him tomorrow. (not / to see)
3. Whenthey..... their answer? (to give)
4. you..... me the documents tomorrow? (to bring)
5. She..... him. (not / to forgive)
6. Where..... wetomorrow? (to meet)
7. Inext month. (to get married)
8. they..... a new car next year? (to buy)
9. Anna.....to the party without me. (not / to go)
10. he..... me this book? (to lend)
11. When..... you.....the new job? (to start)
12. We..... him tomorrow. (to call)
13.Rachela cake for us? (to bake)
14. What.....you.....for dinner? (to cook)

Activity 02: choose either 'will' or 'be going to' to complete the following sentences:

1. Have you got any plans for tomorrow? →- Yes, I visit my grandparents.
2. Why is she learning Spanish?→- She travel to Spain.
3. Look! That car has had an accident.→ -Oh, no. I..... callan ambulance!
4. Meat or fish?→- Ihave some fish, please.
5. Did you invite Ann to the party?→-Oh, no, I forgot!. Iphone her now.
6. If you don't take a taxi,you not arrive on time.
7. What do you want the keys for?→- Iclose the door.
8. Don't worry, mum, I promise I take good care of the plants.

9. Why do you want so many oranges? →- I make an orange juice.
10. Nobody in Jane's team can play basketball. They lose the match.
11. We need one more player.→ - you play with us tomorrow?
12. I know they (feel) very happy if they win the match.
13. Why are you switching on the TV?→- I watch a football match.
14. Look out! He (break) that glass.

Activity 03: what will you do: tomorrow, in 2 hours, in two weeks, next Friday, next year.

4.2. Future perfect: this tense is formed as follows:

4.2.1. Form:

Affirmative form	Negative form	Interrogative form
Will+ have+ past participle of the verb (for all the pronouns), e.g. He will have finished. They will have written.	Will+ not+ have+ past participle of the verb, e.g. He will not have finished. They will not have written.	Will+ subject+ have+ past participle, e.g. Will he have finished? Will they have written?

4.2.2. Uses: the future perfect is used in the following instances:

- To talk about an action that is not yet done but will be done by a certain point in time in the future. The action in the future perfect will be completed any time before that point, it can be thought of as a deadline. Certain time expressions are used in here including: by 6 o'clock, by next week/ month/ year/ summer, by 2028, examples:
 - **By next month**, she will have finished all her wedding preparations. (She hasn't yet finished her preparations but she will finish)
 - **By 2028**, I will have graduated.
 - We will have arrived home **by 6 o'clock**. (We are not home, but we will there at 6 o'clock or before)
 - Used with 'by' or 'by the time' to mean sometime before; in here there are two actions: the verb following 'by the time' normally comes in the simple present, and the second verb in the future perfect, examples:
 - **By the time** James turns 25, he will have finished his master degree.
 - Anna will have prepared the report **by the time** the manager arrives.
 - Used with 'in/ in a day's time, in two weeks' time/ in three months' time' etc. to mean at the end of this period, examples:
 - **In three weeks' time**, Susan will have come home from her holidays.
 - **By the end of the semester**, they will have dealt with all tenses.

Activities:

Activity 01: Complete the sentences using the future perfect simple.

1. When you come home, I (*cook*) dinner for you.
2. You (*not/finish*) this work by the end of the day.
3. (*you/write*)..... the letter by tomorrow?

4. Don't come round before 9 o'clock. I (*not/get up*) by then.
5. Sarah (*wash*) the dishes by now.
6. In ten years' time the house (*fall*) into ruin.
7. She (*visit*) Paris by the end of next year.
8. I (*pack*) everything when they arrive to pick me up.
9.(*they/finish*) all their exams by July?
10. They (*arrive*) by dinner time.
11. (*she/get*) home by lunch time?
12. Before I go home tonight, I (*complete*) the assignment.

Activity 02: complete the following sentences by your own using the future perfect:

1. By the time you join a gym,
2. By the time you do the dishes,
3. By the time you hand back your homework,
4. By the time you go to the doctor,
5. By the time you go to the hospital to visit your friend,

4.3. Future continuous: also called progressive, this tense is formed as follows:

4.3.1. Form:

Affirmative form	Negative form	Interrogative form
Will+ be+ verb+ '-ing' (for all the pronouns), e.g. They will be leaving. She will be talking.	Will+ not+ be+ verb+ '-ing', e.g. They will not be living. She will not be talking.	Will+ subject+ be + verb+ '-ing', e.g. Will they be living? Will she be talking?

4.3.2. Uses: the future continuous is used in the following cases:

- To talk about an action in progress at a specific time in the future, in here we use expressions like 'at this time/ at 5 p.m. tomorrow, in two weeks, in five weeks' time, after (specific time in the future) ,e.g. after 10 o'clock etc.', examples:
 - This time tomorrow, we will be passing our grammar test.
 - Do not come after 11 o'clock, I will be sleeping.
- To talk about two actions in the future where there is an action in progress and an interrupting action. The action in progress takes the future continuous and the interrupting action takes the present simple, examples:
 - When you come, John will be playing football.
 - We will be sitting for the exam when the director arrives.
- To talk about multiple future actions happening at the same time, examples:
 - Next Sunday, while I will be revising my lessons, my sister will be helping my mother.

Important note: stative verbs are not used with the future continuous, we use simple future instead.

Activities:

Activity 01: Complete the sentences below with the future continuous:

1. At this time tomorrow, we..... (*fly*) to New York.
2. We are late, he (*wait/not*) for us anymore.
3. What (*you/do*) tomorrow evening?
4. At nine o'clock, the baby (*sleep*) .
5. Lilly and Neil are on their way to California. They(*surf*) this time tomorrow.
6. I (*prepare/not*) everything for you any longer.
7. Where (*you/stay*) when you're in Dublin?
8. I (*give*) a speech at my friend's wedding on Friday at seven.
9. You (*watch/probably*) TV when I get home.
10. I am sure it (*rain*) when we arrive.

Activity 02: what will you be doing at this time: This time tomorrow, in 2 hours, in two weeks, next Friday

4.4. Future perfect continuous: this tense is formed as follows:

4.4.1. Form:

Affirmative form	Negative form	Interrogative form
Will+ have+ been+ verb+ '-ing', e.g. They will have been working. She will have been talking.	Will+ not+ have+ been+ verb+ '-ing', e.g. They will not have been working. She will not have been talking.	Will+ subject+ have+ been+ verb+ '-ing', e.g. Will they have been working? Will she have been talking?

4.4.2. Uses: the future perfect continuous is used to emphasize how long an action will take in the future, it is used:

- To show that an action will continue up until a particular event in the future, examples:
- In June, she will have been working in that school for six years.
- In 2030, I will have been working in that company for ten years.
- To talk about an action that is the cause of another action or event in the future (cause and effect), examples:
- When I arrive, I will have been studying the whole day, so I will be tired.
- I think Sarah will be exhausted when she comes because she will have been working for ten hours.
- Used with certain time expressions like: by the time, when, by the end of summer/ the week/ month/ year by 7 o'clock etc. examples:
- By the time he arrives, we will have been celebrating for one hour.
- By the end of the year, we will have been saving money for six months.

Activities:

Activity 01: put the verbs between brackets in the future perfect continuous:

1. She(*exercise*) the whole day, so she'll be hungry.
2. We(*walk*) all day, so we'll want to relax in the evening.
3. I (*work*) all weekend so I won't come to the party on Sunday night.
4. How long(*you / wait*) when you finally get your exam results?
5. He (*work*) there for 10 years by 2028.
6. By next year, I (*study*) English for 7 years.
7. In 2026, they (*live*) here for 4 years.
8. By the time we get to Chicago this evening, we (*drive*)more than four hundred miles. We are going to be exhausted.

9. Frank has just changed his job again. If he keeps this up, he (change) jobs at least four or five times by the end of the year.
10. When Sarah goes on vacation next month, she (study) German for over two years.

Activity 02: put the appropriate tense in the following sentences:

1. You (wait) for 2 hours when I (arrive).
2. Janet (study) for 5 years when she (get) her degree.
3. We (talk) for an hour when I (leave).
4. They (drive) for 6 hours when they (get) there.
5. Sam (be) tired when he (return) because he (jog) for over 2 hours.
6. My cooking (be) much better when I (return) because I (practice) for a whole month.
7. We (exercise) the entire morning, so we (want) to rest.
8. Monica (prepare) the whole weekend so she (pass) the test.
9. They (swim) for 1.5 hours when the sun (set).
10. You (watch) television for 6 hours when I (come) back.
11. By the time you (return), it (rain) for one hour.
12. She (use) the car for a week by the time she (bring) it back.
13. I (work) here for 15 years next month.
14. We (fly) for 16 hours when we (arrive).

Activity 03: write five sentences containing the future perfect continuous.

Lesson 04: Modals

- **Lesson aims and target objectives:**

This lesson aims at offering students with an overall understanding of modals and their different types, in addition to their functions. By the end of this lecture, students will be able to:

- ✓ Define what is a modal.
- ✓ Distinguish between the different types of modals and their roles in a sentence.

1. Definition: also referred to as modal auxiliary verbs or modal auxiliaries. They are a special group of auxiliary verbs or helping verbs; they are used before the main verb to express certain meanings. Modals are used to give additional function to the main verb by fulfilling a set of communicative functions. They can give a new meaning to the sentence.

2. Features of modals: Modals are distinctive from other auxiliaries as they have different grammatical rules from other verbs:

- They do not have 's' of the third person singular.
- It is impossible to add 'ed' or 'ing' to the end of modal verbs.
- They do not used together (two modal verbs in one sentence)
- They do not form their negative by 'do not/ does not', instead we add just not to form the negative of a modal verb.
- They do not form their interrogative by 'do/ does?'
- They do not have an infinitive form; they are followed by infinitive without 'to' (bare infinitive)
- They are not conjugated in all tenses, instead they use other verbs to complete the tenses, e.g. can→ be able to, must→ have to, examples:
 - He can play guitar → he will be able to play guitar in the future
 - You must come early → you had to come early yesterday.

3. Types: modals can be categorized into two major types:

3.1. Modal helping verbs: they are classified into three types depending on the meaning they convey:

3.1.1. Single concept modals: they have only one meaning, these include:

Modal	Meaning/ concept	Example
Will	Future	Tom will arrive next week.
Might	Small probability	She might forgive you one day.
Should	Recommendation/ advice	You should visit a doctor. You should eat healthy food.
Must not (mustn't)	Prohibition	Children mustn't talk to strangers. You mustn't use your phone while driving.
Cannot (can't)	Present inability	I can't speak German.
Could not (couldn't)	Past inability	I couldn't enter the stadium yesterday.

3.1.2. Multipleconcept modals:

Modal	Meaning/ concept	Example
May	Permission	May I come in?
	High probability	They may visit Oran this week.
Must	Obligation	You must go now.
	Assumption/ deduction	Sarah didn't come, she must be sick. Look at the snow, it must be cold outside.
	Necessity	Plants must have light and water to grow.
	Strong recommendation	Food in this restaurant is so delicious, you must try it.
Would	Polite request	Would you please send me the document?
	Imaginary situations in conditional type 2 & 3	Conditional 2: if I was rich, I would travel always. Conditional 3: if I had studied well, I would have passed the exam.
	Offers and suggestions	Would you like to join us?
Shall	Offers	Shall I carry these bags for you?
	Suggestion	Shall we go for a walk?
Can	Present ability	I can drive a car.
	Permission	Can I take the phone?
	Request	Can you teach me how to drive?
Could	Past ability	I could ride a bicycle when I was young.
	Possibility	Jane could be at home. With more practice, Jane could be the best player.
	Polite request	Could I borrow your pen, please?
	Regret	I could have been a doctor.

3.2. Semi- modal helping verbs: they are also called quasi-modal verbs or marginal modal verbs, they share some features with modal verbs but are not true modals. Unlike modal verbs, semi modal verbs can be conjugated in third person and they use 'do' in interrogative and negative sentences. Here is a list of the major semi- modal verbs in English together with their functions:

Semi modal verbs	Function	Examples
Ought to	Formal recommendation (the same as should)	You ought to drink more water.
Had better	Warning	You had better work hard or you will fail.
Need / needn't	Necessity	No one need hear that. You needn't worry about me.
Used to	Past habit	I used to eat a lot of junk food. I didn't use to drink coffee.
Have to	Necessity (must)	I have to go now, I have an emergency.

		My sister has to prepare well for the job interview.
Dare	Bravery	How dare she talk to me in this way?

Important notes: when using modals, remember these points:

The negative of must (used for deduction) is not ‘mustn’t’, it is ‘can’t be’ instead, examples:

➤ He has just eaten dinner, he can’t be hungry.

Modals can be used to denote the past; they are expressed as follows:

Modal+ have+ past participle of the verb:

Modal	Function	Examples
Must have+ PP	Logical conclusion on a past event	Tom hasn’t achieved good results, he must have been ill.
May/ might have+ PP	Deduction on a past event	Sarah may/ might have arrived late.
Could have+ PP	Possibility to do something not done in the past	James could have played better.
Couldn’t have+ PP	Certainty that something could have happened	He couldn’t have passed the exams because he hadn’t revised well.
Would have+ PP	Desire to do something but it wasn’t done	I would have come to see you but I didn’t have time.
Should/ ought to have+ PP	Blaming someone on something that should have happened	You should have told me earlier.
Shouldn’t have+ PP	Critique on something that should have happened	You shouldn’t have behaved that way.

Activities:

Activity 01: Fill in the gaps using appropriate modals

- I cook dinner for everyone tonight. (can/could)
- you lend me your car for the weekend? (could/may)
- The boss ask you to work overtime today. (might/will)
- According to the forecast, it rain later this evening. (might/should)
- If John doesn’t study, he fail his test. (may/might)
- Everyone obey the law. (must/should)
- It be challenging to learn a new language. (can/must)
- My dad get angry if I come home late. (will/might)
- We respect our elders. (should/could)
- I go to the gym later. (will/can)
- You arrive on time for the meeting. (should/must)
- Everyone pay their taxes. (must/should)
- you guide me to the nearest station? (can/might)

14. we order pizza tonight? (shall/will)

Activity 02: state what do the modals in the following sentences express:

1. My friend can play the guitar very well.
2. Could I borrow your book?
3. You must not talk during the class.
4. I could need assistance in moving these boxes.
5. Sir, could you repeat the instructions?
6. I might not be able to attend the party.
7. Jessica should revise her notes before the exam.
8. Can you join us for dinner?
9. Our guests will be here in the evening.
10. I used to play football when I was young.
11. Shall I fix the phone for you?
12. John doesn't try this game.
13. I might be late due to traffic.
14. The mechanic can fix the car easily.
15. Would you like to come with us?
16. It may snow tomorrow.
17. You needn't go to the shop, I've already bought some milk.
18. You must try the Sebastian cake.
19. Can I use your pen?
20. It must be raining outside.
21. I could not be present yesterday.
22. You ought to practice sport regularly.
23. You have to leave now, they are calling you.
24. Would you email the lecture for me?

Activity 03: write 5 sentences using the following construction: modal+ have+ Past participle.

Lesson 05: Phrasal Verbs

- **Lesson aims and target objectives:**

The current lesson is created with the aim of proving a thorough understanding of a phrasal verb and how it can be created and its different meanings in a sentence. By the end of this lecture, students will be able to:

- ✓ Define and understand clearly the function of a phrasal verb.
- ✓ Differentiate between the diverse types of phrasal verbs.
- ✓ Use phrasal verbs in a sentence effectively.

1. Definition: phrasal verbs are verbs formed by combining a verb with one or more prepositions such as: in, at, across, away, back, down, off, out, over etc. the preposition in the phrasal verb is called a particle¹ (when referring to it alone, it is called a preposition). Examples: *grow up, give up, find out, come across* etc. The meaning of a phrasal verb is very different from the individual meanings of the verb and the particle. These verbs present a challenge for language learners specifically because they can have a non-idiomatic (literal) or an idiomatic meaning where the denotation can be entirely unexpected.

2. Types of phrasal verbs: there are by and large four types of phrasal verbs, these are:

2.1. Transitive phrasal verbs: they need a direct object, examples:

I **came across** some coins. (I found)

I will **set up** the dinner table. (I will prepare)

2.2. Intransitive phrasal verbs: they do not need a direct object, examples:

I **woke up** early this morning.

His car **broke down** suddenly.

2.3. Separable phrasal verbs: as the name implies, they can be separated, examples:

I will send you a car to **pick you up**.

I **wrote** everything **down** concerning the lesson.

2.4. Inseparable phrasal verbs: they are not separated, examples:

Can you please **look after** my baby?

The match was **called off**. (Cancelled)

N.B. it is important to know that separable phrasal verbs can be inseparable, e.g. I **wrote** everything **down** → I **wrote down** everything. However, for inseparable verbs some of them cannot be separated, e.g. can you **look after** my baby? (Not can you **look my baby after**)

Phrasal verbs can be also separated based on their composition i.e. based on what they are composed of:

2.5. Prepositional verbs: composed of verb + a preposition: examples: stand by, run into, take off, look after, pick on etc.

2.6. Particle verbs: composed of a verb + a particle, in order to clarify this point: a particle is mobile and can be used before or after the direct object i.e. it can be separated from the

¹ A particle is a small word that is added to another word to create a new meaning or to indicate a particular aspect in the sentence. They are mainly added to verbs to form phrasal verbs.

verb, whereas a preposition cannot be separated. Worth noting is the fact that these verbs can be used separately and can be used together, examples:

Did you **turn** the TV **on**? (On is a particle) → turn on the TV

You should **hand** the homework **in** Sunday. → hand in the homework.

2.7. Particle prepositional verbs: they are composed of a verb+ a particle + a preposition, examples:

I **look forward to** hear from you.

How can you **put up with** this moody person?

3. Common phrasal verbs in English:

Phrasalverb	Meaning	Example
Back down	To stop doing something or admit you were wrong because people oppose you	Party leaders backed down after latest protests.
Blow up	To explode	That car crashed into the building and blew up!
Break down	To suddenly stop functioning (used for machinery)	They were on our way to the school when our car broke down.
Bring up	To mention something	She's still very sad about her sister's death, so don't bring it up.
Bump into	To see or meet someone unexpectedly	We bumped into Mary when we were in city last week.
Call off	To cancel	Because of their wedding, we had to call off our holiday.
Check on	To make sure someone is okay or safe	The doctor had come to check on his patient
Check out	To pay your bill and leave (usually a hotel)	Have you packed yet? We have to check out by 12 pm..
Check with	To ask someone if something is okay or permitted	I'm pretty sure I can come to party next week. I just have to check with my parents.
Come across	To find something unexpectedly	When I was clearing my phone, I came across to our old messages.
Come back	To return	I had a great time here. I'll come back soon!
Come in	To enter	You don't need to wait—just come in!
Come up with	To think of a plan or an idea	She keeps coming up with all kinds of lame excuses.
Cut down	Reduce the size, amount, or quantity of something.	I should cut down my salt intake.

Drop by	To go somewhere (usually someone's home) for a casual visit	I'll be in my office all day. You can drop by for coffee whenever you want.
Drop off	To take something or someone to a specific place	You forgot your wallet in my room. I'll drop it off at your office later.
End up	finally be or do something	She ended up marrying his high school boyfriend.
Fall apart	To break into pieces	I fell apart after her death.
Fall down	To collapse and fall to the ground	He fell down at school today.
Find out	To discover	He find out a new way to travel between cities.
Get along	To have a good, friendly relationship with someone	We are good friends and always got along with each other.
Getaway	To escape	The police almost caught him, but he got away .
Get by	To be able to live through a difficult situation	They don't have a lot of money, but they'll get by .
Get over	To recover from a negative experience or an illness	I know your wife mad at you now, but she'll get over it.
Get up	To stand	Can you please get up ? I think you're sitting on wallet.
Giveaway	To give something to others for free	I think I'm going to give them away . I don't need these shoes anymore.
Give in	To finally agree to someone's requests after refusing for a while	Our kids have been asking us for a new computer. We finally gave in and got them one.
Give up	To stop doing something permanently	Her health is getting worse. She need to give up smoking.
Go ahead	To start or continue a planned activity	: It seems this project will go ahead without you.
Go out	To leave home and go somewhere	I just want to go out and have a party!
Grow up	To develop into adulthood	When I grow up , I want to be a musician.
Hang on	To wait for a short period of time	Can you hang on for a minute?
Hang out	To spend time relaxing or socializing casually	Let's hang out together sometime soon.
Kick out	To forcefully tell someone to leave a place	You kick me out from this house.
Let in	To allow someone to enter a place	Let me in please! It's too cold out here!

Look after	To take care of something or someone	Can you look after my boys while I'm away?
Look for	To try to find something	I have been looking for you everywhere.
Look up	To search for information (usually in a book or online)	I didn't know what 'meme' meant and had to look it up in a dictionary.
Make up	To become friendly with someone again or forgive them after a disagreement or fight	John still hasn't made up with Maryam.
Pay back	To take revenge	You should pay back time for all your crimes.
Pick up	To go somewhere and collect something or someone	Let's go to the picnic in one car – I'll pick you up at 6 o'clock
Put off	To delay doing something	I know I should clean my room, but I've been putting it off for weeks.
Put on	To begin wearing something	If she wants to play outside in the rain, make sure to put on a coat.
Put up with	To tolerate something	The neighbor's dog barks all night long, but I put up with it because they are nice people.
Run out	To have no more of something	We ran out of coffee.
Take off	To leave somewhere suddenly	She didn't even say goodbye. She just took off !
Turn on	To cause something to start working; to activate	It's getting dark here; let's turn on the lights.
Turn up	To increase the volume, heat, or lights	This is her favorite song! Turn it up !
Wait up	To stay awake because you are waiting for something or someone	She'll be home late today. You don't have to wait up for her.
Watch out	To be careful of danger (usually said as a warning)	Watch out ! There's a hole on the ground!

From: <https://www.learnenglishteam.com/phrasal-verbs-free-pdf/>

Activities:

Activity 01:

Choose the correct form of a phrasal verb from the box to replace the words between brackets in the sentences below. Put the verbs in the correct tense.

Work out get up turn off put on wake up take off go out

1. I (*stopped*) sleeping very early this morning.
2. I (*stop sleeping*) and get out of bed at 7 o'clock during the week.
3. She (*removed*) her jacket as she came in.
4. I (*donned*) a coat and left the house.
5. He (*left*) the house for a social activity with some friends.
6. She (*does physical exercise*) in the local gym every day.
7. Is the computer turned on? Will you (*stop it working*) by pressing a button, please?

Activity 02: fill in the gaps with the appropriate phrasal verb from the following list:

fall for	figure out	give in	go along with	look for	pull
through	pay for	put on	run into	show up	take off
talk down to	call in	cheat on	hand back	look up	pick out
point to	run over	set up			

1. I looked for my keys everywhere but I couldn't where I put them
2. I you at the party but I couldn't see you.
3. Although he tried to eat less he some weight during the holidays
4. I Karen and her sister when I saw them.
5. Over a hundred people for the news conference
6. Our plane an hour late because of the fog.
7. My son drove me crazy about buying a new bike, so finally I
8. Erich is very sick at the moment but I am sure he'll
9. She shouldn't him like that. You're not his boss.
10. I understand your opinion but I have to Linda on this question.
11. John told me that he didn't steal but I didn't his lies.
12. Can I the drinks with a credit card?
13. Can you the man carrying the gun?
14. Jack has been his wife for years.
15. The police chief couldn't solve the case, so he wanted to the FBI.
16. The guard my ID card to me.
17. She a meeting with Jimmy and his lawyer.
18. I the words that our teacher dictated.
19. When I saw Melanie I to her and gave her a hug
20. Have you a dress to wear at the party?

Activity 03: choose five from the above phrasal verbs, and use them to write your own sentences.

Lesson 06: Special Verbs: De-lexical Verbs

✓ Lesson aims and target objectives:

The aim of this lesson is to provide students with a basic definition of a de-lexical verb, in addition to its types and how they can be used in different situations from everyday life. At the end of this lecture, students will be able to:

- ✓ Define what is a de-lexical verb.
- ✓ Distinguish between the different de-lexical verbs in English and use them in different situations

1. Definition: de-lexical verbs are common verbs such ‘have’ and ‘give’ which when used with a particular noun have different meaning from the original meaning. When used in a sentence, all the meaning is revealed by the noun they accompanied. They do not have much semantic meaning on their own; they complement nouns to make complete sense. As a matter of fact, that’s why they are called de-lexical i.e. their meaning is different from their lexical meaning. De-lexical verbs are very common in English, additionally; they are important as they allow for the generation of new meanings. Examples:

Take a shower. → take here has little meaning in itself; most of the meaning is carried by the noun ‘shower’

Have breakfast. → also, have here carries little meaning and the whole meaning is found in the noun ‘breakfast’

De-lexical verbs reveal nuance in meaning purposefully, for example: take a bite means to taste something not only to eat it. Also ‘have a listen’ means be attentive while listening. Similarly, she ‘gave a smile’ is not similar to ‘she was smiling’; the former reveals that the action was a brief one, while the latter suggests that the action of smiling was longer.

2. Different de-lexical verbs in English:

2.1. Have: used in the following instances:

Uses	Examples
Food and drink, e.g. a meal, breakfast, lunch, dinner, a cup of coffee, a snack, a bite etc.	I had a Turkish breakfast when I was in Turkey. Let’s have a drink!
Talking, e.g. talk, conversation, a discussion, debate, a chat etc.	You need to have a long talk with your brother. They had a hot debate concerning the issue.
Washing e.g. a wash, a shower, a bath etc.	I am having a shower right now.
Resting, e.g. a nap, a break, a holiday, a rest	I will have a long vacation once I finish my work. Let’s have a break.
Disagreeing, e.g. a dispute, a quarrel, an argument	He has a strong argument to do so. The workers had a quarrel yesterday
Other actions, e.g. to swim, to look	Have a look at these brochures. It’s too hot, let’s have a swim.

2.2. Take: used in the following cases:

Uses	Examples:
Washing, e.g. a bath, a shower, a wash etc.	I am going to take a shower, see you later.
Resting, e.g. break, a rest, a holiday etc.	Let’s take a rest.

Other activities, e.g. a decision, care, a risk, a chance, a photograph, a walk etc.	We took a lot of photographs in our trip. You should take a decision. Take care of yourself.
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2.3. Make: used to talk about:

Uses	Examples
Talks and sounds , e.g. an enquiry, a comment, a promise, a suggestion, a noise etc.	Do not make a noise. He made an enquiry about the topic.
Plans e.g. a decision, a plan, an appointment, an arrangement etc.	You should make a decision as soon as possible. Let's make an arrangement about the meeting.
Travelling , e.g. a tour, a trip, a visit etc.	The duke made his first visit to Africa. We will make a long tour in Algeria this summer.

2.4. Give: used in the following cases:

Uses	Examples
<u>Affectionate actions</u> , e.g. a hug, a kiss etc.	My mother gave me a strong hug.
<u>Noises</u> , e.g. a cry, a scream, a shout, a whistle etc.	She gave a whistle to stop them.
<u>Facial expressions</u> e.g. a smile, a glance, a look, a warning etc.	John gave a quick glance and left directly.
<u>Hitting</u> , e.g. a kick, a punch, a push, a knock etc.	She gave her friend a strong punch on her face.
<u>Talking</u> , e.g. an advice, an answer, a lecture, a talk, a speech etc.	He didn't give a correct answer. The president gave a talk yesterday.

2.5. Go: used for:

Uses	Examples
For everyday life, e.g. swimming, shopping, dancing,	Let's go shopping.
Used also as 'go for a...'	Go for a walk/ a ride/ a run/ a swim etc.

2.6. Do: used in the following cases:

Uses	Examples
Used with gerund nouns (ing) indicating everyday activities	Do the cooking I will do the washing and you do the drying.
With everyday activities	She will do her hair. Please do your teeth before going to bed. Please do the dishes for me.

Activities:

Activity 01:

1. Please, (give/ take) a glance and tell me what is happening.
2. They need to (take/ make) an important call now.
3. She (took/ give) lunch in this fancy restaurant.
4. I want to (drink/ have) a drink.
5. My parents (took/ made) a lot of photographs when they were abroad.
6. James finds it difficult to (do/ take) important decisions.
7. My mother used to (make/ do) a lot of cakes.
8. Let's (have/ take) a coffee once we finish the meeting.
9. Sarah rarely (make/ do) mistakes while writing.
10. I have a problem. Can you (give/ do) me some pieces of advice?
11. We (go/ make) shopping after work yesterday.
12. Who can (give/ make) the right answer?
13. You need to (have/ make) a hot bath after work.
14. The ambassador (make/ give) his first visit to Oran next week.
15. The pizza is so delicious, would you like to (make/ take) a bite.
16. Anna (do/ make) the cleaning tomorrow.
17. I am bored, shall we (go/ make) for a ride?
18. Who the washing yesterday?

Activity 02: write sentences using the following de-lexical verbs: make, do, take, have, go, give.

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Appendices

Appendix 01: Keys to activities

Phrases activities:

Activity one:

1. Gerund phrase	12. Participle phrase
2. Adverbial phrase	13. Verb phrase
3. Noun phrase	14. Adjective phrase
4. Adverbial phrase	15. Prepositional phrase
5. Gerund phrase	16. Prepositional phrase
6. Participle phrase	17. Appositive phrase
7. Adverbial phrase	18. Adjective phrase
8. Infinitive phrase	19. Appositive phrase
9. Verb phrase	20. Noun phrase
10. Prepositional phrase	21. Prepositional phrase
11. Infinitive phrase	22. Prepositional phrase

Activity 02:

1. Noun phrase as a direct object	9. Adverbial phrase
2. Appositive phrase	10. Gerund phrase as direct object
3. Adjective phrase: part of adverbial phrase	11. Adverbial phrase
4. Prepositional phrase as an adjective	12. Gerund phrase as subject
5. Participle phrase as adverb	13. Noun phrase as subject
6. Noun phrase as a direct object	14. Participle phrase
7. Prepositional phrase.	15. Adverbial phrase
8. Verb phrase	16. Infinitive phrase as direct object

Activity 03: answers will vary.

Clauses activities:

Activity 01:

1. I will be so upset if she decides not to visit me.
2. While I enjoy eating any type of food, my friend likes only junk food.
3. He came to class, but he forgot his homework.
4. Although I know he's a famous actor, I can't remember his name.
5. My sister, who is in the police force, has always been very outgoing and confident.
6. She might have been sick, or maybe her car broke down.
7. The car that has been stolen was parked in front of his house.
8. I did not want to come, yet here I am!

Activity 02:

1. Dependent clause (adverb clause)	13. Dependent clause (adverb clause)
2. Dependent clause (noun clause)	14. Dependent clause (noun clause)

3. Adverbial phrase	15. Adverbial phrase
4. Independent clause	16. Dependent clause (noun clause)
5. Dependent clause (adjective clause)	17. Dependent clause (adjective clause)
6. Dependent clause (adverb clause)	18. Dependent clause (noun clause)
7. Dependent clause (adverb clause)	19. Independent clause
8. Adverbial phrase	20. Dependent clause (adverbial clause)
9. Dependent clause (adverb clause)	21. Independent clause
10. Independent clause	22. Dependent clause (noun clause)
11. Dependent clause (adjective clause)	23. Dependent clause (adjective clause)
12. Adverbial phrase	24. Dependent clause (adverb clause)

Activity 03: answers will vary.

Sentences activities:

Activity 01: subject and predicate

Subject	Predicate
The sun	was shining brightly.
The dogs	were barking loudly.
The pretty girl	was wearing a blue frock.
My younger brother	serves in the army.
The man and his wife	were working in their garden.
You	don't have to wait for me.
We	will no longer tolerate this.
The little tree	was covered with needles instead of leaves.
A rich merchant	was passing by the shoemaker's window.

Activity 02: answers will vary

Activity 03:

1. Complex sentence	8. Compound sentence
2. Compound sentence	9. Compound complex sentence
3. Compound complex sentence	10. Complex sentence
4. Compound sentence	11. Simple sentence
5. Simple sentence	12. Compound sentence
6. Compound complex sentence	13. Compound complex sentence
7. Simple sentence	14. Simple sentence

Activity 04: answers will vary

Activity 05: answers will vary

Lesson 02: parts of speech

Activity 01:

1. Verb	9. Article
2. Noun+ preposition	10. Conjunction
3. Pronoun	11. Interjection
4. Adjective	12. Adverb
5. Article	13. Conjunction
6. Adjective	14. Adverb
7. Interjection	15. Interjection

8. Noun	16. Preposition
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Noun activities:

Activity 01:

1. Proper noun	11. Abstract noun
2. Uncountable noun	12. Compound noun
3. Abstract noun	13. Common singular countable noun
4. Collective noun	14. Proper noun+ common singular countable noun
5. Common singular countable noun	15. Common plural countable noun
6. Abstract noun+ common singular countable noun	16. Compound noun
7. Concrete noun	17. Verbal noun
8. Proper noun	18. Gerund noun
9. Common singular countable noun	19. Compound noun
10. Collective noun+ concrete singular noun	20. Uncountable noun

Activity 02:

1. Vocative case	8. Nominative case
2. Objective case	9. Possessive case
3. Nominative case	10. Dative case
4. Possessive case	11. Nominative case
5. Vocative case	12. Possessive case
6. Dative case	13. Vocative case
7. Objective case	14. Dative case

Activity 03:

1. Lion	8. Waitress
2. Actress	9. Mother+ heroine
3. Aunt	10. Princess
4. Sister	11. Lion + vixen
5. Lady	12. Hen
6. Queen	13. Woman and her husband
7. Duke	14. Niece+ girl

Pronouns activities:

Activity 01:

1. Reciprocal pronoun	9. Interrogative pronoun
2. Intensive pronoun	10. Indefinite pronoun
3. Object personal pronoun	11. Intensive pronoun
4. Possessive pronoun	12. Indefinite pronoun
5. Reflexive pronoun	13. Demonstrative pronoun
6. Subject personal pronoun	14. Reflexive pronoun
7. Interrogative pronoun	15. Demonstrative pronoun+ relative pronoun
8. Object personal pronoun	16. Reciprocal pronoun

Activity 02:

1. I	8. That
2. her	9. Each
3. mine	10. that
4. it	11. me
5. herself	12. ours
6. herself	13. their
7. I	14. him

Adjectives activities:

Activity 01:

1. Deleted → participle adjective	11. Second → adjective of number (ordinal)
2. Messy → Adjective of quality	12. Whose → interrogative adjective
3. Some → indefinite adjective	13. Green → adjective of color + sweet → adjective of quality
4. Sufficient → adjective of quantity	14. Seven → adjective of number (cardinal)
5. Two → adjective of number (cardinal)	15. Second → adjective of number (ordinal)
6. State-level → compound adjective	16. Victorian → proper adjective
7. No → indefinite adjective	17. Part-time → Compound adjective
8. Both → Distributive adjective	18. Which → interrogative adjective
9. This → demonstrative adjective + heavier → comparative adjective of quality	19. Atlantic → proper adjective + biggest → superlative adjective of quality
10. White → adjective of color	20. Driving → participle adjective

Activity 02:

1. More intelligent	6. Funnier
2. The worst	7. Older
3. The wettest	8. The nicest
4. Better	9. Farther
5. The most powerful	10. Tastier

Adverbs activities:

Activity 01:

1. Personally → Adverb of viewpoint	10. Always → adverb of frequency
2. Regularly → Adverb of frequency	11. Consequently → conjunctive adverb
3. Yesterday → Adverb of time	12. Probably → adverb of certainty
4. Constantly → Adverb of frequency	13. Enough → adverb of degree
5. So → adverb of degree	14. Here → adverb of place
6. Before → Adverb of time	15. Hardly → adverb of manner
7. However → conjunctive adverb	16. Certainly → adverb of certainty
8. Near → Adverb of place	17. How → interrogative adverb
9. Too → adverb of degree + carelessly → adverb of manner	18. Where → relative adverb + extremely → adverb of degree

Activity 02:

1. Loudly	6. Cleverly
2. Bravely	7. Sometimes
3. Easily	8. Energetically

4. Angrily	9. Well
5. Sweetly	10. Fast

Activity 03:

1. More fluently	6. Higher
2. Most politely	7. More carefully
3. More happily	8. Faster
4. Most gracefully	9. Worst
5. More clearly	10. Harder

Quantifiers' activities

Activity 01:

1. Many	6. Many
2. Any	7. Some
3. A little	8. Much + number
4. Some	9. A little
5. A lot of	10. A great deal

Activity 02:

1. a little	8. few
2. a few	9. little
3. little	10. a little
4. few	11. few
5. a little	12. a few
6. a few	13. few
7. little	14. little

Activities of prepositions:

Activity 01:

1. For	10. Before
2. Among	11. Since
3. In	12. Next to
4. To	13. Opposite
5. On	14. Through
6. At	15. By
7. Of	16. At
8. On	17. For
9. At	18. with

Activity 02: answers will vary

Conjunctions' activities

Activity 01:

1. Whenever	6. Whether
2. Where	7. So that
3. If	8. As
4. Unless	9. Since
5. Though	10. As

Activity 02:

1. And	6. Or
2. Nor	7. So
3. But	8. But
4. Yet	9. So
5. For	10. For

Activity 03: answers will vary

Second semester**Articles' activities:****Activity 01:**

1. The	9. A
2. The	10. Ø
3. Ø	11. An
4. A	12. An
5. An+ a	13. The + Ø
6. Ø	14. Ø
7. An	15. Ø
8. The	16. A

Interjections' activities:**Activity 01:**

1. Goodness → surprise	7. Wait →attention
2. Oh → joy	8. Pfff →boredom
3. Oops →sorrow	9. Hmm →doubt
4. No →disagreement	10. Hello →greeting
5. Hey → attention	11. Hurray →joy
6. Alas →sorrow	12. What →surprise

Activity 02:

1. Aw →emotive interjection	7. Um →cognitive interjection
2. Goodness →secondary interjection	8. Bingo →emotive interjection
3. Huh→primary interjection	9. Ouch →emotive interjection
4. Indeed →secondary interjection	10. Shhh → Volitive interjection
5. Ahem →Volitive interjection	11. Yippee → emotive interjection
6. Ugh → primary interjection	12. Psst →volitive interjection

Activity 03: answers will vary

Verbs' activities:**Activity 01:**

1. runs →dynamic intransitive irregular verb	8. ate →dynamic transitive irregular verb
	9. sleeping →dynamic intransitive

2. love →stative transitive regular verb	irregular verb
3. is →linking verb	10. jumped →dynamic intransitive regular verb
4. arrived →dynamic intransitive regular verb	11. became → linking verb
5. building →dynamic transitive irregular verb	12. thought → stative transitive irregular verb
6. seems →linking verb	13. laughed → dynamic intransitive regular verb
7. knows →stative transitive irregular verb	14. tastes →linking verb

Activity 02: answers will vary

Auxiliaries' activities:

Activity 01:

1. Has	8. Has
2. Did	9. Had
3. Does	10. Were
4. Do	11. Do
5. Do	12. Have
6. Have	13. Are
7. Do	14. Didn't

Activity 02:

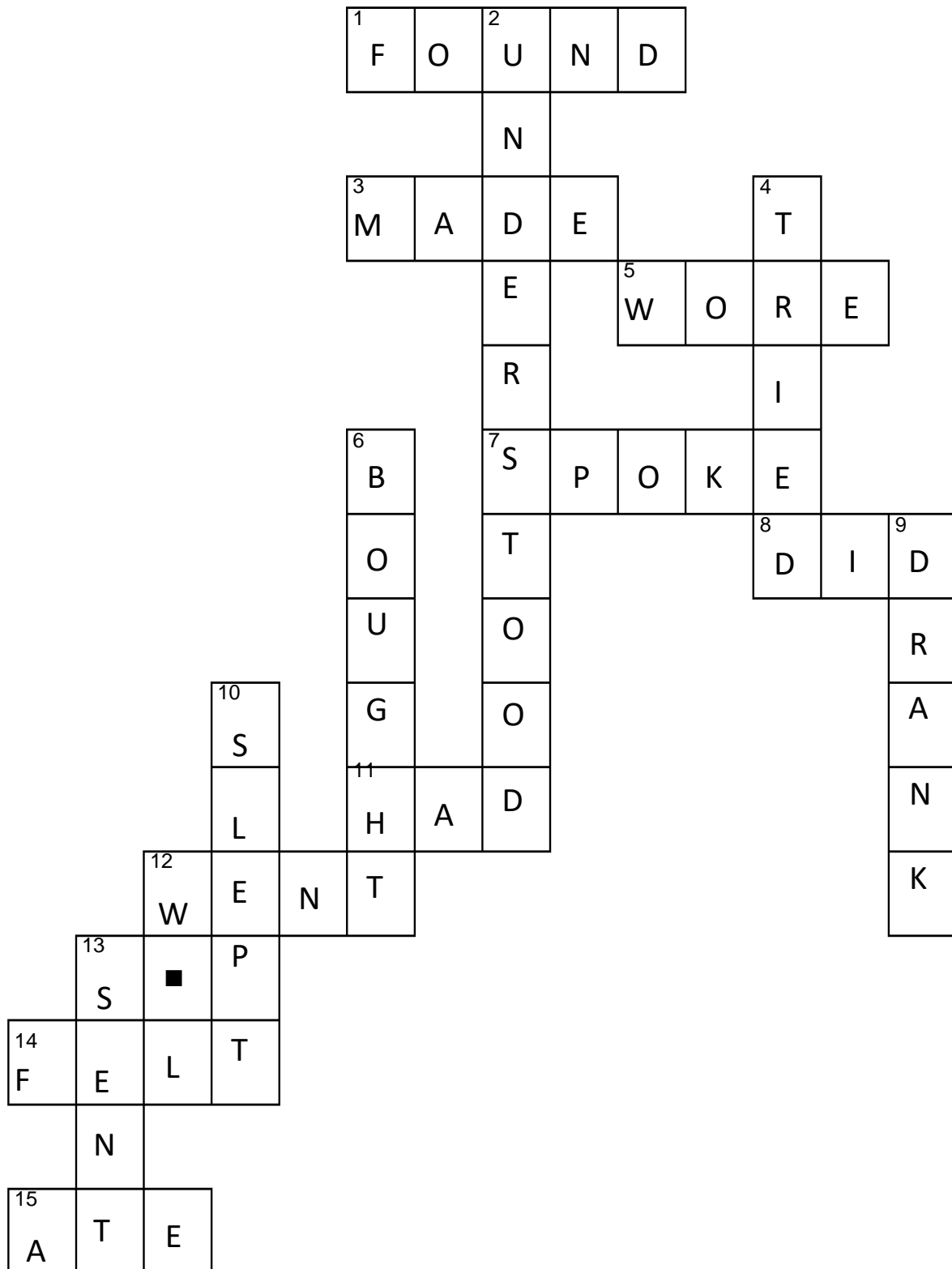
1. Aren't you?	7. Didn't they?
2. Is she?	8. Will he?
3. Hadn't he?	9. Haven't they?
4. Isn't he?	10. Is it?
5. Were they?	11. Haven't they?
6. Will she?	12. Did you?

Tenses' activities:

Past tenses:

Past simple:

Activity 01:



Activity 02:

1. Past action	5. Past habit
2. Conditional type 02	6. Order of past events
3. A process that started and finished in the past	7. Past action
4. Expressing wish	8. Conditional type 02

Activity 03:

/id/	/d/	/t/
Started	Managed	Fixed
Toasted	Saved	Talked
Needed	Prayed	Worked
Applauded	Showed	Missed
	Cleaned	Stopped
	Preferred	Wished
	Based	Kicked
	Stained	

Past perfect activities**Activity 01:**

1. Had never gone	10. Hadn't eaten
2. Had already bought	11. Gave+ hadn't finished
3. Caught	12. Had lost
4. Knew + had told	13. Had run
5. Had not eaten+ were	14. Felt +hadn't slept
6. Had already seen	15. Had already left
7. Had just bought + stole	16. Read
8. Had gone + was	17. Got+ had lost
9. Raised + had seen	18. Sailed

Activity 02: answers will vary**Past continuous activities:****Activity 01:**

1. Was listening+ heard	6. Found+ was surfing
2. Said+ was still trying	7. Was having+ spilled
3. Was dancing+ fell and broke	8. Saw+ wasn't going+ I was going
4. Was playing+ called	9. Did you take+ were travelling
5. Was looking+ noticed	10. Were you doing+ started

Activity 02:

1. Switched off+ was making	6. Were trying+ went out
2. Was listening+ arrived	7. Left + was pouring
3. Were playing+ said	8. Saw+ was he wearing
4. Met+ was living	9. Was trying+ stopped
5. Was drawing+ was studying	10. Was printing + ran out

Past perfect continuous activities:**Activity 01:**

1. Had been working + moved	5. Had been barking+ arrived+ fed
2. Had been training+ arrived	6. Had been running + found
3. Had you been standing?	7. Had been working + left

4. Had been waiting+ came	8. Had been cleaning+ arrived
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Activity 02: answers will vary

Present tenses:

Present simple activities:

Activity 01:

1. Drives	11. does not remember
2. Are you?	12. is
3. Don't sell	13. does not take
4. Have	14. does he smoke
5. Do you watch	15. don't eat
6. love	16. are
7. does not bring	17. does it hurt?
8. does she drink	18. Do not buy
9. don't work	19. Washes
10. has	20. Does not cost

Activity 02:

1. My mother does not make breakfast.
2. They are not ready.
3. She doesn't write a message.
4. I do not speak French.
5. Tom does not phone his father on Sundays.

Activity 03:

1. Do you speak English?
2. When does he go home?
3. Do they clean the bathroom?
4. Where does she ride her bike?
5. Does Billy work in the supermarket?

Present perfect activities:

Activity 01:

1. Brian has played football	6. My sister has lost her keys.
2. Susan has read the new book.	7. Anna has made breakfast for the boys.
3. I have found some money in the street	8. The boys have brought some wood for the fire.
4. Mr. and Mrs. Baker have had an accident.	9. Mrs. Black has washed the dishes.
5. Rafael Nadal has won the tennis match.	10. Sarah has written a letter.

Activity 02:

1. Already	5. Just
2. Yet	6. Already
3. Still	7. Yet.
4. Already	8. Just

Activity 03:

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

Present continuous activities:

Activity 01:

1. Is building	10. Is Leon riding
2. Are you working	11. Are swimming
3. Is digging	12. Seems
4. Think	13. Is not wearing
5. Is drawing	14. Prefer
6. Are hiding	15. Is Jessica going
7. Am thinking	16. Are you running
8. Is not making	17. Likes
9. Is rising	18. Am trying

Activity 02: answers will vary

Present perfect continuous activities:

Activity 01:

1. Has been working	8. Has been going
2. Have been studying	9. Has been raining
3. Have been eating	10. Have been sleeping
4. Have been living	11. Have not been working
5. Has been playing	12. Have not been eating
6. Have been learning	13. Have not been exercising
7. Have been cooking	14. Has not been playing.

Activity 02:

1. I have bought	7. I have been reading
2. Have you finished	8. Has eaten
3. I have been cleaning	9. Have been working
4. They have completed	10. I have lost
5. Have you written	11. Haven't seen
6. Has the train arrived	12. You have been running

Future tenses activities:

Simple future activities:

Activity 01:

1. Will send	8. Will they buy
2. Will not see	9. Will not go
3. Will they give	10. Will he lend
4. Will you bring	11. Will you start
5. Will not forgive	12. Will call
6. Will we meet	13. Will Rachel bake
7. Will get married	14. Will you cook

Activity 02:

1. I am going to visit	8. I will take
2. She will travel	9. I will make
3. I am going to call	10. Are going to lose
4. I will have	11. Will you play
5. I am going to phone	12. They will feel
6. You will not arrive	13. Am going to watch
7. I am going to close the door	14. He is going to break

Activity 03: answers will vary

Future perfect activities:**Activity 01:**

1. Will have cooked	7. Will have visited
2. Will not have finished	8. Will have packed
3. Will you have written	9. Will they have finished
4. Will not have got up	10. Will have arrived
5. Will have washed	11. Will she have got
6. Will have fallen	12. Will have completed

Activity 02: answers will vary

Future continuous activities:**Activity 01:**

1. We will be flying	6. I will not be preparing
2. He will not be waiting	7. Will you be staying
3. Will you be doing	8. I will be giving
4. Will be sleeping	9. You will be probably watching
5. Will be surfing	10. It will be raining

Activity 02: answers will vary

Future perfect continuous activities:**Activity 01:**

1. She will have been exercising	6. I will have been studying
2. We will have been walking	7. Will have been living
3. I will have been working	8. We will have been driving
4. How long will you have been waiting?	9. He will have been changing
5. He will have been working	10. She will have been studying

Activity 02:

1. Will have been waiting+ arrive	8. Will have been preparing+ will pass
2. Will have been studying+ gets	9. Will have been swimming+ sets
3. Will have been talking + leave	10. Will have been watching+ come
4. Will have been driving+ get	11. Return+ will have been raining
5. Will be+ returns+ will have been jogging	12. Will have been using+ brings
6. Will be + return+ will have been	13. Will have been working
	14. Will have been flying + arrive

practicing	
7. Will have been exercising+ will want	

Activity 03: answers will vary

Modals' activities:

Activity 01:

1. I can cook	8. Will get
2. Could you lend	9. Should respect
3. Might ask	10. Will go
4. Might rain	11. Should arrive
5. May fail	12. Must pay
6. Must obey	13. Can you guide
7. Must be	14. Shall we order

Activity 02:

1. Can →ability	13. Might → possibility
2. Could →permission	14. Can → ability
3. Must →obligation	15. Would →suggestion
4. Could →possibility	16. May → possibility
5. Could → polite request	17. Needn't → no necessity
6. Might →possibility	18. Must → strong recommendation
7. Should →advice	19. Can →permission
8. Can → request	20. Must → deduction
9. Will → future	21. Could →past inability
10. Used to → past habit	22. Ought to → formal recommendation
11. Shall → offer	23. Have to → necessity
12. Daren't→ bravery	24. Would → polite request

Activity 03: answers will vary

Phrasal verbs' activities:

Activity 01:

1. I woke up
2. I get up
3. She took off
4. I put on
5. He went out
6. She works out
7. Will you turn it off

Activity 02:

1. Figure out	11. Fall for
2. Looked for	12. Pay for
3. Put on	13. Point to
4. Ran into	14. Cheating on
5. Showed up	15. Call in
6. Took off	16. Handed back
7. Gave in	17. Sets up

8. Pull through	18. Looked up
9. Talk down to	19. Ran over
10. Go along with	20. Picked up

Activity 03: answers will vary

De-lexical verbs' activities

Activity 01:

1. Take a glance	10. Give me
2. Make an important call	11. Went shopping
3. Took lunch	12. Give the right answer
4. Have a drink	13. Have a hot bath
5. Took a lot of photographs	14. Makes his first visit
6. Take important decisions	15. Take a bite
7. Make a lot of cakes	16. Will do the cleaning
8. Have a coffee	17. Go for a ride
9. Makes mistakes	18. Did the washing

Activity 02: answers will vary

Appendix 02: List of irregular verbs

Base Form	Past Simple	Past Participle
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	born(e)
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
can	could	... (been able)
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven

freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant/leaned	leant/leaned
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
lie (in bed)	lay	lain
lie (to not tell the truth)	lied	lied
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
may	might	...
mean	meant	meant
meet	met	met
mow	mowed	mown/mowed
must	had to	...
overtake	overtook	overtaken
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawn/sawed
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken

shall	should	...
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
sow	sowed	sown/sowed
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
spin	spun	spun
spit	spat	spat
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen/swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
will	would	...
win	won	won
wind	wound	wound
write	wrote	written

Appendix 03: Extended list of interjections:

Taken from:

<http://childrenlearningenglishaffectively.blogspot.com/2013/12/interjections-are-quick-expression-of.html>

Ahh is used when you show disappointment for something.

Aha is used when you discover something.

Bah is used to show that you don't care about something.

Bingo is when you understand how something works. Of course, we used it when playing Bingo!

Blah communicates boredom or disappointment.

Boo is an exclamation to provoke fright.

Boo-hoo is imitative of crying and is derisive.

Bravo is a way of congratulating somebody for a feat.

Damn is used to show anger towards something or somebody.

Doh is used when something is silly.

Drat is used when you are angry.

Eek indicates an unpleasant surprise.

Eh in a question is a request for confirmation of what was just said; otherwise it is dismissive.

Er plays for time.

Gosh is used to show surprise. It is another way to saying God.

Ha expresses joy or surprise, or perhaps triumph.

Ha-ha communicates laughter or derision.

Hallelujah is said when something that you have expected for a long time happens.

Hee-hee is a mischievous laugh

Hey can express surprise or exultation, or can be used to request repetition or call for attention.

Hm suggests curiosity, confusion, consternation, or skepticism.

Ho-ho can indicate triumph of discovery.

Ho-hum signals indifference or boredom.

Huh is a sign of disbelief, confusion, or surprise, or, in a question, it is a request for repetition.

Hup, from the sound-off a military cadence chant, signals beginning an exerting task.

Hurrah (hoorah, hooray, and hurray) is an exclamation of triumph or happiness.

Ick signals disgust.

Kaboom is used to describe a crash.

Mm-hmm is an affirmative or corroborating response.

Mmm, extended as needed, conveys palatable or palpable pleasure.

Mwah is suggestive of a kiss, often implying unctuous or exaggerated affection.

Oh is to indicate comprehension or acknowledgment (or, with a question mark, a request for verification), to preface direct address (“Oh, sir!”), as a sign of approximation or example (“Oh, about three days”), or to express emotion or serves as a response to a pain or pleasure.

Oh-oh is a warning response to something that will have negative repercussions.

Okidoki is a lovely way to say that something is right. (I love saying it!)

Olé, with an accent mark over the e, is a vocal flourish to celebrate a deft or adroit maneuver.

Ooh conveys interest or admiration, or, alternatively, disdain.

Ooh-la-la is a response to an attempt to impress or gently mocks pretension or finery.

Oops (oopsie, oopsy or whoops) calls attention to an error or fault.

Ouch signals pain or is a response to a harsh word or action.

Pff, extended as needed, expresses disappointment, disdain, or annoyance.

Phew communicates disgust, fatigue, or relief.

Poof is imitative of a sudden disappearance, as if by magic.

Psst calls for quiet.

Shazam is used to describe a magic act.

Shh (extended as necessary) is an imperative for silence.

Shoot is used when sometimes goes wrong. It's a polite way of sh*t.

Ugh is an exclamation of disgust.

Uh is an expression of skepticism or a delaying tactic.

Uh-huh indicates affirmation or agreement.

Uh-oh signals concern or dismay.

Uh-uh is the sound of negation or refusal.

Um is a placeholder for a pause but also denotes skepticism.

Whee is an exclamation of excitement or delight.

Whew is a variant of phew but can also express amazement.

Whoa is a call to halt or an exclamation of surprise or relief.

Whoosh is used when something is taken by the wind or water.

Woo and **woo-hoo** indicate excitement. (For Vicky Loras, who loves shouting woo-hoo!)

Wow expresses surprise.

Yahoo (yee-haw, or yippee) also indicate excitement

Yay is a congratulatory exclamation.

Yikes is an expression of fear or concern, often used facetiously.

Yoo-hoo attracts attention.

Yow is an exclamation of surprise or conveys being impressed.

Yuck signals disgust.

Yum, or yummy, is a response to the taste of something delicious.

Appendix 04: list of phrasal verbs

Taken from: https://www.englishclub.com/vocabulary/phrasal-verbs-list.php#google_vignette

Add up to something
equal

Your purchases **add up to** \$24.

Ask around

ask many people the same question

I **asked around** but nobody has seen my wallet.

ask somebody out

invite on a date

Brian **asked Judy out** to dinner.

back something up

reverse

You'll have to **back up** your car so that I can get out.

back somebody up

support

My wife **backed me up** over my decision to quit my job.

blow up

explode

The racing car **blew up** after it crashed into the fence.

blow something up

add air

We have to **blow 50 balloons up** for the party.

break down

stop functioning (vehicle, machine)

Our car **broke down** at the side of the highway in the snowstorm.

break down

get upset

The woman **broke down** when the police told her that her son had died.

break something down

divide into smaller parts

Our teacher **broke** the final project **down** into three separate parts.

break in

force entry to a building

Somebody **broke in** last night and stole our stereo.

break into something

enter forcibly

The firemen had to **break into** the room to rescue the children.

break something in

wear something a few times so that it doesn't look/feel new

I need to **break** these shoes **in** before we run next week.

break in

interrupt

The TV station **broke in** to report the news of the president's death.

break up

end a relationship

My boyfriend and I **broke up** before I moved to America.

break up

start laughing (informal)

The kids just **broke up** as soon as the clown started talking.

break out

escape

The prisoners **broke out** of jail when the guards weren't looking.

break out in something

develop a skin condition

I **broke out in** a rash after our camping trip.

bring somebody down

make unhappy

This sad music is **bringing me down**.

bring somebody up

raise a child

My grandparents **brought me up** after my parents died.

bring something up

start talking about a subject

My mother walks out of the room when my father **brings up** sports.

bring something up

vomit

He drank so much that he **brought his dinner up** in the toilet.

call around

phone many different places/people

We **called around** but we weren't able to find the car part we needed.

call somebody back

return a phone call

I **called** the company **back** but the offices were closed for the weekend.

call something off

cancel

Jason **called** the wedding **off** because he wasn't in love with his fiancé.

call on somebody

ask for an answer or opinion

The professor **called on** me for question 1.

call on somebody

visit somebody

We **called on** you last night but you weren't home.

call somebody up

phone

Give me your phone number and I will **call you up** when we are in town.

calm down

relax after being angry

You are still mad. You need to **calm down** before you drive the car.

not **care for** *somebody/ something*

not like (formal)

I don't **care for** his behaviour.

catch up

get to the same point as somebody else

You'll have to run faster than that if you want to **catch up** with Marty.

check in

arrive and register at a hotel or airport

We will get the hotel keys when we **check in**.

check out

leave a hotel

You have to **check out** of the hotel before 11:00 AM.

check somebody/ something out

look at carefully, investigate

The company **checks out** all new employees.

check out *somebody/ something*

look at (informal)

Check out the crazy hair on that guy!

cheer up

become happier

She **cheered up** when she heard the good news.

cheer somebody up

make happier

I brought you some flowers to **cheer you up**.

chip in

help

If everyone **chips in** we can get the kitchen painted by noon.

clean something up

tidy, clean

Please **clean up** your bedroom before you go outside.

come across *something*

find unexpectedly

I **came across** these old photos when I was tidying the closet.

come apart

separate

The top and bottom **come apart** if you pull hard enough.

come down with *something*

become sick

My nephew **came down with** chicken pox this weekend.

come forward

volunteer for a task or to give evidence

The woman **came forward** with her husband's finger prints.

come from some place

originate in

The art of origami **comes from** Asia.

count on *somebody/ something*

rely on

I am **counting on** you to make dinner while I am out.

cross something out

draw a line through

Please **cross out** your old address and write your new one.

cut back on *something*

consume less

My doctor wants me to **cut back on** sweets and fatty foods.

cut something down

make something fall to the ground

We had to **cut** the old tree in our yard **down** after the storm.

cut in

interrupt

Your father **cut in** while I was dancing with your uncle.

cut in

pull in too closely in front of another vehicle

The bus driver got angry when that car **cut in**.

cut in

start operating (of an engine or electrical device)

The air conditioner **cuts in** when the temperature gets to 22°C.

cut something off

remove with something sharp

The doctors **cut off** his leg because it was severely injured.

cut something off

stop providing

The phone company **cut off** our phone because we didn't pay the bill.

cut somebody off

take out of a will

My grandparents **cut** my father **off** when he remarried.

cut something out

remove part of something (usually with scissors and paper)

I **cut** this ad **out** of the newspaper.

do somebody/ something over

beat up, ransack (BrE, informal)

He's lucky to be alive. His shop was **done over** by a street gang.

do something over

do again (AmE)

My teacher wants me to **do** my essay **over** because she doesn't like my topic.

do away with something

discard

It's time to **do away with** all of these old tax records.

do something up

fasten, close

Do your coat **up** before you go outside. It's snowing!

dress up

wear nice clothing

It's a fancy restaurant so we have to **dress up**.

drop back

move back in a position/group

Andrea **dropped back** to third place when she fell off her bike.

drop in/ by/ over

come without an appointment

I might **drop in/by/over** for tea sometime this week.

drop somebody/ something off

take somebody/ something somewhere and leave them/it there

I have to **drop** my sister **off** at work before I come over.

drop out

quit a class, school etc

I **dropped out** of Science because it was too difficult.

eat out

eat at a restaurant

I don't feel like cooking tonight. Let's **eat out**.

end up

eventually reach/do/decide

We **ended up** renting a movie instead of going to the theatre.

fall apart

break into pieces

My new dress **fell apart** in the washing machine.

fall down

fall to the ground

The picture that you hung up last night **fell down** this morning.

fall out

separate from an interior

The money must have **fallen out** of my pocket.

fall out

(of hair, teeth) become loose and unattached

His hair started to **fall out** when he was only 35.

figure something out

understand, find the answer

I need to **figure out** how to fit the piano and the bookshelf in this room.

fill something in

to write information in blanks, as on a form (BrE)

Please **fill in** the form with your name, address, and phone number.

fill something out

to write information in blanks, as on a form (AmE)

The form must be **filled out** in capital letters.

fill something up

fill to the top

I always **fill** the water jug **up** when it is empty.

find out

discover

We don't know where he lives. How can we **find out**?

find something out

discover

We tried to keep the time of the party a secret, but Samantha **found it out**.

get something across/ over

communicate, make understandable

I tried to **get** my point **across/over** to the judge but she wouldn't listen.

get along/on

like each other

I was surprised how well my new girlfriend and my sister **got along/on**.

get around

have mobility

My grandfather can **get around** fine in his new wheelchair.

get away

go on a vacation

We worked so hard this year that we had to **get away** for a week.

get away with something

do without being noticed or punished

Jason always **gets away with** cheating in his maths tests.

get back

return

We **got back** from our vacation last week.

get something back

receive something you had before

Liz finally **got** her Science notes **back** from my roommate.

get back at somebody

retaliate, take revenge

My sister **got back at** me for stealing her shoes. She stole my favourite hat.

get back into something

become interested in something again

I finally **got back into** my novel and finished it.

get on something

step onto a vehicle

We're going to freeze out here if you don't let us **get on** the bus.

get over something

recover from an illness, loss, difficulty

I just **got over** the flu and now my sister has it.

get over something

overcome a problem

The company will have to close if it can't **get over** the new regulations.

get round to something

finally find time to do (AmE: **get around to something**)

I don't know when I am going to **get round to** writing the thank you cards.

get together

meet (usually for social reasons)

Let's **get together** for a BBQ this weekend.

get up

get out of bed

I **got up** early today to study for my exam.

get up

stand

You should **get up** and give the elderly man your seat.

give somebody away

reveal hidden information about somebody

His wife **gave him away** to the police.

give somebody away

take the bride to the altar

My father **gave me away** at my wedding.

give something away

ruin a secret

My little sister **gave** the surprise party **away** by accident.

give something away

give something to somebody for free

The library was **giving away** old books on Friday.

give something back

return a borrowed item

I have to **give** these skates **back** to Franz before his hockey game.

give in

reluctantly stop fighting or arguing

My boyfriend didn't want to go to the ballet, but he finally **gave in**.

give something out

give to many people (usually at no cost)

They were **giving out** free perfume samples at the department store.

give something up

quit a habit

I am **giving up** smoking as of January 1st.

give up

stop trying

My maths homework was too difficult so I **gave up**.

go after somebody

follow somebody

My brother tried to **go after** the thief in his car.

go after something

try to achieve something

I **went after** my dream and now I am a published writer.

go against somebody

compete, oppose

We are **going against** the best soccer team in the city tonight.

go ahead

start, proceed

Please **go ahead** and eat before the food gets cold.

go back

return to a place

I have to **go back** home and get my lunch.

go out

leave home to go on a social event

We're **going out** for dinner tonight.

go out with somebody

date

Jesse has been **going out with** Luke since they met last winter.

go over something

review

Please **go over** your answers before you submit your test.

go over

visit somebody nearby

I haven't seen Tina for a long time. I think I'll **go over** for an hour or two.

go without something

suffer lack or deprivation

When I was young, we **went without** winter boots.

grow apart

stop being friends over time

My best friend and I **grew apart** after she changed schools.

grow back

regrow

My roses **grew back** this summer.

grow into something

grow big enough to fit

This bike is too big for him now, but he should **grow into** it by next year.

grow out of something

get too big for

Elizabeth needs a new pair of shoes because she has **grown out of** her old ones.

grow up

become an adult

When Jack **grows up** he wants to be a fireman.

hand something down

give something used to somebody else

I **handed** my old comic books **down** to my little cousin.

hand something in

submit

I have to **hand in** my essay by Friday.

hand something out

to distribute to a group of people

We will **hand out** the invitations at the door.

hand something over

give (usually unwillingly)

The police asked the man to **hand over** his wallet and his weapons.

hang in

stay positive (informal)

Hang in there. I'm sure you'll find a job very soon.

hang on

wait a short time (informal)

Hang on while I grab my coat and shoes!

hang out

spend time relaxing (informal)

Instead of going to the party we are just going to **hang out** at my place.

hang up

end a phone call

He didn't say goodbye before he **hung up**.

hold somebody/ something back

prevent from doing/going

I had to **hold** my dog **back** because there was a cat in the park.

hold something back

hide an emotion

Jamie **held back** his tears at his grandfather's funeral.

hold on

wait a short time

Please **hold on** while I transfer you to the Sales Department.

hold onto somebody/ something

hold firmly using your hands or arms

Hold onto your hat because it's very windy outside.

hold somebody/ something up

rob

A man in a black mask **held** the bank **up** this morning.

keep on doing something

continue doing

Keep on stirring until the liquid comes to a boil.

keep something from somebody

not tell

We **kept** our relationship **from** our parents for two years.

keep somebody/ something out

stop from entering

Try to **keep** the wet dog **out** of the living room.

keep something up

continue at the same rate

If you **keep** those results **up** you will get into a great college.

let somebody down

fail to support or help, disappoint

I need you to be on time. Don't **let** me **down** this time.

let somebody in

allow to enter

Can you **let** the cat **in** before you go to school?

log in (or on)

sign in (to a website, database etc)

I can't **log in** to Facebook because I've forgotten my password.

log out (or off)

sign out (of a website, database etc)

If you don't **log off** somebody could get into your account.

look after somebody/ something

take care of

I have to **look after** my sick grandmother.

look down on somebody

think less of, consider inferior

Ever since we stole that chocolate bar your dad has **looked down on** me.

look for *somebody/ something*

try to find

I'm **looking for** a red dress for the wedding.

look forward to *something*

be excited about the future

I'm **looking forward to** the Christmas break.

look into *something*

investigate

We are going to **look into** the price of snowboards today.

look out

be careful, vigilant, and take notice

Look out! That car's going to hit you!

look out for *somebody/ something*

be especially vigilant for

Don't forget to **look out for** snakes on the hiking trail.

look something over

check, examine

Can you **look over** my essay for spelling mistakes?

look something up

search and find information in a reference book or database

We can **look** her phone number **up** on the Internet.

look up to *somebody*

have a lot of respect for

My little sister has always **looked up** to me.

make something up

invent, lie about something

Josie **made up** a story about why we were late.

make up

forgive each other

We were angry last night, but we **made up** at breakfast.

make somebody up

apply cosmetics to

My sisters **made me up** for my graduation party.

mix something up

confuse two or more things

I **mixed up** the twins' names again!

pass away

die

His uncle **passed away** last night after a long illness.

pass out

faint

It was so hot in the church that an elderly lady **passed out**.

pass something out

give the same thing to many people

The professor **passed** the textbooks **out** before class.

pass something up

decline (usually something good)

I **passed up** the job because I am afraid of change.

pay somebody back

return owed money

Thanks for buying my ticket. I'll **pay you back** on Friday.

pay for something

be punished for doing something bad

That bully will **pay for** being mean to my little brother.

pick something out

choose

I **picked out** three sweaters for you to try on.

point somebody/ something out

indicate with your finger

I'll **point** my boyfriend **out** when he runs by.

put something down

put what you are holding on a surface or floor

You can **put** the groceries **down** on the kitchen counter.

put somebody down

insult, make somebody feel stupid

The students **put** the substitute teacher **down** because his pants were too short.

put something off

postpone

We are **putting off** our trip until January because of the hurricane.

put something out

extinguish

The neighbours **put** the fire **out** before the firemen arrived.

put something together

assemble

I have to **put** the crib **together** before the baby arrives.

put up with somebody/ something

tolerate

I don't think I can **put up with** three small children in the car.

put something on

put clothing/ accessories on your body

Don't forget to **put on** your new earrings for the party.

run into somebody/ something

meet unexpectedly

I **ran into** an old school-friend at the mall.

run over *somebody/ something*

drive a vehicle over a person or thing

I accidentally **ran over** your bicycle in the driveway.

run over/ through *something*

rehearse, review

Let's **run over/through** these lines one more time before the show.

run away

leave unexpectedly, escape

The child **ran away** from home and has been missing for three days.

run out

have none left

We **ran out** of shampoo so I had to wash my hair with soap.

send something back

return (usually by mail)

My letter got **sent back** to me because I used the wrong stamp.

set something up

arrange, organize

Our boss **set** a meeting **up** with the president of the company.

set somebody up

trick, trap

The police **set up** the car thief by using a hidden camera.

shop around

compare prices

I want to **shop around** a little before I decide on these boots.

show off

act extra special for people watching (usually boastfully)

He always **shows off** on his skateboard

sleep over

stay somewhere for the night (informal)

You should **sleep over** tonight if the weather is too bad to drive home.

sort something out

organize, resolve a problem

We need to **sort** the bills **out** before the first of the month.

stick to something

continue doing something, limit yourself to one particular thing

You will lose weight if you **stick to** the diet.

switch something off

stop the energy flow, turn off

The light's too bright. Could you **switch** it **off**.

switch something on

start the energy flow, turn on

We heard the news as soon as we **switched on** the car radio.

take after *somebody*

resemble a family member

I **take after** my mother. We are both impatient.

take something apart

purposely break into pieces

He **took** the car brakes **apart** and found the problem.

take something back

return an item

I have to **take** our new TV **back** because it doesn't work.

take off

start to fly

My plane **takes off** in five minutes.

take something off

remove something (usually clothing)

Take off your socks and shoes and come in the lake!

take something out

remove from a place or thing

Can you **take** the garbage **out** to the street for me?

take somebody out

pay for somebody to go somewhere with you

My grandparents **took** us **out** for dinner and a movie.

tear something up

rip into pieces

I **tore up** my ex-boyfriend's letters and gave them back to him.

think back

remember (often + to, sometimes + on)

When I **think back** on my youth, I wish I had studied harder.

think something over

consider

I'll have to **think** this job offer **over** before I make my final decision.

throw something away

dispose of

We **threw** our old furniture **away** when we won the lottery.

turn something down

decrease the volume or strength (heat, light etc)

Please **turn** the TV **down** while the guests are here.

turn something down

refuse

I **turned** the job **down** because I don't want to move.

turn something off

stop the energy flow, switch off

Your mother wants you to **turn** the TV **off** and come for dinner.

turn something on

start the energy, switch on

It's too dark in here. Let's **turn** some lights **on**.

turn something up

increase the volume or strength (heat, light etc)

Can you **turn** the music **up**? This is my favourite song.

turn up

appear suddenly

Our cat **turned up** after we put posters up all over the neighbourhood.

try something on

sample clothing

I'm going to **try** these jeans **on**, but I don't think they will fit.

try something out

test

I am going to **try** this new brand of detergent **out**.

use something up

finish the supply

The kids **used** all of the toothpaste **up** so we need to buy some more.

wake up

stop sleeping

We have to **wake up** early for work on Monday.

warm somebody/ something up

increase the temperature

You can **warm** your feet **up** in front of the fireplace.

warm up

prepare body for exercise

I always **warm up** by doing sit-ups before I go for a run.

wear off

fade away

Most of my make-up **wore off** before I got to the party.

work out

exercise

I **work out** at the gym three times a week.

work out

be successful

Our plan **worked out** fine.

work something out

make a calculation

We have to **work out** the total cost before we buy the house.