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GRAMMAR

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Abstract

The general outline of this pedagogical document lies on twenty eight lectures about English Grammar. The current document is designed for Second year level English Foreign Language “EFL” students (Semesters 3 and 4). Its general aim is to enable EFL students at Setif 2 University in Algeria to discover, learn, and use English Grammar appropriately and correctly.

Through the developments of the lectures concerning the Semester 3 students will have a general knowledge about the following topics: English language verbs, direct and indirect object, tenses: simple present, present continuous, present perfect, present perfect continuous, simple past, past continuous, past perfect past perfect continuous, future simple, forms of future. Furthermore, through the developments of the lectures concerning the Semester 4 students will have a general knowledge about the following topics: future continuous, future perfect, future perfect continuous, conjunctions, adjectives, adverbs, modal verbs, conditionals sentences, active and passive voice and reported speech.

The content of the document is organized upon three main axes which are as follows: the theoretical section, the practical materials “exercises”, and the evaluation section. So the whole content turns around twenty eight lectures in which each one is concerned with one particular topic. Each lecture in return is composed of two sections one for the theoretical lecture while the second one for the practical matters.

Moreover, the multiple lectures are arranged according to specific order starting from easy and simple matters of grammar into difficult and complex ones. Finally, it is worth to mention, that the entire content is supported with some illustrating sources and materials such as tables. All in all, the current document is an attempt to compile a number of lectures and tests in appropriate and structured method to help students understand and use English Grammar appropriately and correctly in real life situations.

Key Words English Language Grammar, English Language Verbs, English Language Tenses, Present Tenses, Past Tenses, Future Tenses, Forms, Meanings and Uses of Tenses, Conditional Types, Active and Passive Voice, Reported Speech.

Résumé

Le plan général de cette édition pédagogique concerne la grammaire de la langue anglaise. Ce document est planifié pour les étudiants de deuxième année d'anglais (troisièmes et quatrièmes semestres). L'objectif général du document en question est de réussir chez les étudiants de l'université de Sétif 2 l'exploration, l'apprentissage et l'utilisation correcte des règles syntaxiques de la langue anglaise. A travers l'exposition des cours relatifs au troisième semestre, l'étudiant arrive à l'acquisition des compétences générales concernant les sujets suivants : les significations des verbes en Anglais et l'utilisation des verbes aux temps du présent et passe.

Outre cela, c'est à travers ces conférences de deuxième semestre que les étudiants arrivent à posséder des connaissances et des compétences à propos : Verbes de langue anglaise, objet direct et indirect, temps: présent simple, présent continu, présent parfait, présent parfait continu, passé simple, passé continu, passé parfait, passé parfait continu, futur simple, formes du futur. En outre, grâce aux développements des conférences concernant le semestre 4, les étudiants auront une connaissance générale des sujets suivants: futur continu, futur parfait, futur parfait continu, conjonctions, adjectifs, adverbes, verbes modaux, phrases conditionnelles, voix active et passive et le style direct et indirect.

L'organisation de contenu de cette édition en trois axes et qui sont : les cours théoriques, les travaux dirigés et appliqués et la partie d'évaluation. A ce propos, il y a lieu de souligner que le contenu général de ce document est axé sur vingt-huit cours et chacun d'eux se focalise sur un seul sujet, et chaque sujet se compose de deux volets : théorique et pratique. Ajoutant à cela, l'ensemble sont classées suivant un classement précis, à partir des choses faciles à celles difficiles, dans la grammaire de la langue jusqu'aux choses les plus compliqués.

Enfin, il convient de mentionner que tout le contenu est soutenu par des sources illustrant des sources et du matériel tels que des tableaux. Dans l'ensemble, le présent document tente de compiler un certain nombre de conférences et de tests selon une méthode appropriée et structurée afin d'aider les étudiants à comprendre et à utiliser la grammaire anglaise correctement dans des situations réelles.

Mots clés : Grammaire anglaise, verbes anglais, temps anglais, temps du présent, temps du passé, temps du futur, formes, significations et utilisations des temps, conditionnels, voix active et passive, style direct et indirect.

الملخص

يكن المخطط العام لهذه المطبوعة التربوية في ثمانية وعشرين محاضرة حول قواعد اللغة الإنجليزية. تم تصميم المستند الحالي لطلاب السنة الثانية في اللغة الإنجليزية "اللغة الإنجليزية كلغة أجنبية" (الفصلان 3 و 4). هدفها العام هو تمكين طلاب اللغة الإنجليزية كلغة أجنبية في جامعة سطيف 2 في الجزائر من اكتشاف قواعد اللغة الإنجليزية وتعلمها واستخدامها بشكل مناسب وصحيح.

من خلال تطورات المحاضرات المتعلقة بالفصل الدراسي الثالث ، سيكون لدى الطلاب معرفة عامة بالمواضيع التالية: أفعال اللغة الإنجليزية، المفعول المباشر وغير المباشر، أزمنة الأفعال الحاضر البسيط، الحاضر المستمر، الحاضر التام ، الحاضر التام المستمر، الماضي البسيط ، الماضي المستمر، الماضي التام، الماضي التام المستمر، المستقبل البسيط وأشكال المستقبل. علاوة على ذلك ، من خلال تطورات المحاضرات المتعلقة بالفصل الدراسي الرابع ، سيكون لدى الطلاب معرفة عامة بالمواضيع التالية: المستقبل المستمر ، المستقبل التام، المستقبل التام المستمر ، الروابط، الصفات والظروف، الأفعال الشرطية، الجمل الشرطية، المبني للمعلوم والمبني للمجهول كلام منقول.

تم تنظيم محتوى المستند على ثلاثة محاور رئيسية هي كما يلي: القسم النظري ، "التمارين" العملية ، وقسم التقييم. وبالتالي، يتحول المحتوى بأكمله إلى حوالي 28 محاضرة يهتم كل منها بموضوع واحد معين. تتألف كل محاضرة بالمقابل من قسمين أحدهما للمحاضرة النظرية ، بينما تتألف المحاضرة الثانية من المسائل العملية. علاوة على ذلك، يتم ترتيب المحاضرات المتعددة وفقاً لترتيب محدد يبدأ من المسائل النحوية البسيطة والبسيطة إلى المسائل الصعبة والمعقدة. أخيراً، تجدر الإشارة إلى أن المحتوى بأكمله مدعوم ببعض المصادر والمواد التوضيحية مثل الجداول. على العموم، تعد هذه المطبوعة محاولة لتجميع عدد من المحاضرات والاختبارات بطريقة مناسبة ومنظمة لمساعدة الطلاب على فهم واستخدام قواعد اللغة الإنجليزية بشكل مناسب وصحيح في مواقف الحياة الحقيقية.

الكلمات المفتاحية: قواعد اللغة الإنجليزية، أفعال اللغة الإنجليزية، أزمنة اللغة الإنجليزية، أزمنة المضارع، أزمنة الماضي، أزمنة المستقبل، الصفات، الظروف، الأفعال الشرطية، الجمل الشرطية، المبني للمعلوم والمبني للمجهول، الأسلوب المباشر وغير المباشر.

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PREFACE

This set of materials is designed to be used as handouts accompanying introductory courses in EFL Grammar, which is designed for second year level “Semesters 3 and 4” EFL graduate students at Mohamed Lamine Debaghine at Setif 2 University. This document, specifically, has come into existence in the light of the need for a simple reference in Grammar that best suits the level and needs of EFL second year university students who are exposed to this module for the second year. Of course, this document could potentially be adapted for use in parallel with other documents such as, books, references and textbooks of the same area of interest. In fact, the materials included here have been developed by myself over years of professional experience in teaching English Grammar at Setif 2 University, in conjunction with other courses, articles, books, references, and textbooks which are all acknowledged and cited.

In this respect, this document has come to its current state through compiling a number of dispersed and individual files and lectures into this one exhaustive document in which all its materials are intended primarily for educational and pedagogical purposes. This simple pedagogical document is designed to focus on the basics of EFL Grammar. Bearing in mind that Grammar is so wide field of science of language, I have restricted almost this document to the EFL Tenses.

This document, in twenty eight chapters, has discussed the following main topics, introduction into EFL : English language verbs, direct and indirect object, tenses: simple present, present continuous, present perfect, present perfect continuous, simple past, past continuous, past perfect past perfect continuous, future simple, forms of future, future continuous, future perfect, future perfect continuous, conjunctions, adjectives, adverbs, modal verbs, conditionals sentences, active and passive voice and reported speech. To conclude this idea, the first 14 lectures are designed for Semester 3 and 4 the last 14 lectures are designed for the Semester 4.

Almost after every theoretical lecture, a number of exercises appear. There is also a brief introduction at the beginning of every lecture as well as a summary after every lecture. The document has also integrated a number of tables to illustrate and clarify particular topics and sections which need illustrations. It is worth to mention that this document included at the end of each Semester’s Syllabus a section for final recapitulation, assessment and evaluation. The latter section embraces a number of final conclusions, macro study questions, quizzes, exams and make up exams.

The current document includes also a number of techniques that help in a way or another to make this material feasible and practical. Some of them are as follows: the general outline of the document, a table of contents, a list of tables, general aims of the document, procedures and activities of the document. More specifically, it includes at the beginning of each chapter a brief description of the lecture and a number of key objectives of every stage in the lecture.

To sum up, the author of the document hopes through it to be helpful to EFL second year students at the Department of English Language and Literature at Setif 2 University.

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General Aims of the Document

The main aim of this document is to provide EFL students with a basic knowledge of the English Grammar in order to make them able to use English verbs and tenses appropriately. Furthermore, the systematic incorporation of the lectures from simple and basic matters into advanced ones will help students, at the end, to master well English Grammar. So the lectures aim to equip students with the necessary knowledge and skills which make them be able to use and to address issues through the medium of English Grammar in areas related to language forms, functions and skills. To conclude, the current document will help students to achieve the following general aims:

- 1- To get a general overview of how Grammar as a science of language function in terms of fields of interest.
- 2- To be familiar with the different matters about verbs.
- 3- To be able to deal successfully with forms, meanings and uses of the present tenses altogether.
- 4- To be able to deal successfully with forms, meanings and uses of the past tenses altogether.
- 5- To be able to deal successfully with forms, meanings and uses of the future tenses altogether.
- 6- To be able to distinguish successfully between the three time stages in terms of tenses, forms, meanings and uses altogether.
- 7- To be able to deal successfully with forms, meanings and uses of the adjectives and adverbs.
- 8- To be able to deal successfully with forms, meanings and uses of modal verbs.

- 9- To be able to deal successfully with forms, meanings and uses of the conditional types altogether
- 10- To gain a thorough understanding of the forms, meanings and uses of the passive versus active voice.
- 11- To gain a thorough understanding of the forms, meanings and uses of the direct speech versus indirect speech.
- 12- To understand the importance of each lecture, topic and task in the evaluation process.
- 13- To understand the importance of each lecture, topic and task in the process of using grammar appropriately in real life situations.
- 14- To raise learners' awareness about the strong connection between the lectures from the first one to the last one.

Procedures and Activities

In order to ensure a better teaching and learning environment of English Grammar for second year English students “ Semester 3 and 4”, the current document set a number of related and working procedures and activities for each chapter, lecture, topic, section, and activity. The common procedures followed in each session are as follows:

- ✓ Devote the first minutes “up to the five minutes are usually sufficient” for a brief revision about the previous lecture in order to make the relationship between the previous topic and the subsequent one clearer.
- ✓ Give a hard copy of the handout of each chapter to each student. Of course, each printed handout consists of both the theoretical lecture in the first section and a number of practical activities and materials in the second section.
- ✓ Discuss the general outline of the lecture in relationship with the topic title, the main points of the lecture, procedures, and the terminal and secondary objectives of every section of the lecture.
- ✓ Interact with the class as a whole about its content through discussion, examples, illustrations, and study questions.
- ✓ Re-explain briefly the lecture and then explain the instructions of each exercise and do at least one sample answer and then allow some few minutes to students to complete the exercise. Students should talk about their answers to a partner or other students in a small group. It is very important to remember that the practical sessions must be pair or group work and students-students or teacher-students interaction must be encouraged.

- ✓ Finally, discuss the keys to the exercises with the class as a whole. Different and similar answers of the students must be highlighted and discussed.
- ✓ Extra related work must be assigned to the students outside classroom environment in the form of home work, field work, role play, projects workshops and any available related material. This procedure help the teacher to check whether each key term of the lecture have been understood and help the students to invest what they have learned in the classroom in their real-life situations.
- ✓ These procedures are repeated in each session either exactly as they are or with very slight modifications.
- ✓ Students and teacher are not obliged to discuss all the exercises in each chapter. It is up to them to select some of them for classroom discussion and keep others outside classroom to be discussed.

Teaching Method:

The teaching of grammar is skills- integrated as it involves both oral and written skills. With this method, we hope to shift the way students view grammar. Grammar accuracy should no longer be considered as an isolated element of language learning, but as an essential feature of successful oral and written communication of ideas and meaning in general.

Every session proceeds as follows:

- A 15-20 min grammar point presentation with examples and one or two practice exercises followed by Q & A whenever needed. This can take between 30 mins to 45 mins.
- Practice Session/exercises: Students are given a text of 10 lines maximum to read before answering grammar-focused questions , as well as a few reading comprehension questions. The objective is to reach grammar accuracy through the reading process & show the students how to use grammar components to better handle missing content information, for instance during the meaning creation process. This activity can take between 1hour & 1hour 30 mins. As the answers are straightforward, teachers do not need to spend much time on correction; this can be supplied through hand-outs. The focus of this course is on **practice**: doing a maximum of exercises in the session. Exercises can be timed and the number of exercises in each session can be gradually increased.

Creative Session: The last part of a session can be done either in writing or orally.

Written task: Students are asked to write a set of two or three sentences (S 3) or a 5-6 line paragraph (S 4) to answer a question related to the theme of the text given to the students as abovementioned. Teachers will explicitly list all the grammar components to be used for this

creative task. The objective is to have students make full use of the grammar components dealt with in the lesson and to practice them so as to develop accuracy in writing.

Oral task: Students are asked to debate on the theme of the text presented to them earlier. They are given a question or a statement to reflect upon. Teachers will explicitly list all the grammar components to be used while students prepare themselves for this task.

The feedback to this Creative Session, whether written or oral, is **always grammar and accuracy-oriented**. The teachers can opt for peer feedback or group feedback during the correction session.

Assessment method: For both semesters there is a mid-term test & an exam. The format for both is to be decided by the teachers of the Formation Team.

Basic readings:

- Carter, R. , Hughes, R & M, McCarthy (2000) *Exploring Grammar in context. Grammar reference & practice upper-intermediate and advanced*. Cambridge: CUP
- Hewings, M (2005) *Advanced Grammar in Use*. CUP
- Yule, G (1998) *Explaining English Grammar*. OUP
- Yule, G (2005) *Oxford Practice Grammar*. OUP
- Thomson,A.J.& Martinet,A.V.(1986).*A Practical English Grammar*. Oxford
- Alexander.L.G.(1990).*Longman English Grammar Practice*. Longman
- Hewings.M.(1999).*English Grammar in Use*. Cambridge: C.U.P
- Nayler.L.G.(1996).*Essential Grammar in Use*. Cambridge: C.U.P

WEEK 1

CHAPTER 1: INTRODUCTION INTO ENGLISH VERBS

Description	<p>This lecture aims at introducing a macro picture of the verbs of English. It explores some key concepts related to the parts of speech, verbs definition, classes of verbs, all sub-groups of verbs, basic forms of verbs, subject and predicate agreement, time and tense. Through the developments of the lecture students will become familiar with the meanings, types and uses of verbs in tenses and sentences. In this respect, the emphasis is put on the basic forms of verbs and the ways of modifications. Key content of the lecture includes two sections; the first one deals with the theoretical matters while the second one presents a number of practical materials and exercises.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1. Introduce a general overview of the verbs of English language.2. List the different classes, types and sub-groups of verbs.3. Enable learners to reflect more on the specific basic forms of verbs.4. Enable learners to identify the possible modification of verbs in a sentence.5. Raise learners' awareness about the subject and predicate agreement.6. Understand the concept of time, tense in relationship with verbs.7. Understand the importance of the Verbs in the evaluation process as well as in the process of using English in real life situations.8. Raise learners' awareness about the contribution of verbs lectures on the subsequent lectures "English Tenses".

SECTION A: LECTURE

1. INTRODUCTION INTO ENGLISH VERBS

Introduction

There are many thousands of words in English language but they can all be classified into one of what is called part of speech. Now, what are these parts of speech? They are quite simply different classes of words “eight parts”. They can be grouped into two main groups; content words and functional words. The following table presents the part of speech with more details.

Words	
Content Words	Functional Words
Nouns Adjectives Verbs Adverbs	Articles Prepositions Pronouns Conjunctions

1-1. Definition of a Verb

A verb is a word or a phrase with which we can make an assertion. What is asserted is either an action or state of being. Every sentence must have a verb. Example;

- I hit the ball. (It refers to an action.)
- He is asleep. (It refers to a state.)
- The teacher wrote the lecture. action)

1-2. Groups of Verbs

We understand from the previous definition and examples that there are two groups of verbs; state and action verbs.

1-2-1. Action Verbs

They are also called “Dynamic Verbs”. Most action verbs refer to physical actions and describe events which happen in limited period of time, and have a definite beginning and end.

Action verbs have both simple and progressive forms.

1-2-2. State Verbs

They are also called “Non-conclusive Verbs”. Most state verbs describe states which continue over a period of time and need not to have well defined beginning and end. State verbs can not

usually have a progressive form and they express meanings such as being, having, opinions, thinking, perception, wants and feelings.

1-3. Verb Classes

There are two classes of English verbs: ordinary verbs and auxiliary verbs. The following table presents the classes as well as all the sub-groups of verbs.

Verbs Classes			
Ordinary Verbs They can stand alone in a sentence.		Auxiliary Verbs They are also called “Helping Verbs”. They are added to another verb to make the meaning and the form clear.	
Regular Verbs	Irregular Verbs	Ordinary Auxiliary Verbs	Modal Auxiliary Verbs
They are all conjugated in the same way.	They are different in their simple past and past participle form. (See the list.)	There are three ordinary auxiliary verbs; “be, have, do”.	They are as follows: “Can, may, must, will, shall, ought, need, dare, used...”

1-4. Verbs’ Basic Forms

All verbs have **five** parts, except the modal auxiliary verbs. These five forms are as follows; **infinitives**, **past simple**, **present simple**, **past participle** and **present participle**. The following table presents them in more details.

Form	Infinitive	Past Simple	Present Simple	Past Participle	Present Participle
	They are marked with the “ to ” at the beginning	They are marked with “ ed ” for regular verbs. For irregular verbs see the list	They are marked with “ s ” or “ es ” for “she, he and it” and with the base form	They are marked with “ ed ” for regular verbs. For irregular verbs see the list	They are marked with “ ing ” at the end for both regular and irregular verbs
Regular	To work To love To smoke To travel	Worked Loved Smoked travelled	Work “s” Love “s” Smoke “s” Travel “s”	Worked Loved Smoked travelled	Working Loving Smoking Travelling
Irregular	To be To go	Was/were went	is/am/are go “es”	Been gone	Being going

1-5. The Main Uses of the Verbs' Forms

- **Past Simple:** It is used to refer to actions which happened and finished in the past.
- **Present Form:** It is used to refer to general and habitual actions.
- **Past Participle:** It is used as part of the perfect form of a verb “See perfect tenses.” And in a passive voice after the appropriate form of “to be”. “See passive voice”.”
- **Present Participle:** it is used as a part of the continuous form of a verb. “See continuous tenses”
- **Summary of the Verb’s Basic Forms**

All verbs have the following forms:

- **Base form:** look
- **Infinitive:** to look
- **present form:** look/looks
- **past form:** looked
- **past participle form:** looked
- **present participle form:** looking

Verb Form	Domain of Use	Examples
Base form	Imperative Present tense infinitive	Play tennis with me. You play very well. I'd like to play .
“s” or “es” form	Present tense “third person singular”	Simon plays very well.
Past form	Past tense	They played back the film.
“Ing” form	Active participle gerund	You are playing very well. Playing tennis is fun.
“ed” form	Past participle Passive participle	They have played back the film. The film was played back.

Verbs' Basic Forms and their Uses

1-6. Finite and Infinite “Non-Finite” Verbs

The finite forms of verbs are those which have been changed “conjugated” to take their correct form for the particular function they have in a sentence. In other words, a finite verb is one that can be the main verb of a sentence. A non-finite verb is an infinitive, gerund or participle. See the following sentences in the table below;

Number	Finite	Non-finite
1	You leave the home.	Kept disappearing
2	It is right.	Anxious to stop
3	You are playing .	See the thief filmed
4	The police were informed ...	-
5	Someone will steal ...	-

1-7. Subject and Predicate

The person or thing about which we make the assertion is called the subject of the verb, and what we say about the subject is called the predicate. A predicate must contain a verb; “the verb is often referred to as the predicate of a subject.”

Number	Subject	Predicate
1	The clouds	moved across the sky.
2	Nelson	was a great sailor.
3	You	open the door.
4	They	wrote the letter.

Pronouns

Number	Pronoun	Singular	Plural
1	First person	I	We
2	Second person	You	You
3	Third person	He, she, it	They

1-7-1. Rules Governing the Use of Subject and Predicate

1. There is only one form of “**you**” pronoun in English, which is the same in singular and plural forms.
2. Concord “agreement” of subject and verb: the verb agrees with its subject in number and person.
3. Two or more subjects connected by “and” take a plural verb. The dog and the man are here.
4. But if the second noun is merely part of a phrase qualifying the first singular noun the verb is singular. The boy with his dog is here.

5. Singular subject joined by “**neithernor**” take a singular verb. Neither the child nor you has come.

6. Singular subject joined by “or” take a singular verb. A cigar or a cigarette is harmful.

7. Collective nouns take a singular verb when the sense is singular and a plural verb when the sense is plural.

1-8. Functions of the Verb Word

Verbs convey information through changes in their form. Here are the **five** different things we find out from a verb.

1. Tense: when the action takes place: past, present, or future.

2. Person: who or what experiences the action.

3. Number: how many subjects actor receive the action.

4. Mood: the attitude expressed toward the action.

5. Voice: whether the subject acts or is acted upon: the active or passive.

1-9. Tense and their Stages

So far we have learned that there must be a verb in every sentence to make it understandable and the verb has to agree with the subject of the sentence in both person and number. We have also seen that verbs are generally the “doing” words; i.e. they tell us what the subject does. We are now going to learn that verbs also tell us about the “time”. The time indicated by the verb is called the tense.

Before we study the meaning of this word “tense”, let us just consider what we mean by the word “time”. It is very important to know about the following three main kinds “stages” of “time”:

- The “Past”, which refers to an event that has already happened,
- The “Present”, which refers to an event which is happening now,
- The future which refers to some event that will happen at some later time.

When we come to study English Grammar, we realize that the “tense” of verbs means exactly the same thing. The “tense” of verbs is divided into the same main three parts: the past tense, the present tense and the future tense. Tense is merely an inflection in verbs to distinguish the time of the verb. So we must use the verb in its right tense to tell us when the action takes place, i.e. in the past, present or in the future.

In short, the tense of a verb is the form used to denote the time of the action and its completeness or incompleteness. There are three times at which an action can take place, viz, present, past and future, and in each of these there are three stages of completeness or incompleteness. The

following table introduces and summarizes the time concept with its stages of completeness or incompleteness.

Tenses and their Stages

Number	Stages and Tenses	Present	Past Time	Future Time
1	Simple	I speak	I spoke	I will speak
2	Continuous	I am speaking	I was speaking	I will be speaking
3	Perfect	I have spoken	I had spoken	I will have spoken

Summary

This first introductory lecture about the different matters of English Verbs is very important for successful lectures with tenses. Since the verb word is the backbone of the tense so student should be able to know all the properties of verbs in order to make all the possible modifications with verbs when they are integrated into tenses and sentences. So we could not expect any success in dealing with tenses without proper knowledge in verbs.

SECTION B: PRACTICE : EXERCISES

Exercise 1 : Read the following passages and then fill the table below with appropriate information.

“Friends and fellow soldiers, the time of my departure has now arrived, and I discharge, with cheerfulness of a ready debtor, the demands of nature. I have learned from philosophy how much the soul is more excellent than the body and that the separation of the nobler substance should be the subject of joy rather than of affliction, and I accept as a favor of the Gods the mortal stroke that secures me from the danger of disgracing a character which has hitherto been supported by virtue and fortitude. I die without remorse as I have lived without guilt. I exposed my person to the dangers of war, with the clear foreknowledge that I was destined to fall by the sword. I now offer my tribute of gratitude to the Eternal Being who has not suffered me to perish by the cruelty of the tyrant, by the secret dagger of conspiracy, or by the slow tortures of lingering disease. He has given me, in the midst of an honorable career a splendid and glorious departure from this world; and I hold it equally absurd, equally base to solicit, or to decline, the stroke of fate.” (The dying speech of the Emperor Julian, A.D. 363, from Gibbon’s Decline and Fall of the Roman Empire)

Verbs	ordinary	helping	Past participle	Present participle	passive	active
Has		X				X

Exercise 2: Decide whether the verbs in the following sentences are finite or non-finite with justification.

1. They filmed the actors.
2. The police took action.
3. We wanted the police to take action.
4. The saw the thief filmed in the act.
5. We were pleased when the police took action.
6. We approved of the action taken by the police.
7. We approved of the police taking action.
8. The police wanted to take action.
9. Things kept disappearing from the changing room.

Exercise 3: Read the following passage and then fill the following table with appropriate information.

“If you leave valuable articles in a changing room, it is quite likely that someone will steal them while you are playing tennis or whatever. A few years ago, police in a Yorkshire town were informed by a local sports club that all kinds of things kept disappearing from the men’s changing room, and the club was anxious to stop it. This has gone on for too long, said the club chairman.”

“The police took immediate action. They installed a secret video camera so that they could find out what was happening, and a few days later they played back the video at police headquarters, eager to see the thief filmed in the act. All; it showed, however, was a naked policeman, a member of the club, looking for his clothes, which had been stolen.”

Verb	Form	Finite/Non-finite	Justification
Leave	Base form	finite	Infinitive without “to” +simple present tense

Exercise 4: Are the verbs in the following sentences correct? If not, correct them.

1. The man and his brother is at home.
2. Either this book or that are easy to read.
3. A red wine or a white are supplied for dinner.
4. Neither he nor his brother speak English well.
5. A football team consist of eleven players.
6. There is six or seven people waiting to see the doctor.
7. The older boys in the family makes the younger one do the work.
8. The students in this class has no money.
9. The playing of musical instruments give him much pleasure.
10. All at once, up the street comes the men.

Exercise 5

Underline the words which are the subject of each of the following sentences.

1. You, john, bring out your book for marking.
2. The sheep are all in the kraal.
3. My friends and I are very grateful for your help.
4. I know the way through the forest.
5. The fox fled for his life.
6. Go to sleep!

WEEK 2

CHAPTER 2: LINKING, INTRANSITIVE AND TRANSITIVE VERBS

Description	<p>The aim of this lecture is to present on linking, intransitive and transitive verbs. It is intended for students with a prior knowledge of verbs. In this lecture, we explain the form, object of linking, intransitive and transitive verbs, with the example sentences.</p> <p>This lecture is also aimed at helping students actively use the inking, intransitive and transitive verbs in speaking and writing.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- understand and recognize the linking, intransitive and transitive verbs.2- Make the difference between linking, intransitive and transitive verbs3- should be able to use the linking, intransitive and transitive verbs correctly.

SECTION A: LECTURE

2. LINKING, INTRANSITIVE AND TRANSITIVE VERBS

Introduction

To understand sentence construction, it helps if you know a little about three types of verb:

- **linking verbs**
- **intransitive verbs**
- **transitive verbs**

All verbs have a subject (the person or thing that "does" the action). The real difference between linking, intransitive and transitive verbs is whether or not they have an **object** (the person or thing that "gets" the action).

S = subject

V = verb

SC = subject complement

DO = direct object

IO = indirect object

linking verbs <i>take a subject complement</i>	intransitive verbs <i>take NO object</i>	Transitive verbs <i>take an object</i>	
		mono-transitive verbs <i>take ONE object: a direct object</i>	di-transitive verbs <i>take TWO objects: an indirect object + direct object</i>
<i>cannot be passive</i>		<i>can be passive</i>	
S-V-SC	S-V	S-V-DO	S-V-IO-DO
<i>be</i> <i>seem</i> <i>become</i> <i>appear</i> <i>feel</i> <i>get</i> <i>look</i>	<i>arrive</i> <i>break down</i> <i>come</i> <i>cough</i> <i>go</i> <i>sleep</i>	<i>clean</i> <i>destroy</i> <i>eat</i> <i>like</i> <i>turn down</i> <i>want</i>	<i>buy</i> <i>give</i> <i>pass</i> <i>send</i> <i>show</i> <i>tell</i>
		many verbs are ambitransitive —they can be intransitive OR transitive depending on context	

2-1. Linking Verbs

Linking verbs have **NO object**.

Linking verbs link two parts of a sentence. They link the subject to a noun or adjective. In this sense, linking verbs are like a mathematical equals sign (=).

subject	verb	subject complement
Mary	is	a nurse.
Mary	=	a nurse

Mary is a nurse.



Linking verbs do not make sense if used alone: they need a "subject complement" to complete their meaning.

- They are (???)
They are *teachers*
- I feel (???)
I feel *unwell*

In the above examples, *teachers* and *unwell* are subject complements.

Linking verbs work in two different ways:

1. the two parts of the sentence are the **same thing** (*Mary is my mother*)
2. the first part has the **quality** described by the second part (*Mary is English*)

The most obvious linking verb is the verb:

- *be*

Other linking verbs include:

- *appear, become, feel, get, grow, look, remain, seem, smell, sound, taste, turn*

Linking verbs cannot be passive.

Look at these example sentences with linking verbs:

- **Is** that your car?

- I am **feeling** thirsty.
- John **is** my boyfriend.
- My father **became** an engineer.
- The milk will **turn** sour if you leave it.
- Her explanation did not **appear** plausible.
- Hillary **remained** under suspicion for the rest of her life.

(Note that linking verbs are sometimes called "copula verbs".)

Although we talk about "*linking, intransitive and transitive verbs*" (just as most grammar books and websites do), it is really more accurate to talk about "*linking, intransitive and transitive usage*". This is because many verbs can be linking OR transitive OR intransitive depending on the exact meaning and context.

example verb (grow)	usage
The sky grew dark.	linking
Roses grow slowly.	intransitive
I grow coconuts.	transitive

2-2. Intransitive Verbs

Intransitive verbs have **NO object**. Their action is not transferred from the subject to something else.

subject	verb
She	cried.

She cried.



Many intransitive verbs can make sense if used alone:

- He **fainted**.
- She **cried**.
- Our car **broke down**.

Of course, we often do follow intransitive verbs with other words telling us *how*, *where* or *when*—but NEVER with an object:

- He **fainted** after lunch.
- She **coughed** bitterly.
- Our car **broke down** in Bangkok.

Intransitive verbs cannot be passive.

Examples of intransitive verbs are:

- *bark, boast, change, cough, die, go, live, run, sit, sleep, wave*

Look at these example sentences with intransitive verbs:

- They **live** in London.
- Tell your dog **to sit** now.
- Were the dogs **barking**?
- The news hasn't **changed**.
- He **died** after a long illness.
- When I saw him he was **running**.
- The president **waved** to the crowds.

2-3. Transitive Verbs

Transitive verbs have an **object**. Their action is TRANSferred from the subject to something else (the object).

Transitive verbs can be active OR passive.

Some transitive verbs have **one object**, some have **two objects**—as shown below.

2-3-1. Monotransitive verbs

Monotransitive verbs have ONE object: a **direct object**

subject	verb	direct object
He	kicked	the ball.

He kicked the ball.



Examples of monotransitive verbs are:

- *bomb, clean, break, destroy, eat, kill, like, put off, trigger, turn down, want*

Look at these example sentences with monotransitive verbs:

- Do you **love** me?
- The Allies bombed Dresden.
- **Pick it up** and throw it away.
- Tara doesn't **want** a new car.
- Bond **killed** the snake and **ate** it.
- Can fracking **trigger** earthquakes?
- Do you think they'll **turn down** my offer / **turn** my offer **down**?

2-3-2. Ditransitive verbs

Ditransitive verbs have TWO objects: a **direct object** and an **indirect object**

subject	Verb	indirect object	direct object
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Sue	Passed	Ann	the ball.
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Examples of ditransitive verbs are:

- *buy, give, grant, lend, make, pass, send, serve, show, teach, tell*

Look at these example sentences with ditransitive verbs:

- **Make** me an offer.
- Who **teaches** him French?
- The bank won't **lend** them any money.
- They will **serve** the guests lunch at 12:30pm.
- Kid refused to **show** the teacher her homework.
- Anthony **bought** his new girlfriend some roses on her birthday.
- The local council have **granted** us permission to open a shop.

SECTION B: PRACTICE: EXERCISES

Exercise 1 : *Decide whether the verbs in bold are transitive or intransitive*

1. She **was crying** all day long.
2. We **showed** her the photo album.
3. The doctor **advised** me to exercise regularly.
4. It **was raining** at that time.
5. She **laughed** at the joke.
6. She **gave** a cookie to the child.
7. They **slept** in the street.
8. I **ate** the cherries

9. My father **doesn't drink** coffee.
10. He always **keeps** his money in a wallet.

Exercise 2: For each sentence below, determine if the verb is a linking verb, an action verb, a transitive verb or an intransitive verb.

- 1- My dog is content to be in the back seat.
- 2- The sun baked the sand.
- 3- Melissa writes often.
- 4- He quit.
- 5- She coughed through the entire class period.
- 6- I quickly swatted the fly so it wouldn't get away again.
- 7- Grandma whipped the batter with vigor.
- 8- Stephanie turned green with envy when she saw Darla with Trevor.
- 9- The crowd roared with laughter at the comedian..
- 10- Tom was sick for the third day in a row.

Exercise 3: Choose the right answer

1. What do all verbs have?

- a subject
- an object

2. A linking verb connects a subject with a noun or adjective that tells you about

- the object
- the subject

3. In which sentence does a linking verb connect the subject to a noun?

- My daughter is a teacher.
- My daughter teaches English.

4. "Daniel looks tired." The linking verb connects the subject to

- an objective
- an adjective

5. Intransitive verbs don't have

- an object
- a subject

6. "Katy runs every morning." In this sentence "run" is

- an intransitive verb
- a transitive verb

7. In which sentence is "run" used as a transitive verb?

- She runs slowly.
- She runs a business.

8. "They bought a new car." The verb is

- monotransitive
- ditransitive

9. "They bought their son a new car." The verb is

- monotransitive
- ditransitive

10. Which is a list of ditransitive verbs?

- give, show, tell, lend
- want, like, eat, kill

WEEK 3

CHAPTER 3: DIRECT AND INDIRECT OBJECT

Description	<p>The aim of this lecture is to present on direct and indirect object. It helps the students define and demonstrate the differences between direct and indirect objects. It should be utilized after students have learned about nouns, verbs, subject, and predicate. .</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ul style="list-style-type: none">• identify and define <i>sentence structure, subject, predicate, and object.</i>• Differentiate between subjects and objects in a sentence.• Define and explain the difference between direct and indirect objects.

SECTION A: LECTURE

3- DIRECT AND INDIRECT OBJECT

Introduction

The indirect object identifies to or for whom or what the action of the verb is performed. The direct object and indirect object are different people, places or things. In this lecture, we look at direct and indirect object, followed by exercises to check the students' understanding.

3-1. DIRECT OBJECT

3-1-1. Definition

The normal order of an English sentence is *subject-verb-object*, like this:

subject	verb	object
He	kicked	the ball.

In the above sentence, the action or verb is "kicked". The subject (*He*) performed the action (*kicked*). And the **object** (*the ball*) received the action.

Strictly speaking, "the ball" is the **direct object**, and the direct object *directly* received the action of the verb. Let's look at some more examples:

subject	verb	direct object
The teacher	explained	the rules.
Cats	eat	fish.
John	loves	Mary.
I	like	chocolate.
They	have bought	a new car.
The company	is considering	my proposal.

Notice that in all the above cases the subject is "doing" the action, and the **direct object** (D.O.) is receiving or undergoing the action.

A direct object can be one word or several words. It can be:

- noun (*People eat **rice**.*)
- noun phrase (*They bought a **big red car**.*)
- pronoun (*I love **you**.*)
- phrase (*Tara hates **cleaning the house**.*)
- clause (*I love **when he tells jokes**.*)

3-1-2. Use of Direct Object

We use Direct Object with transitive verbs only

We DO NOT use direct objects with all verbs. Only a transitive verb can have a direct object. With a transitive verb the action "transits" *from* the subject *through* the verb *to* the direct object (*He kicked the ball*). The verb *kick* is a transitive verb because it can have a direct object. But verbs like *live, die, cough, sit* do not pass any action to something else—they are intransitive and have NO object. Look at these examples—each transitive verb on the left has a direct object, and each intransitive verb on the right has no object:

transitive verb with direct object	intransitive verb with NO object
They put off the wedding .	Smoke rises .
Most people like ice cream .	John was sleeping .
He drinks wine .	I will go first.
The mechanic has fixed our car .	He died in 1989.
He likes Tara .	She lived for 100 years.

DO NOT use Direct Object with linking verbs

Verbs like *be, seem, smell, taste* do not express action. Instead, they are like an equals sign (=) in mathematics. They are linking verbs. Look at these examples:

- Mr Brown **is** my teacher. (Mr Brown = my teacher)
- It **seems** strange. (It = strange)
- It **became** cold. (It = cold)

There is no direct object in the above sentences because linking verbs do not perform any action. (In the above sentences, *my teacher*, *strange* and *cold* are "subject complements".)

3-1-3. How to find the Direct Object

To check whether a direct object (D.O.) exists in a sentence, and to identify it, ask "what?" or "whom?" about the **verb**.

The teacher **explained** the rules.

WHAT did the teacher explain? D.O. - the rules

John **loves** Mary.

WHOM does John love? D.O. - Mary

He **died** in 1989.

WHAT did he die? ???? (no D.O.)

WHOM did he die? ???? (no D.O.)

If Direct Object is a pronoun, the pronoun must be in objective case

Remember that **pronouns** can have subjective and **objective** case, like this:

personal pronouns	
subjective case	objective case
I you he, she, it we they	me you him, her, it us them

When the direct object is a pronoun, the pronoun **MUST** be in objective case. Look at these examples:

- Fred helped **me**.
- Does she like **him**?
- I told **them**.

The interrogative pronoun *who* also has an objective case: **whom**.

- **Whom** did she tell?
- She told **me**.

But note that English speakers often say *who*, even when *whom* would be grammatically correct. So, for example, you will often hear sentences like "Who did she tell?" spoken by native English speakers. BUT you will never hear sentences like "~~She told I~~" or "~~John helped they~~" spoken by a native speaker. Personal pronouns used as objects MUST be in objective case.

3-1-4. Phrases and clauses can be Direct Objects

As indicated above, a direct object doesn't have to be a single noun or pronoun. It can also be a complete noun phrase, a phrase or a clause. Look at these examples:

- We bought a **brand new BMW sports car**.
- Everybody loves **eating chocolate**.
- Johnny wants **to go and play football**.
- Please describe **what you saw when you arrived**.
- He thought **that the show had started**.

More example sentences with Direct Object

The direct object can appear in positive sentences, negative sentences, question sentences and imperative sentences. Here are some examples showing the **direct object** in different types of sentence:

- James Bond changed **his clothes** and phoned **Mother**.
- The gardener cut **the grass** and trimmed **the hedge**.
- Hillary wrote **two emails** but then she deleted **them**.
- Do you want **tea** or **coffee**?

- Will you meet **John**?
- Why did you break **her favourite toy**?
- Can you make **some fruit cakes** and bring **them** to the party?
- When did you discover **your talent for playing music**?
- Shoot **him**!
- Don't kill **him**!
- Sit down and lower **your voice**.
- He has not finished **his homework**.
- They don't normally drink **beer** but they love **the wine you served last night**.
- I hate **when they play loud music**.
- They don't like **being told what to do**.

3-2. INDIRECT OBJECT

3-2-1. Definition

The **indirect object** of a verb *receives* the direct object. In effect, the action moves *from* the subject, *through* the verb, *to* the direct object and *then* the indirect object.

Sue passed **Ann** the ball.

subject	Verb	indirect object	direct object
Sue□□□□□□	Passed	Ann	the ball.



Note that the *indirect object* comes **between** the *verb* and the *direct object*.

Look at some more example sentences:

subject	verb	indirect object	direct object
The teacher	gave	the class	some homework.
I	read	her	the letter.
John	bought	Mary	a ring.
John	brought	Mary	some flowers.

An indirect object can be one word or several words. It is usually:

- noun (*They normally give **refugees** shelter.*)
- proper noun (*The dealer sold **John** a fake.*)
- noun phrase (*They bought **their eldest daughter** a house.*)
- pronoun (*Please make **her** a new dress.*)

In general, indirect objects are often people or animals and direct objects are often things.

3-2-2. Indirect Object or prepositional phrase?

In general an indirect object can be rephrased and repositioned as a prepositional phrase starting with "to" or "for". The examples above would then become:

subject	verb	direct object	prepositional phrase
The teacher	gave	some homework	to the class.
I	read	the letter	to her.
John	bought	a ring	for Mary.
John	brought	some flowers	for Mary.

Note that the prepositional phrase is NOT the indirect object—it is just a prepositional phrase.

An Indirect Object needs a direct object

To have an indirect object in a sentence there must first be a direct object. That also means that only transitive verbs can have an indirect object (because only transitive verbs can have a direct object).

3-2-3. How to find the Indirect Object

To check whether an indirect object exists in a sentence, you first need to find the verb and direct object.

Example: *Sue passed Ann the ball.*

- Step 1: find the verb = pass
- Step 2: find the direct object - ask "what?" about the verb ("What/whom did Sue pass?") = the ball
- Step 3: find the indirect object - ask "what?" received the direct object ("What/who received the ball?") = Ann

Answer: The indirect object is *Ann*.

When Indirect Object is a pronoun, the pronoun must be in objective case

Remember that **pronouns** can have subjective and **objective case**, like this:

personal pronouns	
subjective case	objective case
I you he, she, it we they	me you him, her, it us them

When the indirect object is a pronoun, the pronoun **MUST** be in objective case. Look at these examples:

- Sue passed **her** the ball.
~~Sue passed she the ball.~~

- Did she give **him** the money?
~~Did she give he the money?~~
- The businessman made **them** an offer.
~~The businessman made they an offer.~~

More example sentences with Indirect Object

The indirect object can appear in positive sentences, negative sentences, question sentences and imperative sentences. Here are some examples showing the **indirect object** in different types of sentence:

- James Bond told **Mother** the news.
- Hillary never sent **Bill** any emails.
- Why did you give **her** that?
- Can you make **me** some fruit cakes?
- Don't give **him** that book!
- John threw **the dog** a ball and the dog brought it to me.
- Professor Parinya assigned **his students** three new projects.
- Do you always read **your children** a story at bedtime?
- Matt bought **his new wife** a huge box of Belgian chocolates for her birthday.
- The waiter made a bit of a mess pouring **one of the guests** a glass of wine.

SECTION B: PRACTICE: EXERCISES

Exercise 1: Complete the following sentences using an indirect object or a direct object, as required.

1. I bought _____ a present.
2. He threw the beggar _____.
3. The British Council offered him _____.
4. The man sent _____ a message.

Exercise 2: Complete the sentences with the words in brackets in the correct order then write the complete sentences. **I promised to deliver her the parcel.** (parcel/the/her)

1. We have already shown (**the/Mrs. Clark/to/project**)
2. We will write (**letter/a/John**)
3. I can lend (**book/her/the**)
4. They will immediately send (**a/us/to/fax**)
5. Keep (**place/her/the/for**)
6. They've bought (**daughter/new/a/flat/their**)
7. Show (**to/his/him/room**)
8. You should give (**of/your/a/teacher/bunch/flowers**)
9. My mum made (**for/cake/me/a/huge**)

Exercise 3: Complete the sentences and use a preposition if necessary.

1. Did you send Mary the postcard? – Yes, I sent it to her (**her/it**)
2. Go to bed, Sam! – Mum, I can't sleep. Will you read? (**me**)
3. You should offer them your car. – But I've already offered (**them/it**)
4. Why don't we bring them some sandwiches? – You can't bring (**our children/sandwiches**) They won't eat them.
5. Has Rosy seen these photos? – Yes, I have already shown (**her**)
6. Please, give me your telephone number. – Sorry. I can't give (**you/it**).
7. Will you write him an e-mail? – I think I should write as soon as possible. (**him**)
8. Have you heard the story? – No, I haven't. Please, tell (**me**)
9. Did you give her the parcel? – No, she wasn't at home. But I'll give tomorrow. (**her/it**)
10. Could you send it to Vince, please? – I can't send (**Vince/the message**). He is at school.

WEEK 4
CHAPTER 4: TENSES

Description	<p>The lecture aims at represent to the Tenses in English. We start by showing the students the enlarged Verb Tense Chart, with past, present and future simple tense definitions, descriptions and examples. We explain that verb tense tells us when an action takes place. To set the purpose for the lesson, introduce the essential question: <i>How does knowing the past, present and future tense of verbs help us communicate?</i> Have this on the board with the objectives. You will revisit this question at the end of the lesson when students complete the exit ticket.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- be able to identify the verb and tense in a sentence by circling and labeling.2- be able to write a sentence using the past, present, or future tense.

SECTION A: LECTURE

4. TENSES

Introduction

The study of English Grammar is a vital section of the process of English language teaching and learning as a foreign language. In order to have a smooth entry into the realm of English grammar, it seems important to consider the issue of verbs and verbs' tenses. Therefore, the action of better placing all the subsequent elements in the coming chapters depends largely on student' knowledge about the meanings of all the elements which are substantial to better understand how English grammar is processed from early stages to the most advanced ones.

4-1. Definition

Tense (noun): a verb-based method used to indicate the time, and sometimes the continuation or completeness, of an action or state in relation to the time of speaking. Origin Latin tempus "time"

The concept of tense in English is a method that we use to refer to time - past, present and future. Many languages use tense to talk about time. Other languages have no concept of tense at all, but of course, they can still talk about time, using different methods.

4-2. Uses of Tenses

In English grammar, we frequently use words to indicate the time of occurrence of an event. The verbs that indicate the time of occurrence are known as tenses. This chapter deals with the introduction and uses of tenses.

4-2-1. Introduction to Uses of Tenses

Principally, there are three types of tenses:

1. Past Tense- Include verbs that indicate that, the event has occurred in the past.
2. Present Tense- Include verbs that indicate an ongoing event or an event that is currently occurring in the present.
3. Future Tense- Include verbs that indicate an event that is likely to occur in the future.

There are four aspects of each type of tense giving us 12 types of tenses in English grammar. Did you know that English has just two ways of forming a tense from the main verb i.e. the past and the present form? To form other tenses, we need the help of auxiliary verbs such as *have*, *be* or *will*.

The 12 Verb Tenses

ENGLISH VERB TENSE	Past	Present	Future
SIMPLE	I studied English yesterday.	I study English.	I will study English.
CONTINUOUS	I was studying English.	I am studying English.	I will be studying English.
PERFECT	I had studied English.	I have studied English.	I will have studied English.
PERFECT CONTINUOUS	I had been studying English.	I have been studying English.	I will have been studying English.

4-2-2. Uses of Tenses

4-2-2-1. Simple Tenses

These tenses, as the name goes, are the simplest forms of each type of tense. They are used to indicate single actions in the past, present or future.

Examples:

- Simple Past Tense- *I **wore** the dress yesterday*
- Simple Present Tense- *I **wear** the dress every day.*
- The Simple Future Tense- *I **will wear** the dress tomorrow.*

4-2-2-2. Progressive or Continuous Tenses

Unlike simple tenses, progressive or continuous tenses are slightly more complex. They talk about events that are unfinished or ongoing as we speak.

Examples:

- Past Progressive Tense- *She **was writing** her paper when I called out to her.*

- Present Progressive Tense- *I **am wearing** my favorite dress.*
- Future Progressive Tense- *She **will be going** to class when you call her.*

4-2-2-3. Perfect Tenses

As the tenses get increasingly complex, next in line are perfect tenses. Perfect Tenses are used to indicate one event has occurred before another. Often, adverbs such as *never*, *yet* and *already* are used to indicate the perfect nature of the used tenses.

Examples:

- Past Perfect Tense- *After **she had moved** out, I found her old photo album.*
- Present Perfect Tense- *I **have driven** that road.*
- Future Perfect Tense- *I **will have completed** my exam at the same time tomorrow.*

4-2-2-4. Perfect Progressive or Continuous Tenses

The perfect progressive tenses usually denote the ‘from when’ or ‘how long’ of an event or occurrence. They also always have the adverbs *since* or *for* in the sentence to indicate the continuous or progressive nature of the tense.

- Present Perfect progressive is used to indicate an activity or event that has begun in the past and is still continuing into the future or to show something that has happened lately.
- Past Perfect Progressive is used to indicate an event that has begun in the past and has continued to occur for some time in the past.
- Future Perfect Progressive is used to denote an ongoing action that will be completed sometime in the future.

Examples:

- Past Perfect Progressive Tense- *She **had been living** in that house until she died last month.*
- Present Perfect Progressive Tense- The cat **has been hiding** under the couch for over an hour now.
- Future Perfect Tense- *I **will have been playing** tennis for over 10 years by then.*

- **Solved Example** : It _____ (rain) since this morning.

(a) rained (b) has been raining (c) was raining (d) is raining

- Solution:

(b) It has been raining.

- Justification:

The use of the adverb 'since' indicates that it is a progressive perfect tense sentence. Since the sentence mentions 'this morning', it gives us an understanding that the event has started in the past and is continuing into the present. Therefore, the correct form of the verb 'rain' is '**has been raining**' and so **option (b)** is the correct answer.

Note:

Many grammarians take the view that there are only two tenses in English: present tense and past tense. That is because we make those two tenses with the verb alone - he walks, he walked. They do not consider that he will walk, he is walking or he has walked (for example) are tenses because they are not formed solely from the verb "walk". For English learners, most EFL teachers and books treat all these constructions as tenses.

4-3. Time and Aspect

We cannot talk of tenses without considering two components of many English tenses: **time** and **aspect**. In simple terms...

Time expresses:

- **past** - *before now*
- **present** - *now, or any time that includes now*
- **future** - *after now*

Aspect can be:

- **progressive** - *uncompleted action*
- **perfective** - *completed action or state*

The following table shows how these components work together to create some basic tenses.

		time		
		past	present	future
simple (no aspect)		sang	sings	will sing
aspect	progressive	was singing	is singing	will be singing
	perfective	had sung	has sung	will have sung

Some say that simple tenses have "simple aspect", but strictly speaking simple tenses are simply unmarked for aspect.

The progressive aspect produces progressive or "continuous" tenses: *past continuous*, *present continuous*, *future continuous*.

The perfective aspect produces perfect tenses: *past perfect*, *present perfect*, *future perfect*.

In addition, the two aspects can be combined to produce perfect continuous tenses: *past perfect continuous*, *present perfect continuous*, *future perfect continuous*.

Summary

The above is a summary of the concept of tense in English. There are other factors, including voice and mood, that allow us to create more than the twelve tenses referred to on this page. We deal with those under the English tense system and tenses.

SECTION B: PRACTICE : EXERCISES

Exercise: What is Tense? Quiz

The following quiz tests what you learned on the What is Tense ?.

1. In English, tense is a _____ method used to indicate the time of an action or state.

- noun-based
- verb-based
- preposition-based

2. If we talk about something that's happening now, and then talk about something that's already happened, we usually use

- different tenses
- the same tense
- the present tense

3. Using a system of verb-based tenses is _____ to indicate the time of an action or state.

- the easy way
- the only way
- not the only way

4. Two important components of many English tenses are

- time and place
- time and aspect
- time and effect

5. Which aspect describes an action that's still happening or not yet completed?

- the progressive aspect
- the perfective aspect
- the simplistic aspect

6. Which of these is perfective in aspect?

- is speaking
- will speak
- has spoken

7. The progressive aspect produces progressive or "_____" tenses.

- continuous
- present
- perfect

8. The perfective aspect produces _____ tenses.

- continuous
- present
- perfect

9. Tenses that combine the two aspects are called _____ tenses.

- continuous present
- perfect continuous
- perfective progressive

10. "Who are we still waiting for?" Which tense do you think this is?

- past perfect
- present continuous
- present perfect continuous

WEEK 5

CHAPTER 5 : THE PRESENT SIMPLE

Description	<p>The aim of this lecture is to present the present simple tense. It is intended for students with a prior knowledge of verbs. In this lecture, we explain the form of the present simple tense, set the chart having the structure of this tense together with the example sentences.</p> <p>This lecture is also aimed at helping students actively use the present simple tense in speaking and writing. This is done through the use of this tense for an action that happens now.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ul style="list-style-type: none">4- understand and recognize the present simple tense.5- form questions using the present simple tense.6- transform a positive the present simple tense statement into a negative one.7- should be able to use the present simple tense correctly.

SECTION A: LECTURE

5- PRESENT SIMPLE

Introduction

The most elementary tense in English is the present simple tense. In this lecture, we explain the form of the present simple tense, set the chart having the structure of this tense together with the example sentences.

This lecture is also aimed at helping students actively use the present simple tense in speaking and writing. This is done through the use of this tense for an action that happens now.

8-1. Definition

The Present Simple It is used when we speak about habits, general facts, and timetables. It is called the present “simple” because its basic form consists of one word only—that is, it does not require an **auxiliary verb** to reach its meaning.

Most verbs in the present simple tense are in the same form as the infinitive verb. Except for the verb *be*, the present simple tense is formed by the base form of the verb, i.e., we use the verb without an ending. However, in the third person singular (**he, she, it**), we add at the end of the verb “s” or “es”.

8-2. Forming the Present Simple tense

There are two elementary structures to form the present simple:

5-2-1. Positive sentences

Subject	+	main verb
		Present Simple

5-2-2. Negative and question sentences

In negative sentences and questions, we use a form of “do”. We use “do” and “don’t” except in the third person singular, where we use “does” and “doesn’t”.

We do not add “s” to the verb in negatives and questions.

The following table explains the above-mentioned rule:

subject	+	auxiliary <i>do</i>	+	main verb
		conjugated in present simple		
		do, does		Base

The following examples in the table below show how we use main verb “*like*” in the three cases (positive, negative and question sentence) :

	subject	auxiliary verb		main verb	
Positive Sentence	I, you, we, they			like	tea.
	He, she, it			likes	tea.
Negative Sentence	I, you, we, they	do	not	like	tea.
	He, she, it	does	not	like	tea.
Question Sentence	Do	I, you, we, they		like	tea?
	Does	he, she, it		like	tea?

From the above table, we notice the following points:

➤ Positive sentences:

- There is **no auxiliary verb**.
- We conjugate the main verb by adding “**s**” to the third person singular.

➤ Negative and question sentences:

- The auxiliary verb (do) is conjugated in the Present Simple: *do, does*
- The main verb is invariable in base form: *base*
- For negative sentences, we insert “**not**” between the auxiliary verb and the main verb.
- For question sentences, we **exchange** the subject and the auxiliary verb.

Note: Emphatic *do*

Usually, for positive sentences we do not use the auxiliary verb *do*. However, if we want to stress something, we may use it. For example, instead of saying "I like your cooking", we could say "I do like your cooking", just to show how much we like it. Here are some more examples:

- I do apologize.
- I do wish you're here.
- You do look happy today.

8-3. Present Simple with main verb *be*

The structure of the Present Simple with the main verb *be* is:

Subject	+	main verb <i>be</i>
		conjugated in Present Simple
		am, are, is

Look at these examples with the main verb *be*:

	Subject	main verb <i>be</i>		
Positive Sentence	I	am		Algerian.
	You, we, they	Are		Algerian.
	He, she, it	Is		Algerian.
Negative Sentence	I	Am	not	hungry.
	You, we, they	Are	not	hungry.
	He, she, it	Is	not	hungry.
Question Sentence	Am	I		late?
	Are	you, we, they		late?

	Subject	main verb <i>be</i>		
	Is	he, she, it		late?

From the above table, we notice the following points:

- There is **no auxiliary verb**, even for questions and negatives.
- The main verb (be) is conjugated in the Present Simple: *am, are, is*
- For negative sentences, we insert **not** after the main verb.
- For question sentences, we **exchange** the subject and the main verb.

8-4. Using the Present Simple tense

We use the Present Simple to talk about:

- general time (action verbs)
- situations now (stative verbs)
- general time and situations now (verb *be*)

5-4-1. Present Simple for general time

We use the Present Simple tense when:

- the action is general
- the action happens all the time, or habitually, in the past, present and future
- the action is not only happening now
- the statement is always true

Omar drives a taxi.		
Past	present	future
It is Omar's job to drive a taxi. He does it every day. Past, present and future.		

Look at these examples:

- I live in Setif.

- Do you play football?
- Omar drives a taxi.
- He does not drive a bus.
- The Moon goes round the Earth.
- We do not work at night.
- We meet every Saturday.

5-4-2. Present Simple for now

For stative verbs, we can use the Present Simple to talk about **now**. Stative verbs do not describe action. They describe state, and are verbs such as: *like, sound, belong to, need, seem*. We can use these verbs with the Present Simple tense to talk about a situation at the present time, not general.

I need some help. / That sounds interesting. / Do you like a coffee or tea?		
Past	PRESENT	future
	The situation is now.	

5-4-3. Present Simple for general time and now

The verb **be** is always special. It is a stative verb, and we use it in the Present Simple tense to talk about **now** situations *and* about **general** situations. Look at these examples of the verb *be* in the Present Simple tense - some are **general** and some are **now**:

I am not fat. / Why are you so beautiful? / Ahmed is tall.		
past	Present	future
The situation is general. Past, present and future.		
Am I right? / Sarah is not at home. / They are hungry.		
past	present	future
	The situation is now.	

SECTION B: PRACTICE: EXERCISES

Exercise 1: Put the following words in the right order :

1. goes - market – day – he - . – the – every – nearly – to

2. beach – the – to – loves – with – on - . – us – play – dog – our

3. in - live - . - big - they – a - two storey – house

4. don't - ? – sometimes – dinner – yourself – you – like – cook - to

5. Have – usually – when – you – what – some – you – do – time - ? – free – do

6. she - ? – from – comes – think – you – do – where

Exercise 2:

Look at each underlined verb and say what kind of meaning it expresses. Is it a thought, a feeling, a fact or a repeated action?

1. I hate quiz programmes.
2. We play table tennis every Thursday.
3. The computer belongs to Emma.
4. These plates cost £20 each.
5. I believe it's the right thing to do.
6. I'm hungry. I want something to eat.
7. I usually go to work by bus.
8. It's OK. I understand your problem.
- 9.

Exercise 3:

Complete the sentences by putting in the verbs. Use the present simple. You have to decide if the verb is positive or negative.

1. My friend is finding life in Paris a bit difficult. He..... (speak) French.
2. Most students live quite close to the college, so they (walk) there.
3. My sports kit is really muddy. This shirt (need) a good wash.
4. I've got four cats and two dogs. I (love) animals.
5. No breakfast for Mark, thanks. He(eat) breakfast.
6. What's the matter? You(look) very happy.
7. Don't try to ring the bell. It (work).
8. I hate telephone answering machines. I just..... (like) talking to them.
9. Matthew is good at badminton. He (win) every game.
10. We always travel by bus. We (own) a car.

Exercise 4:

Complete the conversation. Put in the present simple forms.

Rita: (►) *Do you like* (you / like) football, Tom?

Tom: (►) / *love* (I / love) it. I'm a United fan. (1)..... (I / go) to all their games.

Nick usually (2) (come) with me.

And (3) (we / travel) to away games, too.

Why (4) (you / not / come) to a match some time?

Rita: I'm afraid football (5)..... (not / make) sense to me — men running after a ball. Why (6) (you / take) it so seriously?

Tom: It's a wonderful game. (7) (I / love) it. United are my whole life.

Rita: How much (8)..... (it / cost) to buy the tickets and pay for the travel?

Tom: A lot. (9) (I / not / know) exactly how much.

But (10) (that / not / matter) to me.

(11) (I / not / want) to do anything else.

(12) (that / annoy) you?

Rita: No, (13) (it / not / annoy) me.

I just (14) (find) it a bit sad.

Exercise 5: PRESENT SIMPLE QUIZ :

1. Do you _____ chocolate milk?

- like
- likes
- be like

2. He _____ not want to go to the movies.

- do
- does
- is

3. He _____ now.

- plays tennis
- wants breakfast
- walks home

4. It _____ a beautiful day today.

- is
- are
- am

5. Sorry, Lisa _____ not here at the moment.

- am
- is
- be

6. They're not here. They _____ right now.

- go to school
- swim at the beach
- are on holiday

7. Robert _____ not go to my school.

- is
- does
- are

8. My parents _____ in a two-bedroom apartment.

- live
- lives
- are live

9. We _____ European.

- do be
- are
- do are

10. You _____ so happy today!

- looks
- seem
- be

WEEK 6

CHAPTER 6: THE PRESENT CONTINUOUS

Description	<p>The aim of this lecture is to present on Present Continuous Tense. Such actions which are happening at time of speaking are expressed by present continuous tense. The sentence describes a development from one situation to another. Signal words are not that common here, only sometimes the change of situation is emphasized by using more and more. Present Continuous tense is also called Present progressive tense. Rules. Auxiliary verb “am or is or are” is used in sentence. 1st form of verb or base verb + ing (present participle) is used as main verb in sentence.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- understand and recognize present continuous.2- form questions using the present continuous.3- transform a positive present continuous statement into a negative one.4- be able to distinguish the use of the present simple tense and present continuous.5- should be able to use the present continuous and the present simple tense correctly.

6- PRESENT CONTINUOUS

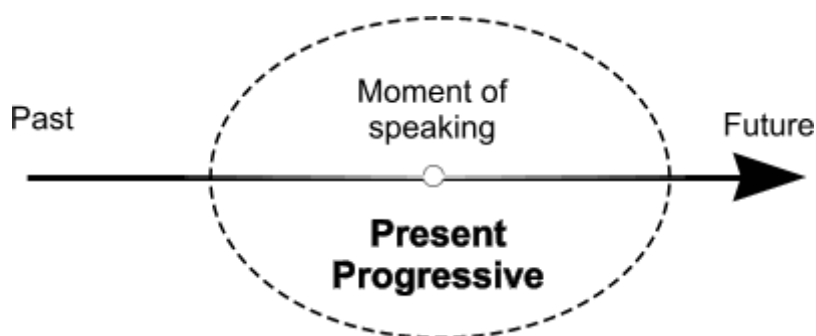
Introduction

Such actions which are happening at time of speaking are expressed by present continuous tense. The sentence describes a development from one situation to another. Signal words are not that common here, only sometimes the change of situation is emphasized by using more and more. Present Continuous tense is also called Present progressive tense. Rules. Auxiliary verb “am or is or are” is used in sentence. 1st form of verb or base verb + ing (present participle) is used as main verb in sentence.

6-1. Definition

The Present Continuous is also called Present Progressive. We often use the **Present Continuous tense** in English. It is very different from the Present Simple tense, both in structure and in use.

The present Continuous puts emphasis on the course or duration of an action. It is used for actions going on in the moment of speaking and for actions taking place only for a short period of time. It is also used to express development and actions that are arranged for the near future.



6-2. Forming the Present Continuous tense

Present Continuous tense is formed with the present tense of the auxiliary verb “be” + the present participle, such as: I am working.

The following table shows clearly the structure of the Present Continuous tense:

Subject	+	auxiliary <i>be</i>	+	main verb
		conjugated in Present Simple		
		am, are, is		present participle (-ing)

The auxiliary verb (be) is conjugated in the Present Simple: *am, are, is*

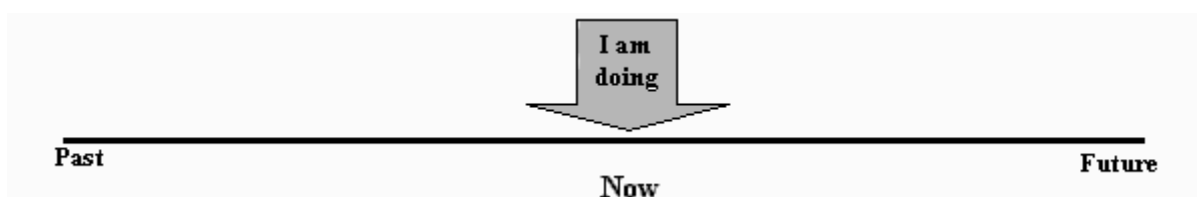
The main verb is invariable in present participle form: *-ing*

For negative sentences we insert **not** between the auxiliary verb and the main verb.

For question sentences, we **exchange** the subject and the auxiliary verb.

Look at these example sentences with the Present Continuous tense:

	subject	auxiliary verb		main verb	
Positive sentence	You	Are		smiling	today.
Positive sentence	I	Am		reading	a new novel.
Negative sentence	She	Is	not	living	in London.
Negative sentence	We	Are	not	watching	TV.
Question	Is	He		sleeping	on the sofa?
Question	Are	They		going	To the doctor?



6-3. Using the Present Continuous tense

We use the Present Continuous to talk about:

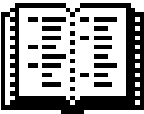
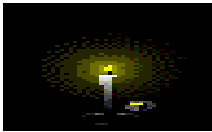

- action happening now
- action in the future

6-3-1. Present Continuous for action happening now

a) for action happening **exactly now**

I am eating my lunch.		
Past	Present	future
	The action is happening now.	

Look at these images. Right now, you are looking at this screen and at the same time...

		
the pages are turning	the candle is burning	the numbers are spinning

b) for action happening **around now**

The action may not be happening exactly now, but it is happening just before and just after now, and it is not permanent or habitual.

Ahmed is looking for a new job.		
past	Present	future
	The action is happening "around" now.	

Look at these examples:

- Sarah **is learning** to drive.
- I **am living** with my sister until I find an apartment.

6-3-1. Present Continuous for the future

We can also use the Present Continuous tense to talk about the **future** - if we add a **future word!!** We must add (or understand from the context) a future word. "Future words" include, for example, **tomorrow, next year, in June, at Christmas** etc. We only use the Present Continuous tense to talk about the future when we have planned to do something before we speak. We have already **made a decision and a plan** before speaking.

I am taking my exam next month.		
Past	Present	future
	A firm plan or programme exists now.	The action is in the future.

Look at these examples:

- We're **eating** at Joe's Cafe tonight. We've already booked the table..
- They can play tennis with you tomorrow. They're not **working**.
- When **are** you **starting** your new job?

In these examples, **a firm plan or programme exists before speaking**. The decision and plan were made **before** speaking.

6-4. How do we spell the Present Continuous tense?

We make the Present Continuous tense by adding -ing to the base verb. Normally it is simple: we just add -ing. However, sometimes we have to change the word a little. Perhaps we double the last letter, or we drop a letter. Here are the rules to help you know how to spell the Present Continuous tense.

Basic rule	Just add -ing to the base verb:		
	Work	→	working
	Play	→	playing
	Assist	→	assisting
	See	→	seeing
	Be	→	being
Exception	If the base verb ends in consonant + stressed vowel + consonant , double the last letter:		
	s	T	<u>O</u>
		Consonant	stressed vowel
			p
			consonant
	vowels = a, e, i, o, u		
	Stop	→	stopping
	Run	→	running
Begin	→	beginning	
<i>Note that this exception does not apply when the last syllable of the base verb is not stressed:</i>			
Open	→	opening	
Exception	If the base verb ends in ie , change the ie to y :		
	Lie	→	lying
	Die	→	dying
Exception	If the base verb ends in vowel + consonant + e , omit the e :		
	Come	→	coming
	Mistake	→	mistaking

6-5. Special verbs

There are verbs which are normally not used in the present continuous.

Examples:

be, believe, belong, hate, hear, like, love, mean, prefer, remain, realize, see, seem, smell, think, understand, want, wish

These verbs are called *stative verbs* in contrast to *action verbs* (also referred to as 'dynamic verbs') such as '*work, play, eat, etc.*'

It's not correct to say:

- He is wanting to buy a new car.*
- You must say:
- He wants to buy a new car.

SECTION B: PRACTICE: EXERCISES

Exercise 1: Present continuous or simple?

At work Mark is talking to Alan in the corridor. Complete their conversation.

Put in the present continuous or simple of the verbs.

Mark: (►) *Are you looking* (you / look) for someone?

Alan: Yes, (►) / *need* (I / need) to speak to Neil. He isn't in his office.

Mark: (1)..... (he / talk) to the boss at the moment.

(2)..... (I / think) (3)..... (they / discuss) money.

Alan: Oh, right. And what about you? (4)..... (you / look) for someone too?

Mark: Yes, Linda. (5) (you / know) where she is?

Alan: Oh, she isn't here today. She only (6) (work) four days a week.

(7) (she / not / work) on Fridays. She'll be here on Monday.

Mark: Thank you. (8)(you / know) a lot about Linda.

Alan: Well, most days (9) (I / give) her a lift,

or(10) (she / give) me one. (11)(she / live)
 quite close to me. (12)(it / save) petrol.
 Mark: Yes, of course. Good idea. Yes, (13)(I/ agree).
 Well, (14) (I / waste) my time here then. I'll get back to my computer.

Exercise 2: Present continuous or simple?

Complete the sentences. Put in the present continuous or simple of the verbs.

- ▶ *I'm writing* (I / write) to my parents. / *write* (I / write) to them every weekend.
- 1 (it / snow) outside. (it / come) down quite hard,
look.
- 2 Normally (I / start) work at eight o'clock,
but (I / start) at seven this week. We're very busy at the moment.
- 3 I haven't got a car at the moment, so.....(I / go) to work on the bus this
week.
Usually (I / drive) to work.
- 4 The sun (rise) in the east, remember. It's behind us so
..... (we / travel) west.
- 5 I'm afraid I have no time to help just now..... (I / write) a report. But
..... (I / promise) I'll give you some help later.
- 6 (I / want) a new car(I / save) up to buy one.

Exercise 3: Always

Complete the sentences. Use *always* and the present continuous or simple.

- ▶ Melanie: Tom talks too much, doesn't he?
Rita: Yes, and *he's always talking* about football.
- ▶ Laura: You forget your keys every time.
Trevor: I try to remember them, but / *always forget*.
- 1 Claire: Sarah takes the train every day, doesn't she?
Mark: Yes,..... the train.
- 2 Vicky: Rachel misses lectures much too often in my opinion.
Emma: I agree..... lectures.
- 3 Mike: Every time I drive along here, I go the wrong way.

Harriet: But it's very simple, isn't it? Why..... the wrong way?

4 David: Trevor and Laura argue much too often, I think.

Melanie: I know

Exercise 4: Present Continuous Quiz

The following quiz tests what you learned on the Present Continuous page.

1. _____ they coming over for dinner?

- Is
- Are
- Am

2. Maxwell _____ not sleeping on our sofa.

- is
- are
- am

3. My mother-in-law is _____ at our house this week.

- stay
- staying
- be staying

4. I _____ my dinner right now.

- eat
- eating
- am eating

5. My sister _____ Spanish.

- learn
- is learning
- learning

6. I _____ at the hair salon until September.

- work
- be working
- am working

7. We _____ at a fancy restaurant tonight. Jason decided this yesterday.

- eat
- are eating
- eats

8. Why _____ playing football tomorrow?

- he not is
- he isn't
- isn't he

9. They are _____ a new shopping mall downtown.

- opening
- openning
- oppening

10. Melissa is _____ down on her bed.

-
-
- lying

lieing

liying

WEEK 7

CHAPTER 7: THE PAST SIMPLE

Description	<p>The aim of this lecture is to present on Past Simple Tense. It is intended for students with a prior knowledge of verbs used in the present tense. In this lecture, we explain the form of past simple tense, set the chart having the structure of the past simple tense together with the example sentences. We also explain that the past simple tense is used to tell about states completed at a certain point of time in the past. point out that “-ed at the end of the verb form” is the prime marker for the past simple tense. (Irregular verbs will be explained later). We use past simple tense in questions to ask about things happened and completed in the past. We will also explain to the students that we use the past form of “do” which is “did” to ask in the past and with “did” we use the verb in the simple form, but when we answer we convert the verb into the past form.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- understand and recognize past simple tense.2- use the past simple tense to tell about states that happened in the past.3- form questions using the past simple tense.4- transform a positive past simple statement into a negative one.5- recognize and identify regular verbs used in the past tense.6- translate verbs from present tense into past tense using the suffixes “ed” and “d”

SECTION A: LECTURE

7- THE PAST TENSE

Introduction

The Past Simple tense is sometimes called the "preterite tense". We can use several tenses and forms to talk about the past, but the Past Simple tense is the one we use most often.

In this course we look at the structure and use of the Past Simple tense, followed by exercises and a quiz to check your understanding.

7-1. Definition

What is past tense? We know that present tense explains what we are doing right now. Past tense explains something that already happened.

Let's look at the timeline:



Here are some words that tell us something happened in the past:

- yesterday • last night • last week • last month • last year • already • earlier

7-2. Forming the Past Simple tense

There are two basic structures for the Past Simple tense:

7-2-1. Positive sentences

subject	+	main verb
		Past Simple

7-2-2. Negative and question sentences

subject	+	auxiliary <i>do</i>	+	main verb
		conjugated in Past Simple		
		Did		base

Look at these examples with the main verbs *go* (irregular) and *work* (regular):

	subject	auxiliary verb		main verb	
Positive sentence	I			went	to the market.
	You			worked	very hard.
Negative sentence	She	Did	not	go	To school.
	We	Did	not	work	Last week.
Question sentence	Did	You		go	to New York?
	Did	They		work	at home?

From the above table, notice the following points:

For positive sentences:

- There is **no auxiliary verb**.
- The main verb is conjugated in the Past Simple, invariable: *-ed* (or *irregular*)

For negative and question sentences:

- The auxiliary is conjugated in the Past Simple, invariable: *did*
- The main verb is invariable in base form: *base*
- For negative sentences, we insert **not** between the auxiliary verb and main verb.
- For question sentences, we **exchange** the subject and the auxiliary verb.

7-3. Emphatic did

Generally, for positive sentences we do not use the auxiliary *did*. However, if we want to emphasize (stress) something, or contradict something, we may use it. For example: "I didn't use a spellchecker but I did use a dictionary." Here are some more examples:

- "Why didn't you go to the party?" / "I did go."
- It did seem a bit strange.
- After drinking it, I did in fact feel better.

7-4. Past Simple with main verb *be*

The structure of the Past Simple with the main verb *be* is:

subject	+	main verb <i>be</i>
		conjugated in Past Simple
		was, were

Look at these examples with the main verb *be*:

	Subject	main verb <i>be</i>		
Positive sentence	I, he/she/it	was		here.
	You, we, they	were		in London.
Negative Sentence	I, he/she/it	was	not	there.
	You, we, they	were	not	happy.
Question Sentence	Was	I, he/she/it		wrong?
	Were	you, we, they		at home?

From the above table, notice the following points:

- There is **no auxiliary verb**, even for questions and negatives.

- The main verb (be) is conjugated in the Past Simple: *was, were*
- For negative sentences, we insert **not** after the main verb.
- For question sentences, we **exchange** the subject and the main verb.

7-5. Using the Past Simple tense

We use the Past Simple tense to talk about an action or a situation - an event - in the past. The event can be **short** or **long**.

Here are some **short** events with the Past Simple:

The car exploded at 9.30am yesterday. She went to the door. We did not hear the telephone. Did you see that car?		
Past	Present	future
The action is in the past.		

Here are some **long** events with the Past Simple tense:

I lived in Bangkok for 10 years. The Jurassic period lasted about 62 million years. We did not sing at the concert. Did you watch TV last night?		
Past	Present	future
The action is in the past.		

Notice that it does not matter how long ago the event is: it can be a few minutes or seconds in the past, or millions of years in the past. Also it does not matter how long the event is. It can be a few milliseconds (car explosion) or millions of years (Jurassic period). We use the Past Simple tense when:

- the event is **in the past**
- the event is **completely finished**
- we say (or understand) the **time** and/or **place** of the event

In general, if we say the past **time** or **place** of the event, we must use the Past Simple tense; we cannot use the present perfect.

Here are some more examples:

- I **lived** in that house when I was young.
- He **didn't like** the movie.
- What **did** you **eat** for dinner?
- John **drove** to London on Monday.
- Mary **did not go** to work yesterday.
- **Did** you **play** tennis last week?
- I **was** at work yesterday.
- We **were** not late (for the train).
- **Were** you angry?

Note that when we tell a story, we usually use the Past Simple. We may start with the Past Continuous tense to "set the scene", but we usually use the Past Simple tense for the action. Look at this example of the beginning of a story:

"The wind *was howling* around the hotel and the rain *was pouring down*. It **was** cold. The door **opened** and James Bond **entered**. He **took off** his coat, which **was** very wet, and **ordered** a drink at the bar. He **sat down** in the corner of the lounge and quietly **drank** his..."

SECTION B: PRACTICE: EXERCISES

Exercise 1 :

Complete the newspaper story about a fire. Put in the past simple forms of the verbs.

Two people (►) *died* (die) in a fire in Ellis Street, Oldport yesterday morning. They

(1).....(be) Herbert and Molly Paynter, a couple in their seventies.

The fire

(2)..... (start) at 3.20 am. A neighbour, Mr Aziz,

(3)..... (see)

the flames and (4) (call) the fire brigade. He also

(5)..... (try) to get into the house and rescue his neighbours, but the heat

(6)..... (be) too great. The fire brigade (7) (arrive) in five minutes. Twenty fire-fighters (8) (fight) the fire and finally

(9)..... (bring) it under control. Two fire-fighters

(10).....

(enter) the burning building but (11)..... (find) the couple dead.

Exercise 2 :

Complete the conversation. Put in the past simple negatives and questions.

Claire: (►) *Did you have* (you / have) a nice weekend in Paris?

Mark: Yes, thanks. It was good. We looked around and then we saw a show.

(1) (we / not / try) to do too much.

Claire: What sights (2) (you / see)?

Mark: We had a look round the Louvre. (3)..... (I / not / know) there was so much

in there.

Claire: And what show (4)..... (you / go) to?

Mark: Oh, a musical. I forget the name. (5) (I / not / like) it.

Claire: Oh, dear. And (6)..... (Sarah / enjoy) it?

Mark: No, not really. But we enjoyed the weekend. Sarah did some shopping, too, but

(7) (I / not / want) to go shopping.

Exercise 3: Past Simple Quiz

The following quiz tests what you learned on the Past Simple.

1. I _____ to the mall after school.

- goed
- gone
- went

2. My brother _____ a bear an hour ago.

- seen
- saw
- sees

3. _____ Mike visit his grandmother last night?

- Did
- Are
- Does

4. Alex did not _____ last weekend.

- working
- worked
- work

5. _____ Judy and Liz at last month's meeting?

- Was
- Were
- Are

6. We _____ not happy after the sad ending.

- were
- was
- did

7. _____ you see Jody's new dog yesterday?

- Are
- Did
- Do

8. Sorry, I _____ hear you at the door.

- wasn't
- didn't
- am not

9. I _____ English for two years.

- studying
- study
- studied

10. What _____ you eat for lunch yesterday?

- do
- did
- were

WEEK 8

CHAPTER 8 : THE PAST CONTINUOUS

Description	<p>The aim of this lecture is to present on Past Continuous Tense. It is intended for students with a prior knowledge of verbs used in the present tense. In this lecture, we explain the form of past continuous tense, set the chart having the structure of this tense together with the example sentences.</p> <p>This lecture is aimed at helping students actively use the past continuous in speaking and writing. This is done through the use of the past continuous as a descriptive tense to "paint a picture" in words of the moment when something important occurred.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- understand and recognize past continuous tense.2- use the past continuous tense to tell about states that happened in the past.3- form questions using the past continuous tense.4- transform a positive past continuous statement into a negative one.5- be able to distinguish the use of the past tense and past continuous tense.6- should be able to use the past continuous tense and the past tense correctly.

SECTION A: LECTURE

8- THE PAST CONTINUOUS TENSE

Introduction

The Past Continuous tense is an important tense in English. We use it to say what we were in the middle of doing at a particular moment in the past.

In this lesson, we look at the **structure** and the **use** of the Past Continuous tense, followed by exercises and a quiz to check the students' understanding.

8-1. Definition

The past continuous, also called past progressive, is used to refer to an action that was continuous (i.e. an action that was going on) at a particular time in the past. This means that at a time in the past we were in the middle of an action.

8-2. Forming the Past Continuous tense

The structure of the past continuous tense is:

subject	+	auxiliary <i>be</i>	+	main verb
		conjugated in Past Simple		
		was, were		present participle

The auxiliary verb (be) is conjugated in the Past Simple: *was, were*

The main verb is invariable in present participle form: *-ing*

For negative sentences we insert **not** between the auxiliary verb and the main verb.

For question sentences, we **exchange** the subject and the auxiliary verb.

Look at these example sentences with the Past Continuous tense:

	subject	auxiliary verb		main verb	
--	----------------	-----------------------	--	------------------	--

Positive sentence	I	Was		watching	TV.
	You	Were		working	hard.
Negative sentence	He, she, it	Was	not	helping	me.
	We	Were	not	joking.	
Question sentence	Were	You		being	silly?
	Were	They		playing	football?

The spelling rules for adding -ing to make the Past Continuous tense are the same as for the Present Continuous tense.

8-3. Using the Past Continuous tense

The Past Continuous tense expresses action at a **particular moment** in the past. The action started before that moment but has not finished at that moment. For example, yesterday I watched a movie on TV. The movie started at 7pm and finished at 9pm.

At 8pm yesterday, I was watching TV.		
Past	present	Future
8pm		
At 8pm, I was in the middle of watching TV.		

When we use the Past Continuous tense, our listener usually knows or understands what time we are talking about. Look at these examples:

- I **was working** at 10pm last night.
- They **were** not **playing** football at 9am this morning.
- What **were** you **doing** at 10pm last night?
- What **were** you **doing** when he arrived?
- She **was cooking** when I telephoned her.

- We **were having** dinner when it started to rain.
- Ram went home early because it **was snowing**.

Note that some verbs cannot be used in continuous/progressive tenses.

We frequently use the Past Continuous tense to "set the scene" in stories. We use it to describe the background situation at the moment when the action begins. Often, the story starts with the Past Continuous tense and then moves into the Past Simple tense. Here is an example:

"James Bond **was driving** through town. It **was raining**. The wind **was blowing** hard. Nobody **was walking** in the streets. Suddenly, Bond *saw* the killer in a telephone box..."

8-4. Past Continuous + Past Simple

We often use the Past Continuous tense with the Past Simple tense. We use the Past Continuous to express a **long** action. In addition, we use the Past Simple to express a **short** action that happens **in the middle** of the long action. We can join the two ideas with **when** or **while**.

In the following example, we have two actions:

1. long action (watching TV), expressed with Past Continuous
2. short action (telephoned), expressed with Past Simple

Past	present	future
8pm		
<i>long action:</i> I was watching TV from 7pm to 9pm.		
<i>short action:</i> You phoned at 8pm.		

We can join these two actions with **when**:

- I was watching TV **when** you telephoned.

Notice that "when you telephoned" is also a way of defining the time (8pm).

We use:

- **when + short action** (Past Simple)
- **while + long action** (Past Continuous)

There are four basic combinations:

	I was walking past the car	when	it exploded.
When	the car exploded		I was walking past it.
	The car exploded	while	I was walking past it.
While	I was walking past the car		it exploded.

Notice that the **long action** and **short action** are relative.

- "Watching TV" took two hours. "Telephoned" took a few seconds.
- "Walking past the car" took a few seconds. "Exploded" took milliseconds.

SECTION B : PRACTICE : EXERCISES

Exercise 1: Write the correct form of the verbs.

- 1- I (read) the book when she (come) in.
- 2- It (rain) this morning when I (get up)
- 3- The light (go out) while we (have) dinner.
- 4- This (is) the house where we (live).
- 5- I (clean) the room when the telephone (rang)
- 6- When I (translate) some articles I (hear) a strange sound.

Exercise 2: Complete the conversation. Put in the past continuous forms.

Jessica: (►) *I was looking* (I / look) for you, Vicky. I'm afraid I've broken this dish.

Vicky: Oh no! What (1).....(you / do)?

Jessica: (2)..... (I / take) it into the kitchen.

I bumped into Emma. (3)..... (she / come) out just as (4)
..... (I / go) in.

Vicky: I expect it was your fault. (5)..... (you / not / look) where
(6)..... (you / go).

Jessica: Sorry. I'll buy you another one as soon as I have some money.

Exercise 3: What can you say in these situations? Add a sentence with the past continuous to say that an action lasted a long time.

► You had to work yesterday. The work went on all day.

/ was working all day.

- 1- You had to make phone calls. The calls went on all evening.
- 2- You had to wait in the rain. The wait lasted for half an hour.
- 3- You had to make sandwiches. This went on all afternoon.
- 4- You had to sit in a traffic jam. You were there for two hours.
- 5- Your neighbour played loud music. This went on all night.

Exercise 4: Complete the sentences. Put in the correct form of each verb. Use the past continuous or past simple. ►

When Martin *arrived* (arrive) home, Anna *was talking* (talk) to someone on the phone. Martin *started* (start)

to get the tea.

- 1- I..... (lie) in the bath when the phone..... (ring). It(stop) after a few rings.
- 2- It..... (be) cold when we (leave) the house that day, and a light snow.....(fall).
- 3- Your friend who..... (come) here the other day..... (seem) very nice. I..... (enjoy) meeting her.
- 4- When I..... (see) the man, he (stand) outside the bank. He..... (have) a black baseball cap on.
- 5- When I..... (open) the cupboard door, a pile of books (fall) out.
- 6- I..... (walk) along the street when I suddenly..... (feel) something hit me in the back. I (not / know) what it was.
- 7- We..... (go) to London yesterday, but on the way We..... (hear) about a bomb scare in Oxford Street. So We..... (drive) back home straightaway.
- 8- Something very strange (happen) to me on my way home from work yesterday afternoon. I (drive) along the bypass at the time.

Suddenly I..... (see) my mother in the seat beside me. But she died three years ago.

Exercise 5: Past Continuous Quiz

The following quiz tests what you learned on the Past Continuous.

1. My brother and sister _____ playing tennis at 11am yesterday.

- are
- was
- were

2. _____ you still working at 7pm last night?

- Were
- Are
- Was

3. At 8.30am today I _____ driving to work.

- was
- am
- were

4. We _____ sleeping when the police came.

- was
- weren't
- won't

5. Why _____ he having lunch at 4pm?

- was
- does
- were

6. Was he not _____ his homework?

- doing
- do
- done

7. Snow _____ lightly. Suddenly a reindeer appeared.

- fell
- was falling
- is falling

8. Somebody threw a shoe at him _____ he was speaking.

- after
- when
- while

9. They _____ TV when I arrived.

- were watching
- were watched
- watched

10. I was reading a detective story _____ I heard a noise.

- during
- while
- when

WEEK 9

CHAPTER 9: THE PRESENT PERFECT

Description	<p>The aim of this lecture is to present on Present Perfect Tense. It is intended for students with a prior knowledge of verbs used in the present and past tenses. In this lecture, we explain the form of present perfect tense, set the chart having the structure of this tense together with the example sentences.</p> <p>This lecture is aimed at helping students actively use the present perfect in speaking and writing. This is done through the use of the present perfect as</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- understand and recognize present perfect tense.2- use the present perfect tense to tell about states that happened in the past.3- form questions using the present perfect tense.4- transform a positive present perfect statement into a negative one.5- be able to distinguish the use of the present tense, past tense and present perfect tense.6- should be able to use the present perfect tense and the past tense correctly.

SECTION A: LECTURE

9- THE PRESENT PERFECT TENSE

Introduction

The Present Perfect tense is a rather important tense in English, but it gives speakers of some languages a difficult time. That is because it uses concepts or ideas that do not exist in those languages. In fact, the **structure** of the Present Perfect is very simple. The problems come with the **use** of the tense. In addition, there are some differences in usage between British and American English.

In this lecture, we look at the **structure** and **use** of the Present Perfect tense, as well as the use of **for** and **since**, followed by exercises and a quiz to check the students' understanding.

9-1. Definition

The present perfect tells us about the past and the present. It is the form of the verb used for actions or events that have been completed or have happened in a period of time up to now.

9-2. Forming the Present Perfect tense

The structure of the Present Perfect is:

subject	+	auxiliary <i>have</i>	+	main verb
		conjugated in Present Simple		
		have, has		past participle

The auxiliary verb (have) is conjugated in the Present Simple: *have, has*

The main verb is invariable in past participle form: *-ed (or irregular)*

For negative sentences we insert **not** between the auxiliary verb and the main verb.

For question sentences, we **exchange** the subject and the auxiliary verb.

Look at these example sentences with the Present Perfect tense:

	subject	auxiliary verb		main verb	
Positive sentence	I	Have		seen	this movie.
	You	Have		eaten	mine.
Negative sentence	She	has	not	been	to Paris.
	We	have	not	played	football.
Question sentence	Have	you		finished?	
	Have	they		done	it?

9-2-1. Contraction with Present Perfect

When we use the Present Perfect in speaking, we often contract the subject and auxiliary verb. We also sometimes do this in informal writing.

I have	I've
You have	You've
He has	He's
She has	She's
It has	It's
John has	John's
The car has	The car's
We have	We've
They have	They've

- You've told me that before.
- John's seen *Harry Potter*.

In negative sentences, we may contract the auxiliary verb and "not":

- You haven't won the contest.
- She hasn't heard from him.

He's or **he's**??? Be careful! The 's contraction is used for the auxiliary verbs *have* **and** *be*. For example, "It's eaten" can mean:

- It **has** eaten. (Present Perfect tense, active voice)
- It **is** eaten. (Present Simple tense, passive voice)

It is usually clear from the context.

9-3. Using the Present Perfect tense

This tense is called the **Present** Perfect tense. There is always a connection with the past *and* with the **present**.

We use the Present Perfect to talk about:

- experience
- change
- continuing situation

9-3-1. Present Perfect for experience

We often use the Present Perfect to talk about **experience** from the past. We are not interested in **when** you did something. We only want to know **if** you did it:

I have seen an alien. He has lived in Bangkok. Have you been there? We have never eaten caviar.		
Past	present	future
The action or state was in the past.	In my head, I have a memory now.	

Connection with past: the event was in the past

Connection with present: in my head, **now**, I have a memory of the event;

I **know** something about the event; I have **experience** of it

9-3-2. Present Perfect for change

We also use the Present Perfect to talk about a **change**, or **new** information:

I have bought a car.		
Past	present	future
-	+	
Last week I didn't have a car.	Now I have a car.	

John has broken his leg.		
Past	present	future
+	-	
Yesterday John had a good leg.	Now he has a bad leg.	

Has the price gone up ?		
Past	present	future
+	-	
Was the price \$1.50 yesterday?	Is the price \$1.70 today?	

The police have arrested the killer.		
Past	present	future
-	+	
Yesterday the killer was free.	Now he is in prison.	

Connection with past: the past is the opposite of the present

Connection with present: the present is the opposite of the past

Americans do use the Present Perfect but less than British speakers. Americans often use the Past Simple tense instead. An American might say "Did you have lunch?", where a British person would say "Have you had lunch?"

9-3-3. Present Perfect for continuing situation

We often use the Present Perfect to talk about a **continuing situation**. This is a state that started in the **past** and continues in the **present** (and will probably continue into the future). This is a **situation** (not an action). We usually use **for** or **since** with this structure.

<p>I have worked here since June. He has been ill for 2 days. How long have you known Tara (for)?</p>		
Past	Present	future
The situation started in the past.	It continues up to now.	(It will probably continue into the future.)

Connection with past: the situation started in the past.

Connection with present: the situation continues in the present.

9-4. *For and Since* with Present Perfect tense

We often use **for** and **since** with perfect tenses:

- We use **for** to talk about a **period** of time: *five minutes, two weeks, six years*
- We use **since** to talk about a **point** in past time: *9 o'clock, 1st January, Monday*

For	Since
a period of time	a point in past time
-----	-•-----
20 minutes	6.15pm
three days	Monday
6 months	January
4 years	1994
2 centuries	1800
a long time	I left school
Ever	the beginning of time
Etc	etc

Look at these example sentences using *for* and *since* with the Present Perfect tense:

- I have been here **for** twenty minutes.

- I have been here **since** 9 o'clock.
- John hasn't called **for** six months.
- John hasn't called **since** February.
- He has worked in New York **for** a long time.
- He has worked in New York **since** he left school.

9-5. **Just, already and yet**

We can use the present perfect with **just, already** and **yet**.

Just means 'a short time ago'. Vicky heard about the concert not long ago. **Already** means 'sooner than expected'. They sold the tickets very quickly. We use **yet** when we are expecting something to happen. Vicky expects that Rachel will buy a ticket.

Just and **already** come before the past participle (**heard, sold**). **Yet** comes at the end of a question or a negative sentence.

Here are some more examples:

- *We've **just come** back from our holiday.*
- *I've **just had** an idea.*
- *It isn't a very good party. Most people **have***
- ***already gone** home.*
- *My brother **has already crashed** his new car.*
- *It's eleven o'clock and you **haven't finished***
- *breakfast **yet**.*
- ***Has** your course **started yet**?*

SECTION B: PRACTICE : EXERCICES
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Exercise 1:

Add a sentence. Use the present perfect.

- ▶ I'm tired. (I / walk / miles) *I've walked miles.*
- 1 Emma's computer is working now. (she / repair / it)
- 2 It's cooler in here now. (I / open / the window)
- 3 The visitors are here at last, (they / arrive)
- 4 Mark's car isn't blocking us in now. (he / move / it)
- 5 We haven't got any new videos, (we / watch / all these)

Exercise 2:

Trevor and Laura are decorating their house. Put in the verbs. Use the present perfect.

Laura: How is the painting going? (►) *Have you finished ?* (you / finish)

Trevor: No, I haven't. Painting the ceiling is really difficult, you know.

(1) (I / not / do) very much. And it looks just the same as before. This new paint

(2) (not / make) any difference.

Laura: (3) (you / not / put) enough on.

Trevor: (4) (I / hurt) my back. It feels bad.

Laura: Oh, you and your back. You mean (5) (you / have) enough of decorating. Well, I'll do it. Where (6) (you / put) the brush?

Trevor: I don't know. (7) (it / disappear).

(8) (I / look) for it, but I can't find it.

Laura: You're hopeless, aren't you? How much (9) (you / do) in here?

Nothing! (10) (I / paint) two doors.

Trevor: (11) (I / clean) all this old paint around the window. It looks much better now, doesn't it?

Laura: (12) (we / make) some progress, I suppose.

Now, where (13) (that brush / go)?

Oh, (14) (you / leave) it on the ladder, look.

Exercise 3:

Complete the dialogue. Use the present perfect with *just*, *already* and *yet*.

Vicky: (►) *You haven't done your project yet* (you / not do / your project / yet), I suppose.

Rachel: No, I haven't. (1) (I / not / start / it / yet).

Vicky: (2) (I / just / see / Andrew), and he says

(3) (he / already / do) about half of it.

Rachel: Well, he works too hard.

Vicky: (4) (I / not / finish / my plan / yet).

Rachel: (5).....(you / already / begin) to worry about it, haven't you?

Take it easy. There's plenty of time.

Vicky: (6)..... (we / already / spend) too long thinking about it.

(7).....(I / not / do / any real work / yet) and

(8)..... (I / just / realize) that there are only four weeks to the end of term.

Rachel: OK. (9)..... (I / just / decide) to start next week. Well, maybe.

Exercise 4:

Andrew is a very hard-working student. It's midnight and he is still working at his computer.

Write sentences with the present perfect and *for* or *since*.

► be / at his computer / six hours *He's been at his computer for six hours.*

1 not / have / any fun / a long time

2 have / a cold / a week

3 not / see / his friends / ages

4 not / do / any sport / last year

5 be / busy with his studies / months

Exercise 5: Present Perfect Quiz

The following quiz tests what you learned on the Present Perfect.

1. Lindsay _____ not been to France.

- has
- is
- have

2. _____ you finished your homework?

- Have
- Has
- Is

3. They _____ gone to a rock concert.

- 's
- 'es
- 've

4. _____ you been to Japan?

- Is
- Have
- Has

5. We _____ never eaten Mexican food.

- have
- has
- are

6. Andrea has _____ her umbrella.

- forget
- forgetting
- forgotten

7. _____ the sun come up?

- Was
- Have
- Has

8. The children _____ the lost puppy.

- have find
- is finding
- have found

9. Wiwi's been a vegetarian _____ three years.

- since
- for
- after

10. I haven't worked _____ last December.

- since
- for
- by

WEEK 10

CHAPTER 10: THE PRESENT PERFECT CONTINUOUS

Description	<p>The aim of this lecture is to present on Present Perfect Continuous. It is intended for students with a prior knowledge of verbs used in the present and past tenses. In this lecture, we explain the form of present perfect continuous, set the chart having the structure of this tense together with the example sentences.</p> <p>This lecture is also aimed at helping students actively use the present perfect continuous in speaking and writing. This is done through the use of this tense for an action (<i>waiting</i>). The action happens over a period of time.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- understand and recognize present perfect continuous.2- use the present perfect continuous for an action (<i>waiting</i>). The action happens over a period of time.3- form questions using the present perfect continuous.4- transform a positive present perfect continuous statement into a negative one.5- be able to distinguish the use of the present tense, past tense and present perfect continuous.6- should be able to use the present perfect continuous and the past tense correctly.

SECTION A: LECTURE

10- THE PRESENT PERFECT CONTINUOUS

Introduction

The Present Perfect Continuous uses **two** auxiliary verbs together with a main verb. In this lecture we look at the **structure** and **use** of the Present Perfect Continuous tense, as well as the use of **for** and **since**, followed by exercises and a quiz to check the student's understanding.

10-1. Definition

The continuous tenses are also called **progressive** tenses. Therefore, the Present Perfect Continuous tense is sometimes called the Present Perfect Progressive tense.

10-2. Forming the Present Perfect Continuous tense

The structure of the Present Perfect Continuous tense is:

subject	+	auxiliary <i>have</i>	+	auxiliary <i>be</i>	+	main verb
		conjugated in Present Simple		past participle		
		have, has		been		present participle

The first auxiliary (have) is conjugated in the Present Simple: *have, has*

The second auxiliary (be) is invariable in past participle form: *been*

The main verb is invariable in present participle form: *-ing*

For negative sentences we insert **not** after the first auxiliary verb.

For question sentences, we **exchange** the subject and first auxiliary verb.

Look at these example sentences with the Present Perfect Continuous tense:

	subject	auxiliary verb		auxiliary verb	main verb	
Positive sentence	I	have		been	waiting	for one hour.
	You	have		been	talking	too much.
Negative sentence	It	has	not	been	raining.	
	We	have	not	been	playing	football.
Question sentence	Have	you		been	seeing	her?
	Have	they		been	doing	their homework?

10-3. Contraction with Present Perfect Continuous

When we use the Present Perfect Continuous tense in speaking, we often contract the subject and the first auxiliary verb. We also sometimes do this in informal writing.

I have been	I've been
You have been	You've been
He has been	He's been
She has been	She's been
It has been	It's been
John has been	John's been
The car has been	The car's been
We have been	We've been
They have been	They've been

- I've been reading.
- Jenny's been helping us recently.

In negative sentences, we may contract the first auxiliary verb and "not":

- I haven't been playing tennis.
- It hasn't been snowing.

10-4. Using the Present Perfect Continuous tense

This tense is called the **Present** Perfect Continuous tense. There is usually a connection with the **present** or now.

We use the Present Perfect Continuous to talk about:

- past action recently-stopped
- past action still-continuing

10-4-1. Present Perfect Continuous for past action just stopped

We use the Present Perfect Continuous tense to talk about **action** that started in the past and stopped recently. There is usually a result **now**.

I'm tired because I've been running .		
Past	present	future
Recent action	Result now	

- I'm tired ^[now] because I've **been running**.
- Why is the grass wet ^[now]? **Has it been raining**?
- You don't understand ^[now] because you **haven't been listening**.

10-4-2. Present Perfect Continuous for past action continuing now

We use the Present Perfect Continuous tense to talk about **action** that started in the past and is continuing **now**. This is often used with **for** or **since**.

I have been reading for 2 hours.		
Past	Present	future
Action started in past.	Action is continuing now.	

- I **have been reading for** 2 hours. (I am still reading now.)
- We've **been studying since** 9 o'clock. (We're still studying now.)
- How long **have you been learning** English? (You are still learning now.)

- We **have not been smoking**. (And we are not smoking now.)

10-5. *For and Since* with Present Perfect Continuous tense

We often use **for** and **since** with perfect tenses:

- We use **for** to talk about a **period** of time: *three hours, two months, one decade*
- We use **since** to talk about a **point** in past time: *9 o'clock, 1st January, Monday*

For	since
a period of time	a point in past time
-----	- • -----
30 minutes	10.00am
four days	Friday
3 months	March
2 years	2010
3 centuries	1700
Ages	I left school
Ever	the beginning of time
Etc	etc

Look at these example sentences using *for* and *since* with the Present Perfect Continuous tense:

- I have been studying **for** three hours.
- I have been watching TV **since** 7pm.
- Tara hasn't been feeling well **for** two weeks.
- Tara hasn't been visiting us **since** March.
- He has been playing football **for** a long time.
- He has been living in Bangkok **since** he left school.

SECTION B: PRACTICE: EXERCISES

Exercise 1: Put in the verbs. Use the present perfect continuous.

Ilona: Sorry I'm late.

Emma: It's OK. (►) / *haven't been waiting* (I / not / wait) long.

What(1)..... (you/do)?

Ilona: I've been with Mrs King. (2) (she / help) me with my English.

Emma: Your English is very good. You don't need lessons, surely.

How long (3) (you / study) English?

Ilona: Er, eight years now. But my accent wasn't so good before I came to England.

(4) (I / try) to improve it.

I think (5) (it / get) better lately.

Emma: Your accent is fine, Ilona. Honestly.

Exercise 2 : What could you say in these situations? Write sentences with the present perfect continuous and a phrase with *for*. Use these verbs: *play, read, swim, talk, travel, work*

► A video is on. It began two hours ago, and it hasn't finished yet.

The video has been playing for two hours.

- 1- Matthew went into the water an hour ago. He doesn't want to come out yet.
- 2- Your friends started their journey around the world three months ago. They've gone about halfway now.
- 3- Mark got to the office early this morning. Ten hours later he's still there.
- 4- Melanie rang Rita forty minutes ago, and they're still on the phone.
- 5- Trevor has got an interesting book. He started it quite a long time ago. Ask him how long.

Exercise 3: Present Perfect Continuous Quiz

The following quiz tests what you learned on the Present Perfect Continuous.

1. It has _____ snowing a lot this week.

- be
 been
 being

2. _____ your brother and sister been getting along?

- Have
 Has
 Are

3. Rick _____ been studying hard this semester.

- 's
 - s
 - 've
4. I'm tired because I _____ been working out.
- 've
 - has
 - am
5. Julie _____ living in Italy since May.
- has being
 - is been
 - has been
6. Did you know he's been teaching German _____ fifteen years?
- before
 - since
 - for
7. We have been watching TV _____ we had dinner.
- for
 - since
 - by
8. He has _____ too hard today.
- working
 - works
 - been working
9. Has it _____ raining since you arrived?
- be
 - been
 - is
10. My brother has been travelling _____ two months.
- since
 - for
 - by

WEEK 11

CHAPTER 11: THE PAST PERFECT

Description	<p>The aim of this lecture is to present on Past Perfect. It is intended for students with a prior knowledge of verbs used in the present and past tenses. In this lecture, we explain the form of past perfect, set the chart having the structure of this tense together with the example sentences.</p> <p>This lecture is also aimed at helping students actively use the past perfect in speaking and writing. This is done through the use of this tense for an action before a past time.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- understand and recognize past perfect tense.2- use the past perfect for an action before a past time.3- form questions using the past perfect.4- transform a positive past perfect statement into a negative one.5- be able to distinguish the use of the past tense and past perfect .6- should be able to use the past perfect and the past tense correctly.

SECTION A: LECTURE

11- THE PAST PERFECT

Introduction

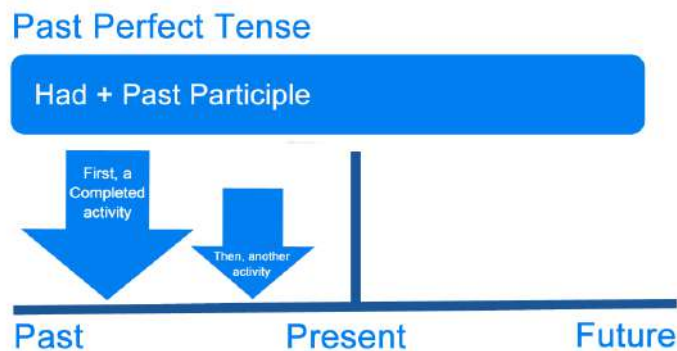
The Past Perfect tense is quite an easy tense to understand and to use. This tense talks about the "past in the past".

In this lecture, we look at the **structure** and **use** of the Past Perfect tense, followed by exercises and a quiz to check the students' understanding.

11-1. Definition

The **past perfect**, also called the pluperfect, is a verb tense used to talk about actions that were completed before some point in the past.

The past perfect tense is for talking about something that happened before something else.



11-2. Making the Past Perfect tense

The structure of the Past Perfect tense is:

subject	+	auxiliary <i>have</i>	+	main verb
		conjugated in Past Simple		
		Had		past participle

The auxiliary verb (have) is conjugated in the Past Simple: *had*

The main verb is invariable in past participle form: *-ed (or irregular)*

For negative sentences we insert **not** between the auxiliary verb and the main verb.

For question sentences, we **exchange** the subject and the auxiliary verb.

Look at these example sentences with the Past Perfect tense:

	subject	auxiliary verb		main verb	
Positive sentence	I	had		finished	my work.
	You	had		stopped	before me.
Negative sentence	She	had	not	gone	to school.
	We	had	not	left.	
Question sentence	Had	you		arrived?	
	Had	they		eaten	dinner?

11-3. Contraction with Past Perfect

When we use the Past Perfect in speaking, we often contract the subject and the auxiliary verb.

We also sometimes do this in informal writing:

I had	I'd
you had	you'd
he had	he'd
she had	she'd
it had	it'd
we had	we'd
they had	they'd

- I'd eaten already.
- They'd gone home.

In negative sentences, we may contract the auxiliary verb and "not":

- I hadn't finished my meal.

- Anthony hadn't had a day off for months.

The 'd contraction is also used for the auxiliary verb **would**. For example, **we'd** can mean:

- We **had**, *OR*
- We **would**

However, usually the main verb is in a different form, for example:

- We had **arrived** (past participle)
- We would **arrive** (base)

It is always clear from the context.

11-4. Using the Past Perfect tense

11-4-1. For actions completed before another begins (both in past):



The Past Perfect tense expresses action in the **past** *before* another action in the **past**. This is the **past in the past**. For example:

- The train left at 9am. We arrived at 9:15am. When we arrived, the train **had left**.

The train had left when we arrived.		
Past	Present	future
Train leaves in past at 9:00		
9:00	9:15	
We arrive in past at 9:15		

The following examples indicate that the action began and ended in the past. Furthermore, they began and ended BEFORE a second event occurred. That second event is also in the past.

- I wasn't hungry. I **had** just **eaten**.

- They were hungry. They **had** not **eaten** for five hours.
- I didn't know who he was. I **had** never **seen** him before.
- "Mary wasn't at home when I arrived." / "Really? Where **had** she **gone**?"

11-4-2. For actions of duration before something in the past:



- I had attended the event for years without ever having to purchase tickets.
- He had admitted his fault to her repeatedly.
- They would have never known the truth without investigating.

These examples indicate that the action began and ended in the past. Additionally, the event also lasted for a period of time (duration) but has now ended.

11-4-3. For actions expressing conditional statements:

- If I had listened during class, I would have passed the test.
- If you had understood me, you would not be asking questions.
- If we had called ahead, we would not have waited.

These examples indicate a conditional action that occurred in the past. The conditional action is a prerequisite to the consequence of the condition.

11-4-4. For reported speech:

We often use the Past Perfect in reported speech after verbs like: *said, told, asked, thought, wondered*

Look at these examples:

- He told us that the train **had left**.
- I thought I **had met** her before, but I was wrong.
- He explained that he **had closed** the window because of the rain.

- I wondered if I **had been** there before.
- I asked them why they **had not finished**.

These examples indicate speech that occurred in the past. Each of these actions is finished, or complete. It is possible that they occurred more than once or over a period of time.

11-4-5. For showing dissatisfaction with the past:

- I wished I had returned the item.
- He wished he had ordered a different meal.
- We wished we had brought our dog on vacation.

These examples indicate an event that did not happen actually happen. The speaker shows dissatisfaction with his decision (not stated in the sentence) and states the action he wishes had occurred.

Summary

The past perfect tense is the tense denoting that an action was completed before another specified past time or past action.

In summary, the past perfect tense is a verb form to express completed actions such as:

- actions before another begins (both in past)
- actions of duration before something in the past
- conditional statements
- reported speech
- dissatisfaction with the past

SECTION B : PRACTICE : EXERCISES

Exercise 1: Read about each situation and then tick the right answer.

► Two men delivered the sofa. I had already paid for it.

Which came first, a) the delivery, or b) V the payment?

1- The waiter brought our drinks. We'd already had our soup.

Which came first, a) the drinks, or b) the soup?

2- I'd seen the film, so I read the book.

Did I first a) see the film, or b) read the book?

3- The programme had ended, so I rewound the cassette.

Did I rewind the cassette a) after, or b) before the programme ended?

4- I had an invitation to the party, but I'd arranged a trip to London.

Which came first, a) the invitation, or b) the arrangements for the trip?

Exercise 2: Add a sentence with the past perfect using the notes.

► Claire looked very suntanned when I saw her last week.

She'd just been on holiday, (just / be on holiday)

1- We rushed to the station, but we were too late.

..... (the train /just / go)

2- I didn't have an umbrella, but that didn't matter.

..... (the rain / stop)

3- When I got to the concert hall, they wouldn't let me in.

..... (forget / my ticket)

4- Someone got the number of the car the raiders used.

..... (steal / it / a week before)

5- I was really pleased to see Rachel again yesterday.

..... (not see / her / for ages)

6- Luckily the flat didn't look too bad when my parents called in.

.....(just / clean / it)

7- The boss invited me to lunch yesterday, but I had to refuse the invitation.

..... (already / eat / my sandwiches)

Exercise 3: Put the verbs in the present perfect (*have done*) or past perfect (*had done*).

? It isn't raining now. It's *stopped* (stop) at last.

? We had no car at that time. *We'd sold* (sell) our old one.

1- The park looked awful. People (leave) litter everywhere.

2- You can have that newspaper. I(finish) with it.

3- There's no more cheese. We.....(eat) it all, I'm afraid.

4- There was no sign of a taxi, although I..... (order) one half an hour before.

5- This bill isn't right. They (make) a mistake.

6- I spoke to Melanie at lunch-time. Someone(tell) her the news earlier.

- 7- I was really tired last night. I(have) a hard day.
8- Don't you want to see this programme? It(start).
9- It'll soon get warm in here. I..... (turn) the heating on.
10- At last the committee were ready to announce their decision.
They (make) up their minds.

Exercise 4: Past Perfect Quiz

The following quiz tests what you learned on the Past Perfect.

1. We _____ finished eating dinner.

- had not
- not had
- 'd had not

2. Had they _____ to her before?

- spoke
- spoken
- spoked

3. You _____ not left yet.

- would
- 'd
- would had

4. I had never _____ her before.

- see
- saw
- seen

5. We arrived at 8:05, but the train _____ already left.

- has
- have
- had

6. Sarah thought she _____ to that zoo before.

- has been
- had be
- had been

7. Nobody explained why the project had _____ on time.

- n't been completed
- not completed
- n't complete

8. He _____ us the item had been shipped.

- told
- say
- asked

9. Dad explained _____ his job due to stress.

- why he quitted
- that he had quit
- that he'd quite

10. Where _____ the security guard gone?

- had
- have
- did

WEEK 12

CHAPTER 12 : THE PAST PERFECT CONTINUOUS

Description	<p>The aim of this lecture is to present on Past Perfect Continuous. It is intended for students with a prior knowledge of verbs used in the present and past tenses. In this lecture, we explain the form of past perfect continuous, set the chart having the structure of this tense together with the example sentences.</p> <p>This lecture is also aimed at helping students actively use the past perfect continuous in speaking and writing. This is done through the use of this tense to refer to a duration of an event taking place before a certain time in the past</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- understand and recognize past perfect continuous.2- use the past perfect continuous to refer to a duration of an event taking place before a certain time in the past.3- form questions using the past perfect continuous.4- transform a positive past perfect continuous statement into a negative one.5- be able to distinguish the use of the past tense and past perfect continuous.6- should be able to use the past perfect continuous and the past tense correctly.

SECTION A: LECTURE

12- THE PAST PERFECT CONTINUOUS

Introduction

The Past Perfect Continuous is another tense that expresses the "past in the past".

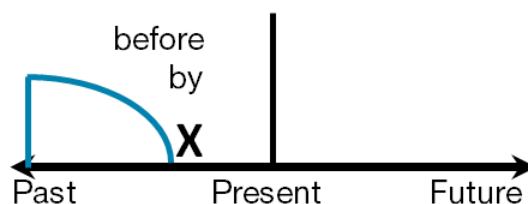
In this lecture, we look at the **structure** and **use** of the Past Perfect Continuous tense, followed by exercises and a quiz to check the students' understanding.

12-1. Definition

The past perfect continuous refers to a duration of an event taking place before a certain time in the past.

The Past Perfect Continuous tense is sometimes called the Past Perfect Progressive tense.

Past Perfect Continuous Tense



had been + Verb-ing

12-2. Forming the Past Perfect Continuous tense

The structure of the Past Perfect Continuous tense is:

subject	+	auxiliary <i>have</i>	+	auxiliary <i>be</i>	+	main verb
		conjugated in Past Simple		past participle		
		had		been		present participle

The first auxiliary verb (have) is conjugated in the Past Simple, invariable: *had*

The second auxiliary verb (be) is invariable in past participle form: *been*

The main verb is invariable in present participle form: *-ing*

For negative sentences we insert **not** after the first auxiliary verb.

For question sentences, we **exchange** the subject and the first auxiliary verb.

Look at these example sentences with the Past Perfect Continuous tense:

	subject	auxiliary verb		auxiliary verb	main verb	
Positive sentence	I	had		been	working.	
	You	had		been	playing	tennis.
Negative sentence	It	had	n o t	been	working	well.
	We	had	n o t	been	expecting	her.
Question sentence	Had	you		been	drinking?	
	Had	they		been	waiting	long?

12-3. Contraction with Past Perfect Continuous

When we use the Past Perfect Continuous in speaking, we often contract the subject and the first auxiliary verb. We also sometimes do this in informal writing.

I had been	I'd been
you had been	you'd been
he had been	he'd been
she had been	she'd been
it had been	it'd been
we had been	we'd been
they had been	they'd been

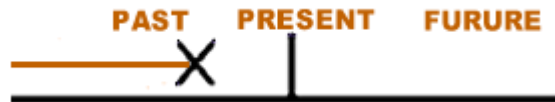
- He'd been drinking all day.
- It'd been pouring with rain.

In negative sentences, we may contract the first auxiliary verb and "not":

- We hadn't been living there long.
- They hadn't been studying very hard.

12-4. Using the Past Perfect Continuous tense

The Past Perfect Continuous tense is like the Past Perfect tense, but it expresses longer actions in the **past** before another action in the **past**.



For example:

- Ram started waiting at 9am. I arrived at 11am. When I arrived, Ram **had been waiting** for two hours.

Past	present	future
Ram starts waiting in past at 9am.		
9	11	
I arrive in past at 11am.		
Ram had been waiting for two hours when I arrived.		

Here are some more examples:

- John was very tired. He **had been running**.
- I could smell cigarettes. Somebody **had been smoking**.
- Suddenly, my car broke down. I was not surprised. It **had not been running** well for a long time.
- **Had** the pilot **been drinking** before the crash?

You can sometimes think of the Past Perfect Continuous tense like the Present Perfect Continuous tense, but instead of the time being **now** the time is **before**.

	have been doing →		
had been doing →			
	Past	present	future

For example, imagine that you meet Ram at 11am. Ram says to you:

- "I **am** angry. I **have been waiting** for two hours."

Later, you tell your friends:

- "Ram **was** angry. He **had been waiting** for two hours."

SECTION B: PRACTICE: EXERCISES

Exercise 1: Complete the conversation. Put in the past perfect continuous of the verbs.

Rachel: How was your job interview?

Vicky: Awful. I felt terribly nervous. (►) *I'd been worrying* (I / worry) about it all week. And I was tired because (1)..... (I / work) on my project the night before.

(2) (I / not look) forward to the interview at all.

Rachel: So what happened?

Vicky: The woman interviewing me was half an hour late because

(3).....(she / deal) with an unexpected problem, she said.

(4) (I / wait) ages, and I'd got even more nervous.

Rachel: How did the interview go?

Vicky: Well, I tried to sound confident. (5) (I / read) a book that said that's what you have to do in job interviews. But I don't know if I gave the right answers.

Exercise 2: Comparison with other tenses

Put in the correct form of the verbs.

► Tom could hear shouts from the flat next door. His neighbours *were arguing* (argue) again.

1- Emma went into the sitting-room. It was empty, but the television was still on.

Someone.....(watch) it.

2- I(play) tennis, so I had a shower. I was annoyed because I (not win) a single game.

3- The walkers finally arrived at their destination. They (walk) all day, and they certainly needed a rest. They (walk) thirty miles.

4- When I saw Nick last week, he said he (stop) smoking. But when I saw him two days later, he..... (smoke) a cigarette. He looked rather ashamed.

5- I really must go and see the dentist. One of my teeth (ache) for weeks.

6- When Melanie arrived at David's place, he..... (lie) on the sofa reading a detective novel. He (buy) it at the second-hand bookshop, and he (read) it for most of the afternoon.

Exercise 3: Past Perfect Continuous Quiz

The following quiz tests what you learned on the Past Perfect Continuous .

1. My dad _____ smoking in the garage.

- has
- had
- had been

2. The printer _____ working well.

- had not been
- hadn't
- had not

3. Had the players _____ playing by the rules?

- been
- have
- be

4. She _____ expecting the worst.

- had
 - 'd been
 - had being
5. Had the teachers _____ before the strike?
- been work
 - working
 - been working
6. Our pool pump _____ running properly before the storm.
- had not have
 - hadn't been
 - hadn't being
7. My sister's roommate was upset. She _____ been waiting for an hour.
- had
 - has
 - have
8. I just heard about the accident. _____ been working all night?
- Had the driver
 - Had the driving
 - Have the driver
9. We were shocked to see her. _____ been expecting her.
- We are
 - We have
 - We'd not
10. I finally reached my mom. _____ her all day.
- I'd been calling
 - I have called
 - I called

WEEK 13

CHAPTER 13: THE FUTURE SIMPLE

Description	<p>The aim of this lecture is to present on the future simple tense. It is intended for students with a prior knowledge of verbs used in the present and past tenses. In this lecture, we explain the form of future simple, set the chart having the structure of this tense together with the example sentences.</p> <p>This lecture is also aimed at helping students actively use the future simple in speaking and writing. This is done through the use of this tense for an action that happens in the future</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- understand and recognize future simple.2- use the future simple for an action happens in the future3- form questions using the future simple.4- transform a positive future simple. statement into a negative one.5- be able to distinguish the use of the present tense and future simple.6- should be able to use the future simple and the present tense correctly.

SECTION A: LECTURE

13- THE FUTURE SIMPLE

Introduction

When we talk about the present or the past, we use verb forms to say what is happening now, what happened yesterday, and so on.

We know about things in the present and in the past because they are already real. However, talking about the future is more of a problem. There is no single form in English that we can always use for the future. There are many different ways of talking about the future, depending on how we see a future event. It may be something that is fairly sure to happen, but on the other hand it may be just a plan or an intention, or it may be something that you think will happen but you can't be sure about.

In this lecture, we look at the structure and use of the Future Simple tense, followed by exercises and a quiz to check the students' understanding.

13-1. Definition

Simple future tense is used when talking about things that will happen at a time later rather than the present time. Sometimes you will hear people call future simple tense will, this is because most of the time you will use the future simple tense with the modal auxiliary will.

13-2. Forming the Future Simple tense

13-2-1. Will

We often use **will** as a neutral way of expressing the future. The structure of the Future Simple tense is:

subject	+	auxiliary <i>will</i>	+	main verb
		invariable		Base
		will		V1

For negative sentences in the Future Simple tense, we insert **not** between the auxiliary verb and main verb. For question sentences, we exchange the **subject** and **auxiliary verb**. Look at these example sentences with the Future Simple tense:

	subject	auxiliary verb		main verb	
Positive Sentence	I	will		open	the window.
	You	will		finish	before her.
Negative Sentence	She	will	not	be	at school tomorrow.
	We	will	not	leave	yet.
Question Sentence	Will	you		arrive	on time?
	Will	they		want	some coffee?

We sometimes use **shall** instead of **will**, especially for I and we.

11-2-2. Verb forms used for the future

Here are some examples of verb forms used to express the future.

Be going to : **I'm going to spend** six weeks in the US. (an intention)

Present continuous : **I'm starting** work in September, (an arrangement)

Present simple: She **finishes** college at the same time, (a timetable)

Will be doing: **I'll be leaving** in **June**, (in the course of events)

Very often there is more than one possible form that could be used.

- She'll **finish** college in June.
- She **finishes** college in June.
- She's **finishing** college in June.
- **She'll be finishing** college in June.

13-3. Contraction with Future Simple

When we use the Future Simple tense in speaking, we often contract the subject and auxiliary verb:

I will	I'll
you will	you'll
he will	he'll
she will	she'll
it will	it'll
we will	we'll
they will	they'll

In negative sentences, we contract with **won't**, like this:

I will not	I won't
you will not	you won't
he will not	he won't
she will not	she won't
it will not	it won't
we will not	we won't
they will not	they won't

13-4. Using the Future Simple tense

13-4-1. No Plan

We use the Future Simple tense when there is no plan or decision to do something before we speak. We make the decision spontaneously at the time of speaking. Look at these examples:

- Hold on. **I'll get** a pen.
- We **will see** what we can do to help you.
- Maybe we'll **stay in** and **watch** television tonight.

In these examples, we had no firm plan before speaking. The decision is made **at the time of speaking**.

13-4-2. for something scheduled

We use the Future Simple tense for something scheduled. For examples:

- We **have** a lesson next Monday.
- The train **arrives** at 6.30 in the morning.
- The holidays **start** next week.
- It's my birthday tomorrow.

We often use the Future Simple tense with the verb **to think** before it:

- I **think** I'll go to the gym tomorrow.
- I **think** I will have a holiday next year.
- I don't **think** I'll buy that car.

13-4-3. For Prediction

We often use the Future Simple tense to make a prediction about the future. Again, there is no firm plan. We are saying **what we think will happen**. Here are some examples:

- It **will rain** tomorrow.
- People **won't go** to Mars before the 22nd century.
- Who do you think **will get** that job?

13-4-4. With the verb Be

When the main verb is **be**, we can use the Future Simple tense even if we have a firm plan or decision before speaking. Examples:

- I'll **be** in London tomorrow.
- I'm going shopping. I **won't be** very long.
- **Will you be** at work tomorrow?

13-5. Being sure and unsure

We cannot always be sure about the future. To show that we are unsure we can use **might** or **could**. For example:

We might go to Canada. It **could** snow soon.

To show how sure or unsure we are, we often use phrases like:

- **I'm sure, definitely, I expect,**
- **I (don't) think** and **probably.**
- **I'm sure** it'll be all right.
- We're **definitely** going to be at the meeting.
- I **expect** everyone will be going home.
- Rachel will **probably** be late.
- **I think** I'm going to sneeze.
- **I don't think** Tom's coming tonight.

SECTION B: PRACTICE: EXERCISES

Exercise 1: Present, past and future

Rachel has received a letter from a friend of hers who left college last year.

- Find the sentences which refer to the future and write them below.

I'm really enjoying my work at the store. I'm learning lots about the job. Soon they're moving me to another store - in Birmingham. They told me about it last week. I'll be leaving here at the end of the month. I feel a bit sad about that. Luckily they'll find a flat for me.

The time is going very quickly. I've been here three months. The training programme finishes next summer. I like the work, and I want to stay with the company. They'll decide about that next year. I'm just hoping for the best.

▶ *Soon they're moving me to another store — in Birmingham.*

- 1
- 2
- 3

Exercise 2: Present and future

Say if the second sentence is about the present or the future. Look at the phrases of time such as *at the moment* and *on Friday*.

▶ I'm busy. I'm cooking a meal at the moment. *present*

- 1- I'm nervous. I'm cooking for ten people on Friday.
- 2- I don't want to go out. I might watch a video later.
- 3- There's football on TV tonight. I might watch it.
- 4- We're off at last. We arrive in New York at seven.
- 5- This train is never on time. We always arrive late.

Exercise 3: Present and future

Read each pair of sentences and then answer the question about them.

► a) I'll see you on Thursday.

b) I saw you on Thursday.

Which sentence is about the future? Answer: *a*

1. a) I'm going to Manchester. I'm waiting for a connecting train.

b) I'm going to get a train to Manchester, changing at Birmingham.

Which is spoken during the journey?

2. a) We'll know the results of the tests next week.

b) We might know the results of the tests next week.

Which sentence is more certain?

3. a) I'm doing two exams this year.

b) I'm doing some work at the moment.

In which sentence has the action already started?...

4. a) What time do we arrive in Swansea?

b) What time will we arrive in Swansea?

Which question is more likely if you are travelling by car?

5. a) I'm eating at the Thai restaurant tonight.

b) I'll eat at the Thai restaurant tonight.

Which would you say if you've booked a table?

Exercise 4: Future Simple Quiz

The following quiz tests what you learned on the Future Simple.

1. He _____ arrive on time.

will

is

not

2. Will your folks _____ before Tuesday?

leaving

leave

leaves

3. We _____ get there until after dark.

will

won't

will'nt

4. We will _____ what your father says.

- see
 - to see
 - seeing
5. I don't _____ go swimming today.
- think I
 - think I'll
 - thinking
6. It _____ tomorrow.
- will snow
 - snows
 - is snowing
7. We won't _____ until we get there.
- knowing
 - have know
 - know
8. I _____ back before Friday.
- 'll be
 - will
 - am being
9. Will you _____ at the rehearsal on Saturday?
- go
 - be
 - have
10. I'm going to the grocery store. I think _____ buy a turkey.
- I've
 - I'll
 - I'd

WEEK 14

CHAPTER 14: FORMS OF THE FUTURE SIMPLE TENSE

Description	<p>The aim of this lecture is to present on forms of future simple. It is intended for students with a prior knowledge of verbs used in the present and future tenses. In this lecture, we explain how to form the future simple, set the chart having the structure of this tense together with the example sentences.</p> <p>This lecture is also aimed at helping students actively use the different forms of future simple in speaking and writing.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- understand and recognize the different forms of future simple.2- form questions using the different forms of future simple..3- transform a positive statement into a negative one using the different forms of future simple.4- should be able to use the different forms of future simple correctly.

SECTION A: LECTURE

14- FORMS OF THE FUTURE SIMPLE TENSE

Introduction

Who knows what the future will bring? However, it does look promising because once they master the major verb tenses, they'll be better equipped to communicate in English. In addition, while on the subject of the future...teaching the future simple tense ("will-future") is not as "simple" as it sounds. It actually involves teaching the future with "will" and the future with "going to", plus teaching students to understand when they should use each.

In this lecture, we look at the different forms of the simple future tense, followed by exercises and a quiz to check the students' understanding.

14-1. Will and shall

14-1-1. Will

We use **will** to say what we know or think about the future. **Will** here has a neutral meaning. It does not express the idea that we have already decided to do something or that we are planning something.

- **Will for instant decisions**

We also use **will** for an instant decision, when we decide on something or agree to do it more or less at the moment of speaking. For example:

- I'm thirsty. I think **I'll make** some tea. (NOT I make some-tea.)
- You've left your computer on. ~ Oh, **I'll** go and switch it off.
- We must celebrate. I know, **we'll have** a party.
- I don't think **I'll do** any work tonight. I'm too tired.

We also use it to order things. For example:

- **I'll have** the ham salad, please.

We also use **will** in offers and invitations.

Offer: **I'll peel** the potatoes. ~ Oh, thank you.

Invitation: **Will you come** to lunch? ~ Yes, thank you. I'd love to. Promise: **I'll pay** you back next week.

14-1-1-1. The form of will

The form is **will** or **'ll**. Look at the following examples:

- The west **will have** rain tomorrow.
- You'll be late if you don't hurry.

- **Will** you **be** at home this evening?
- The world **will end** in the year 2050.

The negative is **will not** or **won't**. Look at the following examples:

- The cost will not be more than £50.
- I won't have time for a meal.

14-1-2. Shall

We can use **shall** for the future, but only in the first person, after **I** or **we**. For example:

- / **will be/I shall be** on holiday in August.
- We **will know/We shall know** the results soon.

However, NOT : Everyone shall know the results-seen.

I will and **I shall** have the same meaning here, but **shall** is a little formal. Both **I will** and **I shall** can be shortened to **I'll**, which is pronounced /ai/.

- **I'll** be on holiday in August. (= **I will** OR **I shall**)

Shall has other meanings. We can use it in offers and suggestions.

Offer: **Shall I pack** up your shopping for you? ~ Oh, thank you.

Suggestion: **Shall we all go** out together? ~ Good idea.

We do not use **shall** in American English.

14-2. Be going to

Intentions

We use “**be going to**” to talk about something we have decided to do (an intention). David intends to climb up the ladder. Here are some more examples.

- **I'm going to watch** the next programme.
- Emma **is going to do** an experiment this afternoon.
- Rachel and Vicky **are going to spend** six weeks in the State:.
- We can use **I'm not going to** for a refusal.
- I'm sorry, but **I'm not going to walk** half a mile in the ram.
- (= I don't want to/I'm not willing to walk.)

The present continuous can have a very similar meaning to **be going to**. We can often use either form. Look at the following examples:

- **I'm going to visit** my friend at the weekend.
- **I'm visiting** my friend at the weekend.

We do not use **will** here.

We can use **be going to** with the verb **go** (*We're going to go out this evening*), but the present continuous is more usual. For example:

- We're **going** out this evening.

14-2-1. Form

We use the present tense of **be + going to + a verb**.

- They're **going to move** house.
- Matthew **is going to play** squash.
- Vicky **isn't going to have** any lunch.
- We **aren't going to** complain.
- Is Daniel **going to apply** for the job? ~ / think he is.
- When **are you going to pay** this bill? ~ I don't know. I can't at the moment.

14-2-3. Predictions

We also use **be going to** for a prediction based on the present situation, when we can see that something is going to happen. The ladder is moving, so David is going to fall.

Here are some more examples:

- My sister **is going to have** a baby in March.
- It's nearly nine now. We're **going to** be late.
- Do you think it's **going to rain**?

14-3. Will and be going to

Emma: *It's my birthday soon. I'll be twenty next Friday.*

Aunt Joan: *Oh, really? Are you going to have a party?*

Emma: *I'm going to have a meal in a restaurant with a few friends.*

Aunt Joan: *That'll be nice.*

➤ **WILL: Will** has a neutral meaning. We use it to talk about facts in the future. For example:

- I'll be twenty next Friday.
- The spacecraft will come down in the Pacific Ocean tomorrow morning.

➤ **BE GOING TO:** We use **be going to** for an intention, something we have already decided to do. For example:

- We're going to have a meal.
- Tom is going to sell his car.

Will does not express an intention.

- It's her birthday.
- She's going to have a meal with her friends, (NOT She'll have a meal).

However, we often use **be going to** for an intention and **will** for the details and comments. For example:

- *We're all going to have a meal.*
- *There'll be about ten of us. ~ Oh, that'll be nice.*

As well as **be going to**, we can use the present continuous. Look at the following examples:

- We're going to drive/We're driving down to the South of France. ~ That'll be a long journey.
- Yes, it'll take two days. We'll arrive on Sunday.

- **Decisions and intentions**

➤ **WILL**

We use **will** for an instant decision or agreement to do something. For example:

- There's a postbox over there. I'll post these letters.
- You still haven't put those shelves up, Trevor. ~ OK, I'll do it tomorrow.

Trevor is deciding now.

➤ **BE GOING TO**

Be going to means that we have already decided. For example:

- *I'm going out. I'm going to post these letters.*
- *You still haven't put those shelves up, Trevor. ~ I know. I'm going to do it tomorrow.*

Trevor has already decided.

- **Predictions**

➤ **WILL**

We can use **will** for a prediction about the future.

- *I think United will win the game. One day people will travel to Mars.*

➤ **BE GOING TO**

We use **be going to** for a prediction when we see from the present situation what is going to happen in the future. For example:

- There isn't a cloud in the sky. It's going to be a lovely day.
- This bag isn't very strong. It's going to break.

It is often possible to use either form in a prediction. For example, we can also say: *I think United are going to win the game.* Usually **be going to** is a little more informal and conversational than **will**.

SECTION B: PRACTICE: EXERCISES

Exercise 1: Will and won't for the future

Use the notes to write about what will happen next weekend.

► it / be / warm / tomorrow *It will be warm tomorrow.*

1. Tom / watch / the match
2. Harriet's party / be / fun
3. Trevor / not put up / the shelves
4. Laura / be / annoyed
5. Andrew / study / all weekend
6. Rachel / not do / any work

Exercise 2: Will and shall : Complete the conversation. Put in *will* or *shall*.

Rachel: What (►) *shall* we do today?

Vicky: It would be nice to go out somewhere. The forecast says temperatures

(1)rise to thirty degrees.

Jessica: (2)we go for a walk?

Rachel: That sounds a bit boring. What about the seaside? We could get a bus.

Jessica: How much (3)it cost? I haven't got very much money.

Vicky: It isn't far. It doesn't cost much.

Jessica: Everywhere (4) be so crowded today because it's a holiday.

The journey (5) take ages.

Rachel: Come on, Vicky. (6) we leave Jessica behind if she's going to be so miserable?

Exercise 3: Predictions

What would you say in these situations? Use these words: *be sick, crash, get wet, lose, not stop, rain*

► The sky is full of dark clouds. It's *going to rain*.

1. Now it's starting to rain. There's nowhere to shelter, and you haven't got an umbrella.
2. You feel awful. There's a terrible feeling in your stomach.
3. You are playing Scrabble. The game is nearly over and you are 100 points behind.

4. You can see a plane coming down. It's out of control and falling to the ground.
5. You are waiting for a train. There's one coming, but you don't know if it's the one you want. It's travelling very fast.

Exercise 4: Will and be going to

Complete the conversations. Put in *will* or *be going to* with the verbs.

? Vicky: Have you got a ticket for the play?

Daniel: Yes, *I'm going to see* (see) it on Thursday.

? Harriet: The alarm's going. It's making an awful noise.

Mike: OK, *I'll switch* (switch) it off.

1. Daniel: Did you buy this book?

Matthew: No, Emma did. She..... (read) it on holiday.

2. Laura: Would you like tea or coffee?

Sarah: Oh, I.....(have) coffee, please.

3. Trevor: I'm going to miss a good film on TV because I'll be out tonight.

Laura: I(video) it for you, if you like.

4. Rachel: I'm just going out to get a paper.

Emma: What newspaper (you / buy)?

Exercise 5: Will and be going to

What would you say? Use *will* or *be going to*.

► You want to express your intention to look round the museum.

Your friend: Do you have any plans for this afternoon?

You: Yes, *I'm going to look round the museum*.

1. You hate dogs. Dogs always attack you if they get the chance.

Your friend: That dog doesn't look very friendly.

You: It's coming towards us

2. You predict the landing of aliens on the earth in the next ten years.

Your friend: All this talk about aliens is complete nonsense, isn't it?

You: Is it? I think

3. You know that your friend's sister has decided to get married.

Your friend: Have you heard about my sister?

You: Well, I heard that

Final Section: Recapitulation and Evaluation of the Third Semester

Description	<p>This final section aims at introducing graduate first year English students with an idea about the process of final recapitulation and evaluation. It explores key concepts related to the main idea “summary” of each lecture, general study questions, types of quizzes, types of the exam, and types of the make up exam.</p> <p>Through the developments of the elements of the section students will become familiar with the multiple ways of assessment and evaluation. Key content of the section includes table for final summaries, quizzes, exam, make up exam and table for possible topics to be included in the evaluation process.</p>
Objectives	<p>On successful completion of the recapitulation and evaluation section, students</p> <p>should be able, among other things, to;</p> <ol style="list-style-type: none">1. Be able learners to discover the main idea “summary” of each lecture.2. Discover the different possible macro question for each lecture.3. Discover the type and content of the quizzes.4. Discover the type and content of the exam.5. Discover the type and content of the make up exam.6. Discover the topics of the possible quizzes and exams to be included.7. Understand the importance of this section of evaluation as a mandatory.

Part One: Final Summaries: Mixed Lectures

The following table presents the final summaries of all the previous lectures in relationship with the main idea of each lecture. It is meant by the main idea those matters that EFL students should consider and focus on in the process of dealing with the English Grammar.

Part Two: Evaluation “Quizzes and Exams”

First Term Quiz 1

The following table presents the contents of the Second Term Quiz “Quiz 1”.

Setif 2 University

Faculty of Letters and Languages

Department of English language

Level: Second Year

Student's Full Name:

Section / group:

Grammar First Term Quiz 1

Exercise 1: Decide whether the verbs in the following sentences are finite or non-finite with justification.

1. They filmed the actors.
2. The police took action.
3. We wanted the police to take action.
4. The saw the thief filmed in the act.
5. We were pleased when the police took action.
6. We approved of the action taken by the police.
7. We approved of the police taking action.
8. The police wanted to take action.
9. Things kept disappearing from the changing room.

Exercise 2: For each sentence below, determine if the verb is a linking verb, an action verb, a transitive verb or an intransitive verb.

- 1- My dog is content to be in the back seat.
- 2- The sun baked the sand.
- 3- Melissa writes often.
- 4- He quit.
- 5- She coughed through the entire class period.
- 6- I quickly swatted the fly so it wouldn't get away again.
- 7- Grandma whipped the batter with vigor.
- 8- Stephanie turned green with envy when she saw Darla with Trevor.
- 9- The crowd roared with laughter at the comedian..
- 10- Tom was sick for the third day in a row.

Exercise 3: Complete the sentences and use a preposition if necessary. The first sentence is an example.

1. Please, bring me a cup of coffee. (**a cup of coffee/me**)
2. Will you show? (**it/her**)
3. They sold. (**my sister/their house**)
4. I want to send. (**Jane/this card**)
5. You should write. (**your parents**)
6. Please, don't tell . (**him**)
7. I've bought. (**Helen/it**).
8. My father gave. (**me/it**)
9. Will you read? (**us, it**)
10. Why don't you help? (**Direct and indirect/objects/Sara/solving**)

First Term Exam

The following table presents the contents of the Second Term Exam.

Setif 2 University

Faculty of Letters and Languages

Department of English language

Level: Second Year

Student's Full Name:

Section / Group:

First Term Grammar Exam

Exercise 1: Put the verbs in brackets either in the Simple Present or Present Continuous. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer. "05 pts."

1. These fruits (**cost**) 50p a one kilogram. You (**think**) that is expensive? I do not think so.

It (**depend**) on the quality of the product.

2. I (**see**) my doctor two days later; I (**change**) my intention because of all these circumstances.

3. You always (**change**) your will. Why you (**not leave**) it alone?

4. You (**look**) very thoughtful. What you (**think**) about? I (**think**) about my retirement

Verb1	Form of the Verb	Justification
Cost	Cost	
Think	Do you think	
Depend	Depends	
See	Am seeing	
Change	Am changing	
Change	Are changing	
Not leave	Do not you leave	
Look	Look	

Think	Are you thinking	
Think	Am thinking	

Exercise 2: Put the verbs in brackets either in the Simple Past or Past Continuous tense. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer. “05 pts.”

1. They (**work**) in silence for some time. Just as they (**start**) the third wall, the doorbell (**ring**). It was one of Peter’s friends who (**want**) to know if Peter was there.
2. The comer (**stay**) talking with Peter in the hall while Ann (**go**) on painting. But at the end of the hour he (**leave**).
3. After this, Peter (**return**), expecting Ann to say something about friends who (**come**) and (**waste**) valuable time talking about extra matters.

Verb1	Form of the Verb	Justification
Work	Worked	
Start	Were starting	
Ring	Rang	
Want	Wanted	
Stay	Stayed	
Go	Went	
Leave	Left	
Return	Returned	
Come	Came	
Waste	Wasted	

Exercise 3: Put the verbs in brackets either in the Present Perfect or Simple Past tense. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer. “05 pts.”

1. There **(be)** a very good programme on TV last night. You **(see)** it? No, I **(take)** my set back to the shop last day because there **(be)** so much distortion.
2. So they **(say)** it **(need)** a new part. They **(not be able)** to get the new part so far.
3. Consequently, I **(not watch)** television for about one whole week.
4. You ever **(be)** in Russia? Yes, I **(spend)** last March and April in the Moscow.

Verb1	Form of the Verb	Justification
Be	Was	
See	Did you see	
Take	Took	
Be	Was	
Say	Said	
Need	Needed	
Not be able	Have not been able	
Not watch	Have not watched	
Be	Have you ever been	
Spend	Spent	

First Term Make up Exam

The following table presents the contents of the Second Term Make up Exam.

Setif 2 University	Faculty of Letters and Languages
Department of English language	Level: Second Year
Student's Full Name:	Section / group:
Grammar First Resit Exam	
Exercise 1: Complete the sentences. Put in the correct form of each verb. Use the past continuous or past simple. ►	
When Martin <i>arrived</i> (arrive) home, Anna <i>was talking</i> (talk) to someone on the phone. Martin <i>started</i> (start) to get the tea.	
1- I..... (lie) in the bath when the phone..... (ring). It(stop) after a few rings.	
2- I t..... (be) cold when we (leave) the house that day, and alight snow.....(fall).	
3- Your friend who..... (come) here the other day..... (seem) very nice. I..... (enjoy) meeting her.	
4- When I..... (see) the man, he (stand) outside the bank. He..... (have) a black baseball cap on.	
5- When I..... (open) the cupboard door, a pile of books (fall) out.	
6- I..... (walk) along the street when I suddenly..... (feel) something hit me in the back. I (not / know) what it was.	
7- We..... (go) to London yesterday, but on the way We..... (hear) about a bomb scare in Oxford Street. So We..... (drive) back home straightaway.	
8- Something very strange (happen) to me on my way home from work yesterday afternoon. I (drive) along the bypass at the time. Suddenly I..... (see) my mother in the seat beside me. But she died three years ago.	

Exercise 2: Trevor and Laura are decorating their house. Put in the verbs. Use the present perfect.

Laura: How is the painting going? (►) *Have you finished* ? (you / finish)

Trevor: No, I haven't. Painting the ceiling is really difficult, you know.

(1) (I / not / do) very much. And it looks just the same as before. This new paint

(2) (not / make) any difference.

Laura: (3) (you / not / put) enough on.

Trevor: (4) (I / hurt) my back. It feels bad.

Laura: Oh, you and your back. You mean (5)..... (you /

have) enough of decorating. Well, I'll do it. Where (6)

(you / put) the brush?

Trevor: I don't know. (7) (i t / disappear).

(8)..... (I / look) for it, but I can't find it.

Laura: You're hopeless, aren't you? How much (9)..... (you / do)

in here?

Nothing! (10) (I / paint) two doors.

Trevor: (11)..... (I / clean) all this old paint around the window. It looks much better now, doesn't it?

Laura: (12)..... (we / make) some progress, I suppose.

Now, where (13) (that brush /go)?

Oh, (14)..... (you / leave) it on the ladder, look.

WEEK 1

CHAPTER 1: THE FUTURE CONTINUOUS

Description	<p>The aim of this lecture is to present on Future Continuous. It is intended for students with a prior knowledge of verbs used in the present and future tenses. In this lecture, we explain the form of Future continuous, set the chart having the structure of this tense together with the example sentences.</p> <p>This lecture is also aimed at helping students actively use the future continuous in speaking and writing. This is done through the use of this tense continuous to indicate that something will occur in the future and continue for an expected length of time.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- understand and recognize future continuous.2- use the future continuous to indicate that something will occur in the future and continue for an expected length of time.3- form questions using the future continuous.4- transform a positive future continuous statement into a negative one.5- be able to distinguish the use of the future simple and future continuous.6- should be able to use the future continuous and the future tense correctly.

SECTION A: LECTURE

1. THE FUTURE CONTINUOUS

Introduction

The Future Continuous tense is often used in English as a way to talk about something happening at a given point in the future.

1-1. Definition

The future continuous tense, sometimes also referred to as the future progressive tense, is a verb tense that indicates that something will occur in the future and continue for an expected length of time.



1-2. Forming the Future Continuous tense

will be + -ing

This time tomorrow, this time next week/etc.
At 9 tomorrow, at 10 next Tuesday/etc.
In two weeks, in 5 years, etc.
In two weeks' time, in 5 years' time, etc.
When ...

Actions in progress at certain time in the future

- (This time next week), I will be travelling to Paris.
- Tomorrow at 10, you 'll be doing your exam.
- When you get off the train, I 'll be waiting at the platform.

Future plans and arrangements (=present continuous or be going to)

- We 'll be coming next weekend. (=We're coming next weekend)
- I will be leaving tomorrow at 8 a.m.

The structure of the Future Continuous tense is:

subject	+	auxiliary verb <i>WILL</i>	+	auxiliary verb <i>BE</i>	+	main verb
		Invariable		invariable		present participle
		Will		be		base + ing

For negative sentences in the Future Continuous tense, we insert **not** between **will** and **be**. For question sentences, we exchange the **subject** and **will**. Look at these example sentences with the Future Continuous tense:

	subject	auxiliary verb		auxiliary verb	main verb	
+	I	Will		be	working	at 10am.
+	You	Will		be	lying	on a beach tomorrow.
-	She	Will	not	be	using	the car.
-	We	Will	not	be	having	dinner at home.
?	Will	You		be	playing	football?
?	Will	They		be	watching	TV?

We sometimes use **shall** instead of **will**, especially for I and we.

1-3. Contraction with Future Continuous

When we use the Future Continuous tense in speaking, we often contract the subject and WILL:

I will	I'll
you will	you'll
he will	he'll
she will	she'll
it will	it'll
we will	we'll
they will	they'll

In negative sentences, we may contract with **won't**, like this:

I will not	I won't
you will not	you won't
he will not	he won't
she will not	she won't
it will not	it won't
we will not	we won't
they will not	they won't

1-4. Using the Future Continuous tense

The Future Continuous tense expresses action at a **particular moment** in the future. The action will have started before that moment but it will not have finished at that moment. For example, tomorrow I will start work at 2pm and stop work at 6pm:

At 4pm tomorrow, I will be working .		
past	Present	future
		4pm
		At 4pm, I will be in the middle of working.

When we use the Future Continuous tense, our listener usually knows or understands what time we are talking about. Look at these examples:

- I **will be playing** tennis at 10am tomorrow.
- They **won't be watching** TV at 9pm tonight.
- What **will you be doing** at 10pm tonight?
- What **will you be doing** when I arrive?
- She **will not be sleeping** when you telephone her.
- We'll **be having** dinner when the film starts.
- Take your umbrella. It **will be raining** when you return.

Summary

The Future Continuous Tense is one of the four sub-divisions of The Future Tense. Future Continuous Tense refers to ongoing/unfinished actions which will be taking place in the future. “will be going” and “be going to be doing” are the two forms of Future Continuous Tense.

SECTION B: PRACTICE: EXERCISES

Exercise 1 : Future Continuous Quiz

The following quiz tests what you learned on the Future Continuous .

1. I _____ during rush hour.

- will be driving
- will have drive
- will be drive

2. He will not be _____ the bus today.

- take
- taken
- taking

3. They _____ the cottage that weekend.

- using
- 'll be using
- 're be using

4. Nigel _____ be coming to the picnic.

- won't
- won't not
- willn't

5. Where _____ sleeping?

- you be
- will you
- will you be

6. We'll be _____ the news at 10pm.

- watch
- watching
- to watch

7. I'll try my best to spot you. What _____ wearing?

- will you
- will
- will you be

8. Don't forget your snowpants. It _____ by the time you get to school.

- will snowing
- is snowing
- will be snowing

9. At noon tomorrow, I _____ on a beach somewhere.

- 'll be relaxing
- relax
- will being relax

10. Sorry, I can't. I _____ my daughter to work at that time.

- will be taking
- 'll take
- won't be take

WEEK 2

CHAPTER 2 : THE FUTURE PERFECT

Description	<p>The aim of this lecture is to present on Future Perfect. It is intended for students with a prior knowledge of verbs used in the future tenses. In this lecture, we explain the form of Future Perfect, set the chart having the structure of this tense together with the example sentences.</p> <p>This lecture is also aimed at helping students actively use the Future Perfect in speaking and writing. This is done through the use of this tense for an action that will be finished at some point in the future.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- understand and recognize Future Perfect.2- use the future perfect for an action that will be finished at some point in the future3- form questions using the Future Perfect.4- transform a positive Future Perfect statement into a negative one.5- should be able to use the Future Perfect and the past tense correctly.

SECTION A: LECTURE

2- THE FUTURE PERFECT

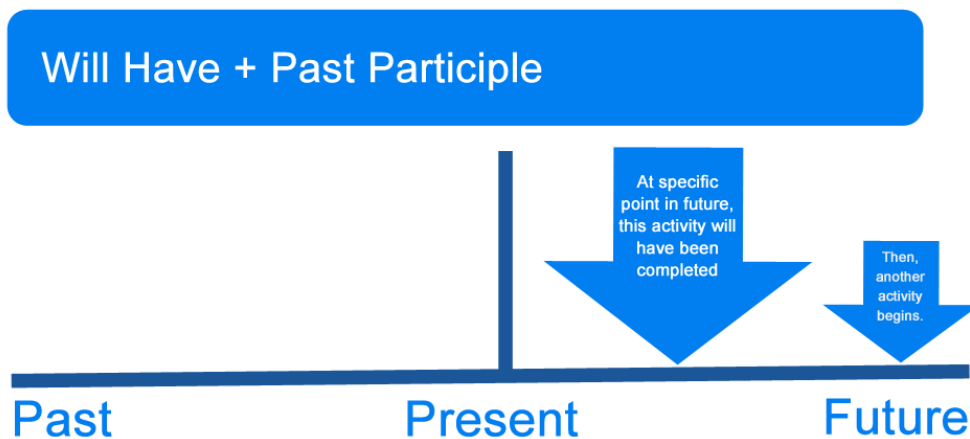
Introduction

The **Future Perfect tense** is quite an easy tense to understand and use. The Future Perfect talks about the **past in the future**.

2-1. Definition

The future perfect tense expresses action that will be finished at some point in the future. The future perfect tense indicates actions that are complete, or finished. These actions have not yet occurred but will occur and be finished in the future.

Future Perfect Tense



2-2. Forming e Future Perfect tense

The structure of the Future Perfect tense is:

subject	+	auxiliary verb <i>WILL</i>	+	auxiliary verb <i>HAVE</i>	+	main verb
		invariable		invariable		past participle
		will		have		V3

Look at these example sentences in the Future Perfect tense:

	subject	auxiliary verb		auxiliary verb	main verb	
+	I	will		have	finished	by 10am.
+	You	will		have	forgotten	me by then.
-	She	will	not	have	gone	to school.
-	We	will	not	have	left.	
?	Will	you		have	arrived?	
?	Will	they		have	received	it?

2-3. Contraction with Future Perfect

In speaking with the Future Perfect tense, we often contract the **subject** and **will**. Sometimes, we may contract the **subject**, **will** and **have** all together:

I will have	I'll have	I'll've
you will have	you'll have	you'll've
he will have	he'll have	he'll've
she will have	she'll have	she'll've
it will have	it'll have	it'll've
we will have	we'll have	we'll've
they will have	they'll have	they'll've

- I'll have finished when you arrive.
- She'll have forgotten everything.
- They'll've had their dinner by then.

In negative sentences, we may contract with **won't** or **won't've**, like this:

- Anthony won't have arrived by then.
- They won't've finished the car tomorrow.

We sometimes use **shall** instead of **will**, especially for I and we.

How do we use the Future Perfect tense?

The Future Perfect tense expresses action in the future **before** another action in the future.

This is the **past in the future**. For example:

- The train will leave the station at 9am. You will arrive at the station at 9.15am. When you arrive, the train **will have left**.

The train will have left when you arrive.		
Past	present	future
		Train leaves in future at 9am.
		9 9:15
		You arrive in future at 9.15am.

Look at some more examples:

- You can call me at work at 8am. I **will have arrived** at the office by 8.
- They will be tired when they arrive. They **will not have slept** for a long time.
- "Mary won't be at home when you arrive." / "Really? Where **will she have gone**?"

You can sometimes think of the Future Perfect tense like the Present Perfect tense, but instead of your viewpoint being in the present, it is in the future:

have done →		
	will have done →	
past	present	future

SECTION B: PRACTICE: EXERCISES

Exercise 1: Future Perfect Quiz

The following quiz tests what you learned on the Future Perfect.

1. I _____ by then.

- will be leave
- will have left
- will leaving

2. Will you _____ by 8am?

- have arrived
- be arrive
- have arriving

3. You _____ the bill by the time the item arrives.

- 'll have received
- will receiving
- 've received

4. Melissa and Mike will be exhausted. They _____ slept for 24 hours.

- will not
- will not have
- will not be

5. He will have _____ all about it by Monday.

- forgetting
- forgotten
- be forgetting

6. Will you _____ the contracts by Thursday?

- have mailed
- mailing
- to have mailed

7. The boss _____ by the time the orders come in.

- will leave
- will be left
- will have left

8. Where _____ gone?

- will she have
- is she has
- she have

9. September works for us. Lisa will not _____ by then.

- graduating
- have graduated
- be graduate

10. I will let you in. I _____ with the keys by the time you come in.

- will have arrived
- will be arrival
- will be arrived

WEEK 3

CHAPTER 3: THE FUTURE PERFECT CONTINUOUS

Description	<p>The aim of this lecture is to present on Future Perfect Continuous. It is intended for students with a prior knowledge of verbs used in the present and future tenses. In this lecture, we explain the form of future perfect continuous, set the chart having the structure of this tense together with the example sentences.</p> <p>This lecture is also aimed at helping students actively use the future perfect continuous in speaking and writing. This is done through the use of this tense for an action happens in the future.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- understand and recognize future perfect continuous.2- use the future perfect continuous for an action happens in the future form questions using the future perfect continuous.3- transform a positive future perfect continuous statement into a negative one.4- be able to distinguish the use of the future tense and future perfect continuous.5- should be able to use the future perfect continuous and the past tense correctly.

SECTION A: LECTURE

3- THE FUTURE PERFECT CONTINUOUS

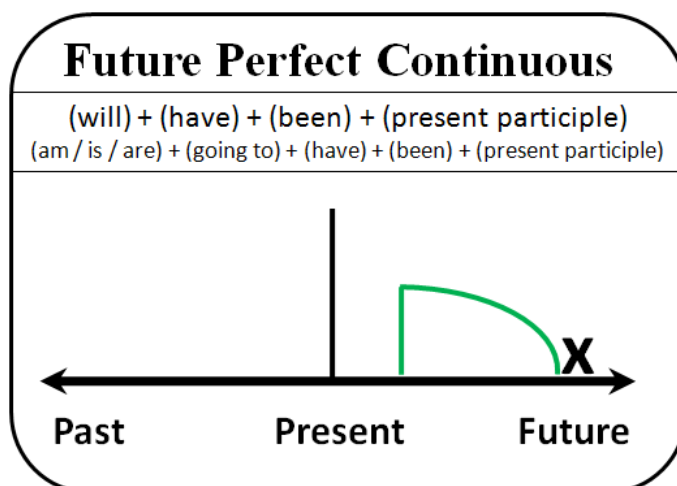
Introduction

The future perfect continuous, also sometimes called the future perfect progressive, is a verb tense that describes actions that will continue up until a point in the future.

In this lecture, we look at the structure and the use of the future perfect continuous, following by exercises to check the students' understanding.

3-1. Definition

The Future Perfect Continuous tense looks at the past from the future.



3-2. Forming the Future Perfect Continuous Tense

The structure of the Future Perfect Continuous tense is:

subject	+	auxiliary <i>will</i>	+	auxiliary <i>have</i>	+	auxiliary <i>be</i>	+	main verb
		Invariable		invariable		past participle		present participle
		Will		have		been		base + ing

For negative sentences in the Future Perfect Continuous tense, we insert **not** between **will** and **have**. For question sentences, we exchange the **subject** and **will**.

Look at these example sentences with the Future Perfect Continuous:

	subject	auxiliary verb		auxiliary verb	auxiliary verb	main verb	
+	I	will		have	been	working	for four hours.
+	You	will		have	been	travelling	for two days.
-	She	will	not	have	been	using	the car.
-	We	will	not	have	been	waiting	long.
?	Will	you		have	been	playing	football?
?	Will	they		have	been	watching	TV?

We sometimes use **shall** instead of **will**, especially for I and we.

3-3. Contraction with Future Perfect Continuous

In speaking with the Future Perfect Continuous tense, we often contract the **subject** and **WILL**:

I will	I'll
you will	you'll
he will	he'll
she will	she'll
it will	it'll
we will	we'll
they will	they'll

- I'll have been driving for five hours.
- She'll have been watching TV.

In negative sentences, we may contract with **won't**, like this:

I will not	I won't
you will not	you won't
he will not	he won't
she will not	she won't
it will not	it won't
we will not	we won't
they will not	they won't

- You won't have been drinking, will you?
- We won't have been driving for long.

3-4. Using the Future Perfect Continuous Tense

The Future Perfect Continuous tense is like the Future Perfect tense, but it expresses longer actions or states extending up to some specific event or time in the **future**. For example:

- Ram starts waiting at 9am. I am late and cannot arrive before 10am. Ram **will have been waiting** for an hour by the time I meet him.

Ram will have been waiting for one hour when I arrive.		
past	present	future
	Ram starts waiting at 9am.	
	9	10
		I will arrive in future at 10am.

Notice that the long action or state can start at any time in the *past*, *present* or *future*, but of course it always ends in the *future*.

Next Monday we will have been living here for exactly five years.		
past	present	future
5 yrs ago		next Mon.

Look at these examples:

- He'll be tired when he gets here. He'll **have been travelling** all day.
- How long **will Jo have been working** when he retires?
- Next month I'll **have been studying** Chinese for two years.
- **Will you have been working** when I arrive?
- He **won't have been studying** long enough to qualify.

- Next week Jane is going to swim from England to France. By the time she gets to France she'll **have been swimming** non-stop for over thirteen hours.

Summary

the perfect future tense is *the tense denoting an action that will be completed before another specific future time or future action.*

To sum up, the future perfect tense:

- is formed with Subject + will have + past participle of verb
- expresses actions that will be finished at some point
- expresses actions that occur in the future will continue beyond a certain point in the future

SECTION B: PRACTICE: EXERCISES

Exercise 1: Future Perfect Continuous Quiz

The following quiz tests what you learned on the Future Perfect Continuous .

1. My mom _____ for two days by the time I see her.
 - has been travelling
 - will have been travelling
 - will has been travelling
2. They'll be exhausted by dinner. They will have been _____ hockey for seven hours.
 - playing
 - played
 - play
3. Will you _____ here for ten years by the time of the Christmas party?
 - have been worked
 - have to work
 - have been working
4. It's a 24-hour relay. They'll only have been _____ for half the time by 6pm.

- ran
- run
- running

5. We _____ been waiting long.

- will not have
- have not will
- will have not

6. I _____ working for two years.

- willn't have been
- won't have been
- not have been

7. Won't they _____ travelling for two weeks by then?

- have been
- had been
- has been

8. The teachers will _____ for a month by the time the deal is made.

- have been striking
- will strike
- will be striking

9. The films run all night. We _____ movies for six hours by the time the feature comes on.

- watched
- will have been watching
- will watch

10. She'll still be groggy. She _____ undergoing surgery for three hours.

- will has been
- will have been
- will be have

WEEK 4

CHAPTER 4 : CONJUNCTIONS

Description	<p>The aim of this lecture is to present on conjunctions. It is intended for students with a prior knowledge of parts of speech. In this lecture, we explain the form of and the function of conjunctions. Type of conjunctions are discussed in this lecture too. This lecture is also aimed at helping students actively use conjunctions in speaking and writing.</p> <p>What is a coordinating conjunction and subordinate conjunction and how do we use them? This lesson plan uses a text lesson to outline important points about coordinating conjunctions and subordinate conjunction. An activity puts theory into practice for students.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1. Recognize the conjunctions2. identify different types of conjunctions3. list conjunctions within each category4. explain the purpose of conjunctions5. use correctly the conjunction in the sentence.

4. CONJUNCTIONS

Introduction

A conjunction is a word like *and, but, although, because*. Conjunctions have an important function because they join other words and phrases together. Without conjunctions, we could only make very, very simple sentences. See also *What is a Conjunction?*

In this lecture, we look at the structure and the use of the conjunctions, following by exercises to check the students' understanding.

4-1. Function of Conjunctions

Conjunctions have two basic functions or "jobs":

- **Coordinating conjunctions** are used to join two parts of a sentence that are grammatically equal. The two parts may be single words or clauses, for example:
- *Jack and Jill* went up the hill.
- - *The water was warm, but I didn't go swimming.*
- **Subordinating conjunctions** are used to join a subordinate dependent clause to a main clause, for example:
• - *I went swimming although it was cold.*

Here are some example conjunctions:

Coordinating conjunctions	Subordinating conjunctions
and, but, or, nor, for, yet, so	although, because, since, unless

4-2. Forms of Conjunctions

Conjunctions have three basic formats:

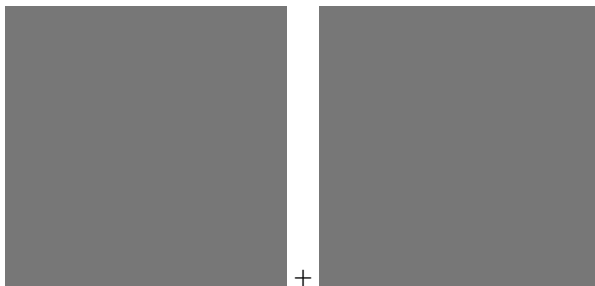
- a. **single word**
- b. for example: *and, but, because, although*
- c. **compound** (often ending with *as* or *that*)
for example: *provided that, as long as, in order that*
- d. **correlative** (surrounding an adverb or adjective)
for example: *so...that*

4-3. Where do Conjunctions Go?

- **Coordinating conjunctions** always come **between** the words or clauses that they join.
- **Subordinating conjunctions** usually come at the **beginning** of the subordinate clause.

4-3-1. Coordinating Conjunctions

A **coordinating conjunction** joins parts of a sentence (for example words or independent clauses) that are grammatically **equal** or similar. A coordinating conjunction shows that the elements it joins are similar in importance and structure:



There are seven coordinating conjunctions, and they are all short words of only two or three letters:

- *and, but, or, nor, for, yet, so*

Look at these examples - the two elements that the coordinating conjunction joins are shown in square brackets []:

- I like [tea] **and** [coffee].

- [Ram likes tea], **but** [Anthony likes coffee].

Coordinating conjunctions always come **between** the words or clauses that they join.

When a coordinating conjunction joins independent clauses, it is always correct to place a comma before the conjunction:

- I want to work as an interpreter in the future, **so** I am studying Russian at university.

However, if the independent clauses are short and well-balanced, a comma is not really essential:

- She is kind **so** she helps people.

When "and" is used with the last word of a list, a comma is optional:

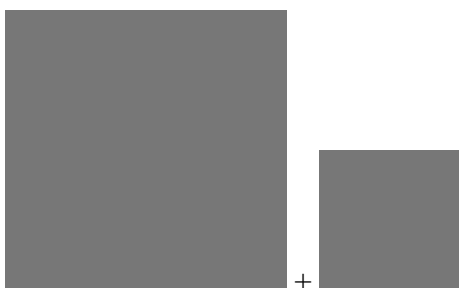
- He drinks beer, whisky, wine, **and** rum.
- He drinks beer, whisky, wine **and** rum.

The 7 coordinating conjunctions are short, simple words. They have only two or three letters. There's an easy way to remember them - their initials spell "FANBOYS", like this:

F	A	N	B	O	Y	S
for	and	nor	but	Or	yet	So

4-3-2. Subordinating Conjunctions

A **subordinating conjunction** joins a subordinate (dependent) clause to a main (independent) clause:



Here are some common subordinating conjunctions:

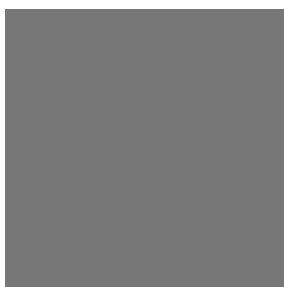
- *after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while*

Look at this example:

main or independent clause	subordinate or dependent clause	
Ram went swimming	although	it was raining.
	subordinating conjunction	

A subordinate or dependent clause "depends" on a main or independent clause. It cannot exist alone. Imagine that somebody says to you: "Hello! Although it was raining." What do you understand? Nothing! But a main or independent clause can exist alone. You will understand very well if somebody says to you: "Hello! Ram went swimming."

A subordinating conjunction always comes at the beginning of a subordinate clause. It "introduces" a subordinate clause. However, a subordinate clause can come **after** or **before** a main clause. Thus, two structures are possible:



+



Ram went swimming **although it was raining**.

+



Although it was raining, Ram went swimming.

Summary

Coordinating conjunctions allow you to join words, phrases, and clauses of equal grammatical rank in a sentence. The most common coordinating conjunctions are **for, and, nor, but, or, yet,** and **so**; you can remember them by using the mnemonic device FANBOYS.

SECTION B: PRACTICE: EXERCISES

Exercise 1: Choose the correct conjunction.

1. I need to work hard _____ I can pass the exam.
2. _____ he was the best qualified candidate, he didn't win the elections.
3. _____ you come back from your trip, we'll meet to discuss the problem.
4. They said that the movie was fantastic, _____ I watched it.
5. _____ he was very ill, he didn't take any medicine.
6. I don't know _____ I can buy a pair of jeans.
7. She went to the shops _____ couldn't find anything that could fit her needs.
8. Everybody likes him because he is nice _____ helpful.
9. _____ he was angry with her, he didn't utter a word.
10. Keep quiet _____ go out.

Exercise 2: Complete each sentence using the subordinating conjunction from the parenthesis:

1. I visit the Grand Canyon _____ I go to Arizona. (once, whenever, wherever)
2. This is the place _____ we 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 test _____ you 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 rousing performance _____ they had rehearsed often. (though, as, once)

9. She's honest _____ everyone trusts her. (if, so, when)
10. Write this down _____ you forget. (or, when, lest)

Exercise 3: Coordinating Conjunction Exercises

Complete each sentence using the correct coordinating conjunction from the parenthesis:

1. My car has a radio _____ a CD player. (but, or, and)
2. Sharon hates to listen to rap music, _____ will she tolerate heavy metal. (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)

WEEK 5
CHAPTER 5: ADJECTIVES

Description	<p>The aim of this lecture is to present adjectives. It is intended for students with a prior knowledge of parts of speech. In this lecture, we explain the form of and the function of adjectives. Type of adjectives are discussed in this lecture too.</p> <p>This lecture is also aimed at helping students actively use adjectives in speaking and writing.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ul style="list-style-type: none">8- understand and recognize adjectives.9- use adjectives in writing and speaking10- recognize the type of adjectives: Comparative Adjectives and superlative adjective11- be able to distinguish the use of the different type of adjectives12- should be able to place the adjective correctly in the sentence.

SECTION A: LECTURE

5. ADJECTIVES

Introduction

Adjectives are an important part of speech. They usually describe a person or thing. They tell us what somebody or something is like.

In this lecture, we look at the structure and the use of the adjectives, following by exercises to check the students' understanding.

5-1. Definition

“adjective (noun): a part-of-speech that modifies or describes a noun or a pronoun”

An adjective is one of the eight parts of speech.

An *adjective* is a word that tells us more about a *noun*. It "describes" or "modifies" a *noun* (The **big** *dog* was **hungry**). In these examples, the adjective is in **bold** and the noun that it modifies is in *italics*.

An adjective often comes BEFORE a noun:

- a **green** *car*
- a **dark** *sky*
- an **interesting** *story*

And sometimes an adjective comes AFTER a verb:

- My *car* is **green**.
- The *sky* became **dark**.
- His *story* seemed **interesting**.

But adjectives can also modify *pronouns* (*She* is **beautiful**). Look at these examples:

- *They* were **empty**.
- I thought *it* seemed **strange**.
- *Those* are not **expensive**.

Note that we can often use two or more adjectives together (a **beautifulyoung French** *lady* / *it* is **black and white**).

The adjective is the enemy of the noun

This is sometimes said because, very often, if we use the precise noun we don't need an adjective. For example, instead of saying "a large, impressive house" (2 adjectives + 1 noun) we could simply say "a mansion" (1 noun).

5-2. Adjective Form

Some adjectives have particular endings, for example:

- -able/-ible: *washable, credible*
- -ish/-like: *childish, childlike*
- -ful/-less: *careful, careless*
- -ous: *dangerous, harmonious*
- -y: *dirty, pretty*

However, many adjectives have no obvious form.

Comparative, Superlative

Most adjectives can be comparative or superlative, for example:

- *big, bigger, biggest*
- *good, better, best*
- *beautiful, more beautiful, most beautiful*

5-3. Comparative Adjectives

When we talk about two things, we can "compare" them. We can see if they are the same or different. Perhaps they are the same in some ways and different in other ways. We can use comparative adjectives to describe the differences.

We use comparative adjectives when talking about **two** things (not three or more things).

In the example below, "bigger" is the comparative form of the adjective "big":

A1 A2

A1 is **bigger** than A2.

Formation of Comparative Adjectives

There are two ways to make or to "form" a comparative adjective:

- **short** adjectives: add "**-er**"
- **long** adjectives: use "**more**"

Short adjectives: add -er		examples
1-syllable adjectives		old, fast
2-syllable adjectives ending in -y		happy, easy
RULE: add "-er"		old → older
Variation: if the adjective ends in -e, just add -r		late → later
Variation: if the adjective ends in consonant, vowel, consonant, double the last consonant		big → bigger
Variation: if the adjective ends in -y, change the y to i		happy → happier
Long adjectives: use more	examples	
2-syllable adjectives not ending in -y	modern, pleasant	
all adjectives of 3 or more syllables	expensive, intellectual	
RULE: use "more"	modern → more modern expensive → more expensive	

With some 2-syllable adjectives, we can use "-er" *OR* "more":

quiet → quieter/more quiet
clever → cleverer/more clever
narrow → narrower/more narrow
simple → simpler/more simple

Exception: The following adjectives have irregular forms:

good → better
well (healthy) → better
bad → worse
far → farther/further

6-3-1. Use of Comparative Adjectives

We use comparative adjectives when talking about 2 things (not 3 or 10 or 1,000,000 things, only 2 things).

Often, the comparative adjective is followed by "than".

Look at these examples:

- John is 1m80. He is tall. But Chris is 1m85. He is **taller** *than* John.
- America is big. But Russia is **bigger**.
- I want to have a **more powerful** computer.
- Is French **more difficult** than English?

If we talk about the two planets Earth and Mars, we can compare them as shown in the table below:

	Earth	Mars	
Diameter (km)	12,760	6,790	Mars is smaller than Earth.
Distance from Sun (million km)	150	228	Mars is more distant from the Sun.
Length of day (hours)	24	25	A day on Mars is slightly longer than a day on Earth.
Moons	1	2	Mars has more moons than Earth.
Surface temperature (degrees Celcius)	22	-23	Mars is colder than Earth.

Although we use comparative adjectives when talking about **two** things (not three or more things), in fact one or both of the things may be a group of things.

- Mt Everest is higher than all other mountains.

Here, we are talking about hundreds of mountains, but we are still comparing one thing (Mt Everest) to one other thing (all other mountains).

5-4. Superlative Adjectives

A superlative adjective expresses the extreme or highest degree of a quality. We use a superlative adjective to describe the extreme quality of one thing in a group of things.

We can use superlative adjectives when talking about **three or more** things (not two things).

In the example below, "biggest" is the superlative form of the adjective "big":

A B C
A is the **biggest**.

Formation of Superlative Adjectives

As with comparative adjectives, there are two ways to form a **superlative adjective**:

- **short** adjectives: add "-est"
- **long** adjectives: use "most"

We also usually add 'the' at the beginning.

Short adjectives	
1-syllable adjectives	old, fast
2-syllable adjectives ending in -y	happy, easy
RULE: add "-est"	old → the oldest
Variation: if the adjective ends in -e, just add -st	late → the latest
Variation: if the adjective ends in consonant, vowel, consonant, double the last consonant	big → the biggest
Variation: if the adjective ends in -y, change the y to i	happy → the happiest
Long adjectives	
2-syllable adjectives not ending in -y	modern, pleasant
all adjectives of 3 or more syllables	expensive, intellectual
RULE: use "most"	modern → the most modern expensive → the most expensive

With some 2-syllable adjectives, we can use "-est" *OR* "most":

quiet → the quietest/most quiet
clever → the cleverest/most clever
narrow → the narrowest/most narrow
simple → the simplest/most simple

Exception: The following adjectives have irregular forms:

- good → the best
- bad → the worst
- far → the farthest/furthest

5-4-1. Use of Superlative Adjectives

We use a superlative adjective to describe one thing in a group of three or more things. Look at these examples:

- John is 1m75. David is 1m80. Chris is 1m85. Chris is **the tallest**.
- Canada, China and Russia are big countries. But Russia is **the biggest**.
- Mount Everest is **the highest** mountain in the world.

If we talk about the three planets Earth, Mars and Jupiter, we can use superlative adjectives as shown in the table below:

	Earth	Mars	Jupiter	
Diameter (km)	12,760	6,790	142,800	Jupiter is the biggest .
Distance from Sun (million km)	150	228	778	Jupiter is the most distant from the Sun.
Length of day (hours)	24	25	10	Jupiter has the shortest day.
Moons	1	2	16	Jupiter has the most moons.
Surface temp. (degrees Celcius)	22	-23	-150	Jupiter is the coldest .

When we compare one thing with itself, we do not use "the":

England is **coldest** in winter. (*not* the coldest)

My boss is most generous when we get a big order. (*not* the most generous)

5-5. Adjective Order

There are 2 basic positions for adjectives:

1. Adjective Before Noun
2. Adjective After Verb

		adj. before noun			adj. after verb
1	I have a	Big	dog.		
2			Snow	is	white.

5-5-1. Adjective Before Noun

We often use more than one adjective before the noun:

- I like **big black** dogs.
- She was wearing a **beautiful long red** dress.

What is the correct order for two or more adjectives?

1. First of all, the general order is:

opinion, fact

"Opinion" is what you **think** about something. "Fact" is what is definitely **true** about something.

- a lovely new dress (~~not a new lovely dress~~)
- a boring French film (~~not a French boring film~~)

2. The "normal" order for *fact adjectives* is

size, shape, age, colour / origin / material / purpose

- a small 18th-century French coffee table
- a rectangular black wooden box

3. Determiners usually come **first**, even though some grammarians regard them as *fact adjectives*:

- articles (a, the)
- possessives (my, your...)
- demonstratives (this, that...)
- quantifiers (some, any, few, many...)
- numbers (one, two, three)

Note that when we want to use two **colour adjectives**, we join them with "and":

- Many newspapers are **black and white**.
- She was wearing a long, **blue and yellow** dress.

Here are some examples of adjective order:

	<i>Adjectives</i>						<i>head noun</i>
<i>determiner</i>	<i>opinion adjectives</i>	<i>fact adjectives</i>					
		other	size, shape, age, colour	origin	material	purpose*	
Two	Ugly		Black			guard	dogs
A		well-known		Chinese			artist
A			small, 18th-century	French		coffee	table
Your	fabulous		New			sports	car
A	lovely		pink and green	Thai	silk		dress
some			Black	Spanish	leather	riding	boots
A			big black and white				dog
this		cheap			plastic	rain	coat
An			Old		wooden	fishing	boat
my			New			tennis	racket
A	wonderful		15th-century	Arabic			poem

*often a noun used as an adjective

5-5-2. Adjective After Verb

An adjective can come **after** some verbs, such as: *be, become, feel, get, look, seem, smell, sound*

Even when an adjective comes after the verb and not before a noun, it always refers to and qualifies the **subject** of the clause, not the verb.

Look at the examples below: subject *verb* **adjective**

- Ram *is* **English**.
- Because she had to wait, she *became* **impatient**.
- Is it *getting* **dark**?
- The examination *did not seem* **difficult**.
- Your friend *looks* **nice**.
- This towel *feels* **damp**.
- That new film *doesn't sound* very **interesting**.
- Dinner *smells* **good** tonight.
- This milk *tastes* **sour**.
- It *smells* **bad**.

These verbs are "stative" verbs, which express a state or change of state, not "dynamic" verbs which express an action. Note that some verbs can be stative in one sense (she looks beautiful | it got hot), and dynamic in another (she looked at him | he got the money). The above examples do not include all stative verbs.

Note also that in the above structure (subject *verb* **adjective**), the adjective can qualify a pronoun since the subject may be a pronoun.

SECTION B: PRACTICE: EXERCISES

Exercise 1: Complete the following sentences using the appropriate form of the adjective given in the brackets.

1. He is than his neighbors. (rich/richer/richest)
2. The brides were much than the grooms.(young/younger/youngest)
3. He is too to be taught.(intelligent/more intelligent/most intelligent)
4. He is than I thought him to be.(clever/cleverer/cleverest)
5. When the old woman became, she began to move about.(stronger/more strong)
6. He is much now. (good/better/best)
7. The offer was too to be true.(good/better/best)
8. He fishes with success than I do.(great/greater/greatest)
9. Shakespeare is the playwright in English.(great/greater/greatest)

10. The pain was than he could bear. (much/more/most)
11. The thing of all was that his son was rude to him.(bad/worse/worst)
12. Jane was the player of the two. (good/better/best)

Exercise 2: Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is (big) _____ than yours.
2. This flower is (beautiful) _____ than that one.
3. This is the (interesting) _____ book I have ever read.
4. Non-smokers usually live (long) _____ than smokers.
5. Which is the (dangerous) _____ animal in the world?
6. A holiday by the sea is (good) _____ than a holiday in the mountains.
7. It is strange but often a coke is (expensive) _____ than a beer.
8. Who is the (rich) _____ woman on earth?
9. The weather this summer is even (bad) _____ than last summer.
10. He was the (clever) _____ thief of all.

Exercise 3: choose the right answer.

1. He was wearing a _____ shirt.
 - dirty old flannel
 - flannel old dirty
 - old dirty flannel
2. Pass me the _____ cups.
 - plastic big blue
 - big blue plastic
 - big plastic blue
3. All the girls fell in love with the _____ teacher.
 - handsome new American
 - American new handsome
 - new handsome American
4. I used to drive _____ car.
 - a blue old German
 - an old German blue
 - an old blue German

5. He recently married a _____ woman.

- young beautiful Greek
- beautiful young Greek
- beautiful Greek young

6. This is a _____ movie.

- new Italian wonderful
- wonderful Italian new
- wonderful new Italian

7. She is a _____ supermodel.

- beautiful slim Brazilian
- Brazilian beautiful slim
- slim Brazilian beautiful

8. It's in the _____ container.

- large blue metal
- blue large metal
- blue metal large

9. He sat behind a _____ desk.

- big wooden brown
- big brown wooden
- wooden big brown

10. She gave him a _____ vase.

- small Egyptian black
- black Egyptian small
- small black Egyptian

WEEK 6
CHAPTER 6: ADVERBS

Description	<p>The aim of this lecture is to present modal verbs. It is intended for students with a prior knowledge of verbs and tenses. In this lecture, we explain the form, kinds, positions of adverbs, set the chart having the structure of this tense together with the example sentences.</p> <p>This lecture is also aimed at helping students actively use the different kinds of adverbs in speaking and writing.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- understand and recognize adverbs.2- use adverbs correctly in the sentence.3- recognize the type of adverbs.4- be able to distinguish the use of the different type of adverbs5- should be able to place the adverbs correctly in the sentence.

SECTION A: LECTURE

6. ADVERBS

Introduction

Adverbs are an important part of speech. They usually answer questions such as *how? where? when? how often? and how much?*

In this lecture, we look at the structure and the use of the adverbs, following by exercises to check the students' understanding.

6-1. Definition

adverb (noun): a word that modifies a verb, an adjective or another adverb, expressing manner, place, time or degree; a word that can modify a phrase, clause or sentence

An **adverb** is a word that tells us more about a *verb*. It "qualifies" or "modifies" a *verb* (The man *ran* **quickly**). In the following examples, the adverb is in **bold** and the verb that it modifies is in *italics*.

- John *speaks* **loudly**. (How does John speak?)
- **Afterwards** she *smoked* a cigarette. (When did she smoke?)
- Mary *lives* **locally**. (Where does Mary live?)

But adverbs can also modify *adjectives* (Tara is **really** *beautiful*), or even other *adverbs* (It works **very** *well*). Look at these examples:

- Modify an *adjective*:
 - He is **really** *handsome*. (How handsome is he?)
 - That was **extremely** *kind* of you.
- Modify another *adverb*:
 - She drives **incredibly** *slowly*. (How slowly does she drive?)
 - He drives **extremely** *fast*.

Note that adverbs have other functions, too. They can:

- Modify a whole sentence: **Obviously**, *I can't know everything*.
- Modify a prepositional phrase: It's **immediately** *inside the door*.

6-2. Adverb Form

We make many adverbs by adding **-ly** to an adjective, for example:

- **quick** (adjective) > **quickly** (adverb)
- **careful** (adjective) > **carefully** (adverb)
- **beautiful** (adjective) > **beautifully** (adverb)

There are some basic rules about spelling for -ly adverbs. See the table below:

adjective ending	do this	adjective	adverb
most adjectives	add -ly	quick nice sole careful	quickly nicely solely carefully
-able or -ible	change -e to -y	regrettable horrible	regrettably horribly
-y	change -y to -ily	happy	happily
-ic	change -ic to -ically	economic	economically

But not all words that end in -ly are adverbs. The following -ly words, for example, are all adjectives:

- friendly, lovely, lonely, neighbourly

And some adverbs have no particular form. Look at these examples:

- well, fast, very, never, always, often, still

Note that the form of an adverb can also change to make it comparative or superlative.

6-3. Kinds of Adverbs

Here you can see the basic kinds of adverbs.

6-3-1. Adverbs of Manner

Adverbs of Manner tell us the manner or way in which something happens. They answer the question "how?". Adverbs of Manner mainly modify *verbs*.

- He *speaks* **slowly**. (How does he speak?)
- They *helped* us **cheerfully**. (How did they help us?)
- James Bond *drives* his cars **fast**. (How does James Bond drive his cars?)

We normally use Adverbs of Manner with **dynamic (action)** verbs, not with stative or state verbs.

- He ran fast. She came quickly. They worked happily.
- ~~She looked beautifully. It seems strangely. They are happily.~~

6-3-2. Adverbs of Place

Adverbs of Place tell us the place where something happens. They answer the question "where?". Adverbs of Place mainly modify *verbs*.

- Please *sit* **here**. (Where should I sit?)
- They *looked* **everywhere**. (Where did they look?)
- Two cars were *parked* **outside**. (Where were two cars parked?)

6-3-3. Adverbs of Time

Adverbs of Time tell us something about the time that something happens. Adverbs of Time mainly modify *verbs*.

They can answer the question "when?":

- He *came* **yesterday**. (When did he come?)
- I *want* it **now**. (When do I want it?)

Or they can answer the question "how often?" (frequency):

- They *deliver* the newspaper **daily**. (How often do they deliver the newspaper?)

- We **sometimes** *watch* a movie. (How often do we watch a movie?)

6-3-4. Adverbs of Degree

Adverbs of Degree tell us the degree or extent to which something happens. They answer the question "how much?" or "to what degree?". Adverbs of Degree can modify *verbs*, *adjectives* and other *adverbs*.

- She **entirely** *agrees* with him. (How much does she agree with him?)
- Mary is **very** *beautiful*. (To what degree is Mary beautiful? How beautiful is Mary?)
- He drove **quite** *dangerously*. (To what degree did he drive dangerously? How dangerously did he drive?)

6-4. Adverb Position

6-4-1. Adverbs with verbs

When an **adverb** modifies a *verb*, there are usually 3 possible positions within the sentence or clause:

1. FRONT - before subject		Now	I will <i>read</i> a book.
2. MID - between subject + verb	I	often	<i>read</i> books.
3. END - after verb/object	I <i>read</i> books	carefully.	

6-4-2. Adverbs with adjectives/adverbs

When an **adverb** modifies an *adjective* or another *adverb*, it usually goes in front of the word that it modifies, for example:

	adverb	adjective	
She gave him a	really	<i>dirty</i>	look.
	adverb	adverb	
We	quite	<i>often</i>	study English.

Kind of adverb can influence position

The position of an **adverb** often depends on the kind of adverb (manner, place, time, degree). The following table gives you some guidelines for placement based on the kind of adverb.

kind of adverb		mainly modifies	Sentence			usual position
				adverb		
Manner		Verbs	She <i>spoke</i>	gently.		END
Place		Verbs	He <i>lived</i>	here.		END
Time	Definite	Verbs	I'll <i>do it</i>	today.		END
	frequency		We	often	<i>go to Paris.</i>	MID
Degree		verbs, adj. and adv.	I	nearly	<i>died.</i>	MID
			It was	terribly	<i>funny.</i>	before adj.
			He works	really	<i>fast.</i>	before adv.

Warning: these are guidelines only, and not complete. There are many exceptions.

6-5. Comparative Adverbs

One of the jobs of an adverb is to modify a verb action, for example:

- *Joe ran fast.*

If we want to compare one verb action with another, we can use a **comparative adverb**, for example:

- *Joe ran fast, but Mary came first because she **ran faster**.*

We use comparative adverbs when talking about **two** actions (not three or more actions). Comparison is always between **TWO** things.

How do we Make Comparative Adverbs?

There are three basic ways to make or "form" a comparative adverb:

1. One-syllable adverbs: add *-er*

If an adverb has **only one syllable**, we usually just add *-er* to make it comparative: *fast* → *faster*. Here are some examples:

adverb	comparative adverb
fast	Faster
hard	Harder
high	Higher
late	Later
long	Longer
Low	Lower
wide	Wider

Note that most one-syllable **adverbs** have the same form as their equivalent **adjectives**. Don't let this confuse you. For example:

	positive	comparative
adjective	a fast car	a faster car
adverb	he drives fast	he drives faster

2. Two-syllable adverbs: use *more*

When an adverb has **two or more syllables** (like all *-ly* adverbs), we can make it comparative by adding *more* in front: *quickly* → *more quickly*. Look at these examples:

Adverb	comparative adverb
Carefully	more carefully
efficiently	more efficiently
Happily	more happily
Horribly	more horribly
Often	more often
Quickly	more quickly
Recently	more recently
Slowly	more slowly
Sadly	more sadly
Strangely	more strangely

We can also use *less* in place of *more* to suggest a *reduction* in the action. Look at these examples:

Sentence	for example
She visits <i>often</i> .	once a week
Now she visits <i>more often</i> . ↑	once a day
Now she visits <i>less often</i> . ↓	once a month

6-6. Irregular Adverbs

A few adverbs have irregular form, for example:

adverb	comparative adverb
badly	Worse
early	earlier
Far	further/farther
little	Less
much	more
well	better

6-7. Comparative Adverbs with Informal Forms

Note that a few adverbs have a formal ("correct") form with *-ly* and an informal form without *-ly*. The same is then true of their comparative forms. Although you may hear some native speakers using the informal form in speech, it is best avoided in formal situations and examinations. The most common examples are:

Adverb	comparative adverb
cheap/cheaply	cheaper/more cheaply
loud/loudly	louder/more loudly
quick/quickly	quicker/more quickly
slow/slowly	slower/more slowly

Note that a few adverbs have NO comparative form, for example:

again, first

daily, yesterday

here, there

now, then

never, sometimes

6-8. How do we Use Comparative Adverbs?

Now that you know how to **make** comparative adverbs, let's see how to **use** them. Look at these examples. Notice that we may use *more* to suggest an increase in the action and *less* to suggest a decrease in the action. Notice also that the comparative adverb is often followed by *than*:

- Trains go fast but planes go **faster**.
- Planes go **faster** than trains.
- Trains don't go **faster** than planes.
- Trains go **more slowly** than planes.
- Planes go **less slowly** than trains.
- Joe won because he played **better** than Jane played.
- Joe won because he played **better** than Jane.
- Joe won because he played **better**.
- Did cities grow **more quickly** after the Industrial Revolution?
- He hit the ball **more powerfully** than his competitor.
- As we get older we remember things **less easily**.
- Could you talk a bit **more quietly** please?
- Could you talk a bit **less loudly** please?
- I can't hear you. Please speak **louder/more loudly**.

Although we use comparative adverbs when talking about **two** actions, in fact one or both of the actions may be a group of actions.

- *The planet Mercury **revolves** around the sun **faster** than all the other planets.*

Here, we are talking about eight planets, but we are still comparing one action (Mercury's) to one other action (that of all the other planets).

6-9. Adverbs of Frequency

Adverbs of Frequency are adverbs of time that answer the question "How frequently?" or "How often?". They tell us how often something happens. Here are some examples:

- a. daily, weekly, yearly
- b. often, sometimes, rarely

You probably see a difference between a) and b) above. With words like *daily* we know exactly how often. The words in a) describe **definite** frequency. On the other hand, words like *often* give us an idea about frequency but they don't tell us exactly. The words in b) describe **indefinite** frequency.

We separate them into two groups because they normally go in different positions in the sentence.

6-9-1. Adverbs of Definite Frequency

Examples:

- hourly, daily, weekly, monthly, yearly
- every second, once a minute, twice a year
- once, twice, once or twice, three times

Adverbs of definite frequency, like all adverbs of definite time, typically go in END position.

Look at these examples:

- Most companies pay taxes **yearly**.
- The manager checks the toilets **every hour**.
- The directors meet **weekly** to review progress.

Sometimes, usually for reasons of emphasis or style, some adverbs of definite frequency may go at the FRONT, for example:

- **Every day**, more than five thousand people die on our roads.

6-9-2. Adverbs of Indefinite Frequency

Look at these examples of adverbs of indefinite frequency:

100%	always, constantly
	usually, normally
	frequently, regularly
	Often
50%	sometimes
	occasionally
	rarely, infrequently
	Seldom
	hardly ever
0%	Never

Adverbs of indefinite frequency mainly go in MID position in the sentence. They go **before** the main verb (except the main verb "to be"):

- We **usually** go shopping on Saturday.
- I have **often** done that.
- She is **always** late.

Occasionally, sometimes, often, frequently and *usually* can also go at the beginning or end of a sentence:

- **Sometimes** they come and stay with us.
- I play tennis **occasionally**.

Rarely and *seldom* can also go at the end of a sentence (often with "very"):

- We see them **rarely**.
- John eats meat very **seldom**.

SECTION B: PRACTICE: EXERCISES

Exercise 1: Complete the sentence using an adjective or adverb.

To make adverbs we often add **-ly** at the end of an adjective (words that describe a noun)

Example: beautiful (adjective) girl (noun) beautiful + ly = beautifully (adverb)

1. He's always in a rush. I don't understand why he walks so _____ (quick/quickly).
2. I prefer studying in the library. It's always _____ (quiet/quietly).
3. Michael _____ (happy/happily) took the assistant job. He had been looking for a position all summer.
4. Marta dances _____ (beautiful/beautifully). She's been taking ballet since she was five years old.
5. They speak French very _____ (good/well). They lived in France for two years.
6. My neighbor always plays _____ (loud/loudly) music on the weekends. It's so annoying.
7. Please be _____ (careful/carefully) in the hallway. The walls have just been painted.
8. Dan is very smart, but he is not a very _____ (good/well) student.
9. He reacted _____ (angry/angrily) to the news. I have never seen him so upset.
10. We didn't _____ (complete/completely) understand the teacher's instructions.
Most of us did not finish the assignment.

Exercise 2: Find the adjective in the first sentence and fill the gap with the adverb.

1. Joanne is happy. She smiles _____
2. The boy is loud. He shouts _____
3. Her English is fluent. She speaks English _____
4. Our mum was angry. She spoke to us _____
5. My neighbour is a careless driver. He drives _____
6. The painter is awful. He paints _____
7. Jim is a wonderful piano player. He plays the piano _____
8. This girl is very quiet. She often sneaks out of the house _____
9. She is a good dancer. She dances really _____
10. This exercise is simple. You _____ have to put one word in each space.

Exercise 3: 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.

Exercise 4: In which sentence are the adverbs positioned correctly?

- Joe quickly works usually.
 - Joe usually works quickly.
 - Joe usually quickly works.
2. In which sentence is the adverb-modifying adverb "perfectly" correctly positioned?
- She looks well perfectly.
 - She perfectly looks well.
 - She looks perfectly well.
3. In which sentence is the adverb of degree "almost" correctly positioned?
- I almost fell over.
 - I fell over almost.
 - I fell almost over.
4. In which sentence is the adverb of place "overseas" correctly positioned?
- James overseas still lives.
 - James still overseas lives.
 - James still lives overseas.

WEEK 7

CHAPTER 7 : ADJECTIVES OR ADVERBS

Description	<p>The aim of this lecture is to present on the difference between adjectives and adverbs. It is intended for students with a prior knowledge of parts of speech, especially verbs, adjectives and adverbs. In this lecture, we explain the correct use of adjective and adverb, and how to choose between them.</p> <p>This lecture is also aimed at helping students actively use adjectives and adverbs in speaking and writing.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- understand and recognize adjectives and adverbs..2- be able to distinguish between the use of adjectives and adverbs.3- should be able to use adjectives and adverbs correctly.

SECTION A: LECTURE

7. ADJECTIVES OR ADVERBS

Introduction

Adjectives and adverbs are describing words; the former describes a noun or pronoun; the latter, a verb, adjective, or other adverb. In this lecture, students learn how to use these words with skill and confidence so they will never again face the dreaded bad/well dilemma.

In this lecture, we look at the choice of using whether adjective or adverb, following by exercises to check the students' understanding.

7-1. Adjectives

We use adjectives to describe nouns and pronouns. Adjectives can come before nouns or after linking verbs.

Before the noun:

- He dropped the hot plate.
- I have a black cat.
- The small boy ran down the street.
- What a beautiful view!

After a linking verb:

- He seems tired.
- The view is beautiful.
- The weather became cold.
- My cat is black.

(Linking verbs are verbs like 'be', 'become' and 'seem' which are not actions but instead link the subject to an adjective, noun or phrase that gives us more information about the subject.)

We make the comparative and superlative of adjectives by adding either '-er / -est' or using 'more / most'.

- She is tall.

- She is taller than her sister.
- She is the tallest person in the class.

7-2. Adverbs

Adverbs are used to describe verbs, adjectives or other adverbs. They are often (but not always) made by adding 'ly' to the adjective.

- I walked slowly ('slowly' tells us about the verb 'walk').
- They worked quickly.

We make the comparative and superlative forms of adverbs by using 'more / most'.

- She sang loudly.
- She sang more loudly than her friend.
- She sang most loudly in the class.

7-3. Adverb or adjective?

It's important to remember to use an adjective after a linking verb. However, this can be tricky as some verbs can be used as both normal verbs and as linking verbs. One test is to replace the verb with the same form of 'be' and see if the sentence still makes sense. If it does, the verb is being used as a linking verb and so needs an adjective, not an adverb.

- He smells the hot soup carefully. (Here we are talking about the action of smelling and using smell as a normal verb, so we need an adverb.)
- The soup smells good. (Here we are using 'smell' as a linking verb, to describe the soup. We can replace 'smells' with 'is' and the sentence still makes sense. So, we need an adjective.)
- He looked tiredly at the dirty kitchen. (Here we are talking about the action of looking and using 'look' as a normal verb, so we use an adverb to describe the way of looking.)
- You look beautiful. (Here we are using 'look' as a linking verb, to give more information about the person. We can replace 'look' with 'are' and the sentence still makes sense. So we need an adjective.)

7-4. Irregular forms

Normally, we make an adverb by adding 'ly' to an adjective.

- Careful (adjective): He is always careful.

- Carefully (adverb): She put the glasses down carefully.
- Quiet (adjective): This is a quiet room.
- Quietly (adverb): She spoke quietly.
- Bad (adjective): This coffee is bad!
- Badly (adverb): He sings badly!

If the adjective ends in 'y', we change 'y' to 'i' and add 'ly'. If the adjective ends in 'le', we drop 'e' and add 'y'.

- Happy (adjective): She looks very happy.
- Happily (adverb): He sang happily.
- Gentle (adjective): It's a gentle cat.
- Gently (adverb): He stroked the cat gently.

However, there are some exceptions.

- Fast (adjective): That's a fast car.
- Fast (adverb): She walks fast.
- Early (adjective): She was early for the meeting.
- Early (adverb): He arrived early.
- Late (adjective): He is always late!
- Late (adverb): He got up late this morning ('lately' is also an adverb but means 'recently').
- Good (adjective): That is a good book.
- Well (adverb): She did well on the exam ('well' can also be an adjective; see below).
- Hard (adjective): Maths is hard!
- Hard (adverb): She tried hard ('hardly' is also an adverb, but means 'almost none'; see below).

There are also some adjectives that end in 'ly' and don't have an adverb form. Instead we use 'in a ---way'. These are friendly, lovely, lonely, lively, and silly.

- He talked to me in a friendly way.

Good / well

'Well' can be confusing because it is both the adverb form of 'good', and an adjective that means 'healthy and fine'.

- My mother is well ('well' is an adjective that means 'healthy and fine').
- He did the work well ('well' is an adverb meaning 'in a good way').

Of course, we also use 'good' as an adjective.

- This meal is good!
- He can speak good German.

Hard / hardly

'Hard' is both an adjective and an adverb.

- The table is hard (= adjective, meaning 'not soft' or 'difficult').
- She works hard (= adverb, meaning 'with a lot of effort').

'Hardly' is also an adverb, but it means 'almost nothing' or 'almost none'.

- She hardly works (= she does almost no work).
- I have hardly any money (= I have almost no money).

Late / lately

'Late' is an adjective and an adverb. There is also an adverb 'lately', which means 'recently'.

- I'm late (= adjective, meaning 'not on time').
- He came late (= adverb, meaning 'not on time').
- I've been working a lot lately (= an adverb meaning 'recently').

8-5. Modern English and Adverbs

Many native English speakers are starting to use adjectives where traditionally we need an adverb. Some people think this is incorrect, but it's very common.

- He ran quick (instead of 'he ran quickly').

This is especially common with comparatives and superlatives.

- She ran quicker (instead of 'she ran more quickly').

Of course, it's your choice if you'd like to follow traditional grammar or use the more modern style. I'd suggest that if you're writing formally, it's probably better to use an adverb. In all my exercises here, I use the traditional style.

Summary

The only dependable way to tell whether you should use an adjective or an adverb is to see how the word functions in the sentence. If a noun or pronoun is being described, use an adjective. If a verb, adjective, or other adverb is being described, use an adverb. Here's an example to refresh your memory:

- He is a *skillful* driver.
- (The adjective *skillful* describes the noun *driver*.)
- The cabby drove *skillfully*.
- (The adverb *skillfully* describes the verb *drove*.)

SECTION B: PRACTICE: EXERCISES

Exercise 1: Complete the following sentences using adjective or adverb.

1. He _____ reads a book. (*quick*)
2. Mandy is a _____ girl. (*pretty*)
3. The class is _____ loud today. (*terrible*)
4. Max is a _____ singer. (*good*)
5. You can _____ open this tin. (*easy*)
6. It's a _____ day today. (*terrible*)
7. She sings the song _____. (*good*)
8. He is a _____ driver. (*careful*)
9. He drives the car _____. (*careful*)
10. The dog barks _____. (*loud*)

Exercise 2: Complete the sentences using **adjectives** or **adverbs** of the words given below:

crowded - early - easy - expensive - interested - large - near - often - quiet - thin - surprising

1. This jacket is too small. I need a _____ size.

2. You look _____. Have you lost weight?
3. He's not so keen on his studies. He's _____ in having a good time.
4. You'll find your way around the town _____ if you have a map.
5. You're making too much noise. Can you be a bit _____?
6. There were a lot of people on the bus. It was _____ than usual.
7. You're late. I expected you to be here _____.
8. You hardly ever write to me. Why don't you write a bit _____ ?
9. The hotel was _____ cheap. I expected it to be much _____
10. It's a pity you live so far away . I wish you lived _____.

Exercise 3: Fill in the correct form : adverb or adjective !

1. I was smiling _____ (**happy**) to myself.
2. He looked at me _____ (**careful**).
3. I asked him _____ (**quiet**).
4. The restaurants are _____ (**nice**) decorated and the food is _____ (**good**).
5. He got the food _____ (**fresh**) from the market.
6. I smelled something _____ (**terrible**).
7. I don't feel _____ (**hungry**).
8. We can pay you _____ (**good**).
9. He went off _____ (**quick**).
10. Luigi looked at me _____ (**unhappy**).
11. What they write is not so _____ (**good**).
12. I _____ (**slow**) got up.
13. They smelled something _____ (**real**) _____ (**terrible**).
14. Jack smiled _____ (**stupid**).
15. We waved our hands _____ (**nervous**) around.
16. They looked _____ (**nervous**) and _____ (**angry**).
17. She smiled at me _____ (**sweet**) and Paolo turned _____ (**pale**).

WEEK 8
CHAPTER 8: MODAL VERBS

Description	<p>The aim of this lecture is to present modal verbs. It is intended for students with a prior knowledge of verbs and tenses. In this lecture, we explain definition, function and characteristics of modal verbs.</p> <p>This lecture is also aimed at helping students actively use the modal verbs in speaking and writing.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- understand and recognize modal verbs.2- form questions using modal verbs.3- transform a positive statement into a negative one using modal verbs.4- be able to distinguish between the use of the different modal verbs.5- should be able to use modal verbs correctly.

SECTION A: LECTURE

8. MODAL VERBS

Introduction

Modal verbs are auxiliary verbs, also known as "helping verbs". Normally modal verbs cannot work alone and must work with a main verb. The so-called "semi-modals" work partly like modals and partly like main verbs.

In this lecture, we look at the structure and the use of the modal verbs, following by exercises to check the students' understanding.

8-1. Definition

Modals (also called **modal verbs**, **modal auxiliary verbs**, **modal auxiliaries**) are special verbs which behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give additional information about the *function* of the main verb that follows it. They have a great variety of *communicative functions*.

8-2. Characteristics of modal verbs

Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (e.i. the bare infinitive.)
- They are used to indicate modality allow speakers to express certainty, possibility, willingness, obligation, necessity, ability

8-3. List of modal verbs

Here is a list of modal verbs:

can, could, may, might, will, would, shall, should, must

The verbs or expressions *dare, ought to, had better*, and *need not* behave like modal auxiliaries to a large extent and may be added to the above list

8-4. Use of modal verbs:

Modal verbs are used to express functions such as:

- 1- Permission
- 2- Ability
- 3- Obligation
- 4- Prohibition
- 5- Lack of necessity
- 6- Advice
- 7- possibility
- 8- probability

8-5. Examples of modal verbs

Here is a list of modals with examples:

Modal Verb	Expressing	Example
must	Strong obligation	You must stop when the traffic lights turn red.
	logical conclusion / Certainty	He must be very tired. He's been working all day long.
must not	prohibition	You must not smoke in the hospital.
can	ability	I can swim.
	permission	Can I use your phone please?
	possibility	Smoking can cause cancer.
could	ability in the past	When I was younger I could run fast.
	polite permission	Excuse me, could I just say something?
	possibility	It could rain tomorrow!
may	permission	May I use your phone please?
	possibility, probability	It may rain tomorrow!

might	polite permission	Might I suggest an idea?
	possibility, probability	I might go on holiday to Australia next year.
need not	lack of necessity/absence of obligation	I need not buy tomatoes. There are plenty of tomatoes in the fridge.
should/ought to	50 % obligation	I should / ought to see a doctor. I have a terrible headache.
	advice	You should / ought to revise your lessons
	logical conclusion	He should / ought to be very tired. He's been working all day long.
had better	advice	You 'd better revise your lessons

Remember

Modal verbs are followed by an infinitive without "to", also called the bare infinitive.

Examples:

- You **must stop** when the traffic lights turn red.
- You **should see** to the doctor.
- There are many tomatoes in the fridge. You **need not buy** any.

8-6. Ability: can, could and be able to

o Can and can't

We use **can** to say that something is possible: that someone has an ability (*Natasha **can** play the piano*) or an opportunity (*She **can** go to the music room*). **Can** is usually pronounced but sometimes we say . The negative is **cannot** or **can't** . For example:

Vicky: *How many instruments **can** you play, Natasha?*

Natasha: *Three - the violin, the clarinet and the piano.*

Vicky: *That's terrific. You haven't got a piano here, though.*

Natasha: *No, but I **can** go to the music room in college and play the one in there.*

Vicky: *I'm not musical at all. I **can't** even sing.*

○ **Can and be able to**

In the present tense, **be able to** is a little more formal and less usual than **can**.

*Emma is good with computers. She **can** write/is **able to** write programs.*

However, in some structures we always use **be able to**, not **can**.

To-infinitive: *It's nice **to be able to go** to the opera, (NOT to-can-go)*

After a modal verb: *Melanie **might be able to** help us.*

Present perfect: *It's been quiet today. **I've been able to** get some work done.*

For the future we use **can** or **will be able to** but NOT *will-can*.

*If we earn some money, we **can** go/we'll **be able to** go on holiday next summer.*

*I'm afraid I **can't** come/I **won't be able to** come to the disco on Friday.*

However, to suggest a possible future action, we normally use **can**.

*Let's have lunch together. We **can** go to that new restaurant.*

○ **Could and was/were able to**

For ability or opportunity in the past, we use **could** or **was/were able to**.

*Natasha **could** play (OR **was able to** play) the piano when she was four.*

*In those days we had a car, so we **could** travel (OR **were able to** travel) very easily.*

To say that the ability or opportunity resulted in a particular action, something that really happened, we use **was/were able to** but not **could**.

*The plane **was able to** take off at eleven o'clock, after the fog had lifted.*

*Luckily Mark **was able to** get (OR *succeeded in getting*) the work done in time.*

*The drivers **were able to** stop (OR *managed to stop*) before they crashed into each other.*

Compare these two sentences.

<i>The children could swim when they were quite.</i>	<i>The children were able to swim across the river.</i>
young, (a past ability)	(a past action)

In negative sentences and questions, we can use either form.

*It was foggy, so the plane **couldn't/wasn't able to** take off. The pool was closed, so they **couldn't/weren't able to** have a swim. **Could you/Were you able to** describe the man to the police?*

We normally use **could** (not **was/were able to**) with verbs of seeing etc, and with verbs of thinking.

*We **could** see the village in the distance. As soon as Harriet opened the door, she **could** smell gas. I **couldn't** understand what was happening.*

8-7. Permission: can, may, could and be allowed to

○ **Asking permission**

We use **can**, **could** or **may** to ask for permission.

***Can** I use your pen?*

***Could** we borrow your ladder, please? ~ Well, I'm using it at the moment.*

***May** I see the letter? ~ Certainly.*

Could often sounds more polite than **can**. **May** is rather formal.

○ **Giving and refusing permission**

To give permission we use **can** or **may** (but not **could**).

*You **can** wait in my office if you like.*

***Could** I borrow your calculator? ~ Of course you **can**.*

*You **may** telephone from here, (a written notice)*

May is formal and is not often used in speech.

To refuse permission we use **can't** or **may not** (but not **couldn't**).

***Could** we picnic here? ~ I'm sorry. I'm afraid you **can't**. Members **may not** bring more than two guests into the club.*

We can also use **must not**.

*Luggage **must not** be left unattended.*

○ **Talking about permission**

We sometimes talk about rules made by someone else. To do this we use **can**, **could** and **be allowed to**.

We use **can** to talk about the present, and we use **could** for the past.

Present: *Each passenger **can** take one bag onto the plane.*

Past: *In the 1920s you **could** drive without taking a test.*

We can also use **be allowed to**.

Present: *Passengers **are allowed to** take one bag onto the plane.*

Future: ***Will I be allowed to** record the interview on tape?*

Past: *We **weren't allowed to** look round the factory yesterday.*

For a general permission in the past we use either **could** or **was/were allowed to**.

/ **could** always stay/I **was** always **allowed to** stay up late as a child.

However, to say that the permission resulted in a particular action, something that really happened, we use **was/were allowed to** (but not **could**).

I **was allowed to** leave work early yesterday.

We **were allowed to** go into the control room when we looked around the power station.

Compare these questions with **may** and **be allowed to**.

asking for permission	asking about permission
<i>May I take a photo of you?</i>	<i>Are we allowed to take photos?</i>
(= Will you allow it?)	(= What is the rule?)

SECTION B: PRACTICE: EXERCISES

Exercise 1: Can and be able to

Harriet is visiting David, who hurt himself when he fell off a ladder. Complete the conversation using *can* or a form of *be able to*. Sometimes there is more than one possible answer.

Harriet: Hello, David. I'm sorry I haven't (▶) *been able to come* (come) and see you before.

I've been really busy lately. How are you?

David: I'm OK, thanks. (1)..... (I / walk) around now.

The doctor says (2) (I / go) back to work soon.

It'll be nice (3)..... (get) out again. I hate being stuck here like this.

I haven't (4)..... (do) anything interesting.

Exercise 2: Could and was/were able to (C)

▶ Which is closer to the meaning of the sentence 'Years ago I could run a marathon'?

a) I ran a marathon at one particular time in the past.

b) I was once fit enough to run a very long way.

1- Which of these sentences is correct?

I was ill, so I couldn't go to the party.

I was ill, so I wasn't able to go to the party.

a) Only the first one. b) Only the second one. c) Both of them.

2-Which is closer to the meaning of the sentence 'Sarah was able to leave work early yesterday'?

a) Sarah left work early yesterday.

b) Sarah had the opportunity to leave work early yesterday, but we don't know if she took it.

Exercise 3: Could and was/were able to

Put in *could* or *was/were able to*. Sometimes either is possible. Use a negative if necessary.

► Suddenly all the lights went out. We *couldn't* see a thing.

1. The computer went wrong, but luckily Emma..... put it right again.
2. There was a big party last night. You..... hear the music half a mile away.
3. I learnt to read music as a child. I..... read it when I was five.
4. People heard warnings about the flood, and they..... move out in time.
5. The train was full. I find a seat anywhere.

Exercise 4: Asking permission

How would you ask for permission in these situations?

Use *Can I...?*, *Could I...?* or *May I...?* and these verbs: *borrow, join, look at, use* ►

You are at a friend's flat. You want to make a phone call. *Can I use your phone?*

1. You need a calculator. The person sitting next to you has got one.
2. You have gone into a cafe. Three people who you know from work are sitting at a table. You go over to the table.
3. You had to go to a lecture, but you were ill. Your friend went to the lecture and took notes. Next day you are well again and you see your friend.

Exercise 5: Be allowed to

Put in the correct forms.

Rita: I hear you've moved into a new flat with a couple of friends.

Emma: Yes, it's a nice flat, but the landlady is really strict. (►) *We aren't allowed to do* (we / not / allow / do) anything. It was my birthday last month, and (1).....(I / not / allow / have) a party.

Rita: Oh, (2)..... (we / allow / have) parties at our place, luckily.

(3)..... (we / allow / do) anything, more or less. We're hoping to have an all-night party soon, but I'm not absolutely sure if

(4) (we / allow/hold) it.

Exercise 6: May I...? or Am I allowed to ...?

Are you asking for permission, or are you asking what the rule is? Put in *May I... ?* or *Am I allowed to ...?*

? *May I* use your computer?

? *Am I allowed to* smoke in this cinema?

1. cross the road here?
2. ask you a personal question?
3. rollerblade in this park?
4. drive a car without insurance?
5.read your magazine?

WEEK 9

CHAPTER 9: POSSIBILITY AND CERTAINTY

Description	<p>The aim of this lecture is to present on modal verbs of possibility and certainty. It is intended for students with a prior knowledge of and modal verbs. In this lecture, we explain possibility and certainty in the past, present and future.</p> <p>This lecture is also aimed at helping students actively use the modal verbs of possibility and certainty in speaking and writing.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ul style="list-style-type: none">6- understand and recognize modal verbs of possibility and certainty.7- form questions using modal verbs of possibility and certainty.8- transform a positive statement into a negative one using modal verbs of possibility and certainty.9- be able to distinguish between the use of the different modal verbs of possibility and certainty.10- should be able to use modal verbs of possibility and certainty correctly.

SECTION A: LECTURE

9- POSSIBILITY AND CERTAINTY

Introduction

In this lecture, we look at the structure and the use of modal verbs of possibility and certainty, following by exercises to check the students' understanding.

9-1. Possibility and certainty: **May**, **might** and **could**

We use **may** or **might** to say that something is possible or that it is quite likely. Look at these examples:

Rachel: *Whose bag is that?*

Daniel: *I don't know. It **may** belong to Maria's friend.*

Vicky: *It **might** be a bomb. It **could** explode at any moment.*

- **Present and Future**

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

*It **may/might** be a bomb. (= Perhaps it is a bomb.)*

*I **may/might** go to the disco tomorrow. (= Perhaps I will go to the disco.)*

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

***Do you think** he **may/might** know Susan's telephone number?*

***Are you likely to get** here before 8?*

***Is it likely that** you will get here before 8?*

We can use **could** to say that something is possible. For example:

*The story **could** be true, I suppose. (= Possibly it is true.)*

*You **could** win a million pounds! (= Possibly you will win a million pounds.)*

Sometimes **could** means only a small possibility. It is possible (but not likely) that you will win a million pounds.

In some situations we can use **may**, **might** or **could**. For example:

*It **may/might/could** rain later.*

After **may, might** or **could** we can use a continuous form (be + an ing-form). For example:

*That man **may/might be watching** us. (= Perhaps he is watching us.)*

*Sarah **may/might be working** late tonight. (= Perhaps she will be working late.)*

*I'm not sure where Matthew is. He **could be playing** squash. (= Possibly he is playing squash.)*

- **Past**

May, might and *could* + perfect infinitive express uncertainty with reference to past actions:

*We haven't heard from him for ten years. He **may/might/could have died**. (Perhaps he has died, but we don't know.)*

But when we want to say that something was possible but did not happen, we use *might* or *could*:

*He was very careless when crossing the road. He **might/could have died**. (He didn't die.)*

*I **could have caught** the bus if I had hurried. (I didn't hurry, so I didn't catch the bus.)*

9-2. Possibility and certainty: **May, might and could in the negative**

The negative forms are **may not, might not/mightn't, and could not/couldn't**.

○ **May Not And Might Not**

We generally use *may not* and *might not* for something negative is possible. For example:

*Daniel **may not** get the job.*

*Tom **might not** be in.*

*I **mightn't** finish the marathon tomorrow. (It is possible that I will not finish it.)*

○ **Couldn't**

We normally use *couldn't* for something is impossible. For example:

*Vicky is afraid of heights. She **couldn't** climb onto the roof.*

*I'm completely unfit. I **couldn't** run a marathon. (It is impossible for me to run it.)*

9-3. Possibility and certainty: Must and can't

○ Must

We use **must** when we realize that something is certainly true. For example:

*She isn't answering the phone. She **must** be out.*

I had my keys a moment ago.

*They **must** be here somewhere.*

*Andrew isn't here. He **must** be working in the library.*

○ Can't

We use **can't** when we realize that something is impossible. For example:

*We haven't walked far. You **can't** be tired yet.*

*Life **can't** be easy when you have to spend it in a wheelchair.*

*Nick **can't** be touring Scotland. I saw him hat this morning.*

SECTION B: PRACTICE: EXERCISES

Exercise 1: Might be and might be doing

Vicky and Rachel are at college. They're looking for their friend Natasha. Complete the conversation.

Use *may* or *might* and the verb in brackets. Sometimes you need to use the continuous.

Vicky: I can't find Natasha. Have you seen her?

Rachel: (▶) *She might be* (she / be) in the music room. (▶) *She may be practising* (she / practise).

Vicky: No, she isn't there. I thought (1)..... (she / be) with you.

Rachel: It's a nice day. (2).....(she / be) on the lawn.

(3)(she / sit) out there reading the paper.

Or (4)(she / have) a coffee.

(5)(you / find) her in the canteen.

Emma: No, I've looked there.

Rachel: Well, here comes Jessica. (6) (she / know).

Exercise 2: May and might

Add a sentence with *may* or *might* (both are correct).

? I'm not sure if it's going to rain. *It might rain.*

? I don't know if we'll see an elephant. *We may see one.*

- 1- I can't say whether Daniel will win
- 2- I haven't decided if I'm having a holiday.
- 3- I don't know if we'll get an invitation.
- 4- I've no idea whether Sarah will be late.....
- 5- I'm not sure if my friends are visiting me.....

Exercise 3: Mightn't and couldn't

Put in *mightn't* or *couldn't*.

? I've got one or two things to do, so I *mightn't have* time to come out tonight.

? David *couldn't* work as a taxi driver. He can't drive.

- 1- We're going to need lots of glasses. We have enough, you know.
- 2- Markbe in the office tomorrow. He thinks he's getting a cold.
- 3- We possibly have a dog, living in a small flat like this.
- 4- How can you work with all this noise? Iwork in such conditions.
- 5- Don't ring tomorrow because I..... be in. I'm not sure what I'm doing.

Exercise 4: Must, can't and might

A reporter is interviewing Mrs. Miles for a TV news programme.

Complete the conversation. Put in *must*, *can't* or *might*.

Mrs. Miles: My name's Nora Miles, and I'm going to do a parachute jump.

Reporter: Mrs. Miles, you're seventy-three, and you're going to jump out of an aeroplane.

You (►) *must be* mad. You (1)be serious.

Mrs Miles: It really (2).....be wonderful to look down from the sky.

I've always wanted to try it.

Reporter: But anything could happen. You (3) be injured or even killed.

I wouldn't take the risk.

Mrs Miles: Well, young man, your life (4) be much fun if you never take risks.

You ought to try it. You never know - you (5)enjoy it.

Reporter: Enjoy it? You (6) be joking!

WEEK 10

CHAPTER 10 : MODAL VERBS: NECESSITY

Description	<p>The aim of this lecture is to present on modal verbs of necessity. It is intended for students with a prior knowledge of and modal verbs. In this lecture, we explain necessity in the past, present and future.</p> <p>This lecture is also aimed at helping students actively use the modal verbs of necessity in speaking and writing.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ul style="list-style-type: none">11- understand and recognize modal verbs of necessity.12- form questions using modal verbs of necessity.13- transform a positive statement into a negative one using modal verbs of necessity.14- be able to distinguish between the use of the different modal verbs of necessity.15- should be able to use modal verbs of necessity correctly.

SECTION A: LECTURE

1 MODAL VERBS: NECESSITY

Introduction

In this lecture, we look at the structure and the use of the modal verbs of necessity, following by exercises to check the students' understanding.

10-1. Necessity: **must** and **have to**

10-1-1. Present, past and future

We use **must** and **have to/has to** to say that something is necessary.

*You'll be leaving college soon. You **must** think about your future.*

*We're very busy at the office. I **have to** work on Saturday morning.*

*Mark **has to** get the car repaired. There's something wrong with the brakes.*

When we use the past, or the future with **will**, we need a form of **have to**.

*Emma **had to** go to the dentist yesterday, NOT She **must** go-to~the-dentist yesterday.*

*That wasn't very good. We'll **have to** do better next time.*

And in other structures we also use a form of **have to**, not **must**.

To-infinitive: *I **don't want to have to** wait in a queue for ages.*

After a modal verb: *Emma has toothache. She **might have to** go to the dentist.*

Present perfect: *Mark **has had to** drive all the way to Glasgow.*

For negatives and questions with **have to/has to** and **had to**, we use a form of **do**.

*I **don't have to** work on Sundays. Why **does** Andrew **have to** study every evening?*

***Did** you **have to** pay for your second cup of coffee? ~ No, I didn't. I **don't have to** work means that it is not necessary for me to work.*

10-1-2. Must or have to?

Both **must** and **have to** express necessity, but we use them differently.

- **Must**

We use **must** when the speaker feels that something is necessary. For example:

*You **must** exercise. (I'm telling you.) We **must** be quiet. (I'm telling you.)*

I/we must can also express a wish. For example:

*/ **must** buy a newspaper. I want to see the racing results.*

*We **must** invite Claire. She's wonderful company.*

- **Have To**

We use **have to** when the situation makes something necessary. For example:

*I **have to** exercise. (The doctor told me.) We **have to** be quiet. (That's the rule.)*

*I **have to** buy a newspaper. The boss asked me to get one.*

*We **have to** invite Trevor and Laura. They invited us last time.*

- **Have got to**

Have got to means the same as **have to**, but **have got to** is informal. We use it mainly in the present. For example:

*I **have to/I've got to** make my sandwiches.*

*My father **has to/has got to** take these pills.*

*Do we **have to** apply/Have we **got to** apply for a visa?*

10-2. NECESSITY: MUSTN'T, NEEDN'T, ETC

10-2-1. Mustn't or needn't?

We use **must** to say that something is necessary (see Unit 47).

*You **must** be careful with those glasses. I **must** remember my key.*

Now compare **mustn't** and **needn't**.

We use **mustn't** to say that something is a bad idea. However, We use **needn't** when something is not necessary.

Mustn't	Needn't
<ul style="list-style-type: none">- <i>You mustn't drop those glasses. They'll break.</i>- <i>I mustn't forget my key, or I won't get in.</i>- <i>You mustn't wear your best clothes. You'll get them dirty</i>	<ul style="list-style-type: none">- <i>You needn't wash those glasses. They're dean.</i>- <i>We needn't make sandwiches. There's a cafe.</i>- <i>You needn't wear your best clothes. You can wear what you like.</i>

10-2-2. Don't have to and don't need to

We can use **don't have to** and **don't need to** when something is not necessary.

The meaning is the same as **needn't**.

*You **don't have to** / **don't need to** wash those glasses. They're clean.*

*Mark **doesn't have to** / **doesn't need to** finish the report today. He can do it at the weekend.*

For the past we use *didn't*.

*The food was free. We **didn't have to** pay/We **didn't need to** pay for it.*

10-2-3. Didn't need to or needn't have?

- **Didn't Need To**

We use **didn't need to** when something was not necessary. Standing was not necessary because there were seats. For example:

*Mark **didn't need to** hurry. He had lots of time.*

*He drove slowly along the motorway. We **didn't need to** go to the supermarket because we had plenty of food*

- **Needn't Have**

We use **needn't have** + a past participle for something we did which we now know was not necessary, e.g. booking a table. For example :

*Mark **needn't have** hurried. After driving at too speed, he arrived half an hour early.*

*We **needn't have** gone to the supermarket. We already had a pizza for tonight.*

Sometimes we can use **didn't need to** when the action happened, even though it was not necessary. For example:

*Mark **didn't need to** hurry, but he drove at top speed. He likes driving fast.*

SECTION B: PRACTICE: EXERCISES

Exercise 1: Have to

Complete the conversations. Use the words in brackets and a form of *have to*.

► Melanie: David's broken his leg. *He's had to go* (he's / go) to hospital.

Harriet: Oh no! How long *will he have to stay* (will / he / stay) there?

Melanie: I don't know.

1- Claire: I parked my car outside the hairdresser's, and while I was in there, the police took the car away. I've got it back now. But(I / pay) a lot of money.

Henry: How much..... (you / pay)?

Claire: Two hundred pounds!

2- Trevor: That door doesn't shut properly. . . (you / slam) it every time.

Laura: (you / will / fix) it then, won't you?

3- Jessica: You're always taking exams. Why (you / take) so many?

Andrew:(I / will / take) a lot more if I want a good job.

4- Mike: We're in a new house now.....(we / move). The old place was too small.

Nick: Did it take you long to find a house?

Mike: No, we found one easily. (we / not / look) very hard. But it was in bad condition..... (we've / do) a lot of work on it.

5- Nick: My brother..... (start) work at five o'clock in the morning.

Melanie: That's pretty early. What time(he / get) up?

Nick: Half past three.

Exercise 2: Must and have to

Write a sentence with *must*, *have to* or *has to*.

► The sign says: 'Passengers must show their tickets.'

So *passengers have to show their tickets*.

► The children have to be in bed by nine.

Their parents said: '*You must be in bed by nine.*'

1- Laura has to get to work on time.

Her boss told her:

2- The police told Nick: 'You must keep your dog under control.'

So Nick

3- The pupils have to listen carefully.

The teacher says:

4- The new sign says: 'Visitors must report to the security officer.'

So now

Exercise 3: Must or have to?

Put in *must* or *have to/has to*. Choose which is best for the situation.

► I *have to* go to the airport. I'm meeting someone.

1- You lock the door when you go out. There've been a lot of break-ins recently.

2- Danielgo to the bank. He hasn't any money.

3- I work late tomorrow. We're very busy at the office.

4- You really..... make less noise. I'm trying to concentrate.

5- I think you pay to park here. I'll just go and read that notice.

6- You really hurry up, Vicky. We don't want to be late.

7- I put the heating on. I feel really cold.

Exercise 4: Must, mustn't or needn't?

Put in *must*, *mustn't* or *needn't*.

► Laura: You *needn't* take an umbrella. It isn't going to rain.

Trevor: Well, I don't know. It might do.

Laura: Don't lose it then. You *mustn't* leave it on the bus.

- 1- Vicky: Come on. We hurry. We.....be late.
 Rachel: It's only ten past. We hurry. There's lots of time.
- 2- Claire: My sister and I are going a different way.
 Guide: Oh, you..... go off on your own. It isn't safe.
 We..... keep together in a group.
- 3- David: I'll put these cups in the dishwasher.
 Melanie: No, youput them in there. It might damage them.
 In fact, wewash them at all. We didn't use them.
- 4- Secretary: I forget to type this letter.
 Mark: Yes, it..... go in the post today because it's quite urgent.
 But the report isn't so important. You..... type the report today.

Exercise 5: Don't have to

An old woman is talking to a reporter from her local newspaper. She is comparing life today with life in the past. Complete her sentences using *don't have to*, *doesn't have to* or *didn't have to*.

- We had to make our own fun in the old days. There wasn't any television then. These days people *don't have to make their own fun*.
- 1- There's so much traffic now. You have to wait ages to cross the road. In those days you
- 2- I had to work long hours when I was young. But children today have it easy.
 They.....
- 3- My father had to work in a factory when he was twelve. Just imagine! Today a twelve-year-old child
- 4- There's so much crime today, isn't there? People have to lock their doors now. It was better in the old days when people
- 5- We had to wash our clothes by hand. There weren't any washing-machines, you know.
 Nowadays people

Exercise 6: Didn't need to or needn't have?

Write the sentences using *didn't need to* or *needn't have*.

- The previous owners had already decorated the flat, so *we didn't need to decorate it ourselves* (we / decorate / it / ourselves).
- 1- Luckily we were able to sell our old flat before we bought the new one,
 So..... (we / borrow/any money).
- 2- It was very hot yesterday, so I watered all the flowers.

And now it's pouring with rain (I / bother).

3- We've done the journey much more quickly than I expected.

..... (we / leave / so early).

4- My friend had already given me a free ticket to the exhibition,

So (I / pay / to go in).

5- Service was included in the bill, so..... (you / tip / the waiter).

It was a waste of money.

WEEK 11
CHAPTER 11: SHOULD, OUGHT TO, HAD BETTER
AND BE SUPPOSED TO

Description	<p>The aim of this lecture is to present on modals and semi-modal verbs. It is intended for students with a prior knowledge of verbs and modals.</p> <p>In this lecture, the students can learn how to use the modal and semi-modal verbs should, ought to, had better and supposed to.</p> <p>We use these verbs to give advice, express opinions, to give warnings or to criticise someone. These verbs are similar in meaning, but not exactly the same. That means you need to understand exactly what each verb means to use them correctly when you speak.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none"> 1- understand and recognize modals and semi-modals. 2- use correctly these modals and semi-modals. 3- form questions using modals and semi-modals. 4- transform a positive modals and semi-modals statement into a negative one. 5- be able to distinguish the use of the different modals and semi-modals.

SECTION A: LECTURE

11. SHOULD, OUGHT TO, HAD BETTER AND BE SUPPOSED TO

Introduction

In this Lecture, you can learn how to use the modal and semi-modal verbs *should*, *ought to*, *had better* and *supposed to*.

We use these verbs to give advice, express opinions, to give warnings or to criticise someone. These verbs are similar in meaning, but not exactly the same. That means you need to understand exactly what each verb means to use them correctly when you speak.

11-1. How to Use Should

First, We can use *should* to give advice. For example:

You should buy the green one. It suits you. → I advise you to do this.

You shouldn't go to bed so late. It's bad for you. → This is my advice.

We can use *should* to express your opinion. For example:

Everyone should see that film. It's amazing! → I'm giving you my opinion about the film.

The government should raise taxes on the rich. → This is my opinion, what I think should happen.

Obviously, advice and opinion are similar, and often they're the same thing.

We can also use *should*—often in the past—to criticise someone else. For example:

You shouldn't have said that. → I think you did the wrong thing.

He should have studied harder for his exams. → I don't think he studied enough.

What connects all of these cases?

In all these uses of *should*, We use *should* to express what you think is the best thing to do.

If I say you *should*..., I mean I think it's best if you...

11-2. Should vs. Ought to

In meaning, ought to is exactly the same as should. If you can use should in a sentence, you can also use ought to. For example:

You should buy the green one.

You ought to buy the green one.

We can say:

Everyone should see that film.

Everyone ought to see that film.

There's no difference in meaning. In both cases, the two sentences with should and ought to have the same meaning.

However, there are a couple of differences in how you use ought to.

First, ought to is more formal, more old-fashioned, and less common in modern spoken English. That means we probably won't use ought to unless we are writing, or we want to sound very formal.

Secondly, ought to has a slightly different form. Obviously, you need to add to. In addition, the negative form is not generally contracted. So, we can say:

You shouldn't have said that.

With should not, you can contract it to shouldn't. However, with ought to, you need to use the full form. For example:

You ought not to have said that.

Again, with ought to the sentence sounds very formal, and it's unlikely that you'd actually say this.

With should, we can make questions, like this:

What time should I get there?

With ought to, we can technically make questions, but they sound ridiculously formal:

What time ought I to get there?

This sounds really old-fashioned and unnatural, so I advise that you don't use ought to in this way!

Therefore, to review, ought to has the same meaning as should, but a different form. It's also more formal and less common.

11-3. How to Use Supposed To

Supposed to is similar to should, but there's an important difference. Look at two sentences:

I should be there at 9:00.

I'm supposed to be there at 9:00.

Can you see the difference in meaning?

If not, here's a clue. Both sentences mean that someone thinks it's important for you to be there at 9:00. The important question is: who thinks so?

The first sentence: *I should be there at 9:00.*

...means that you think this is important. It's important for you personally to be there at 9:00.

The second sentence: *I'm supposed to be there at 9:00.*

...means that someone else thinks it's important for you to be there at 9:00. You might not care, and using supposed to suggests that you probably don't.

For example, imagine your boss organizes a meeting for 9:00 one morning. You know the meeting is going to be a waste of time. People will talk about a load of pointless stuff, and the meeting will go on much longer than it needs to.

However, your boss thinks it's important that everyone attends. So, you might say:

I'm supposed to go to the meeting at 9:00.

In this case, the meeting is not important to you, but it is important to someone else (your boss). This is a good example of when you might use supposed to.

Imagine we're at a wedding, and I'm wearing jeans and an old T-shirt. You say:

You should have worn something more formal!

You were supposed to wear something more formal!

In the first sentence, with *should*, you're criticising me directly. You think I look too scruffy, and that I made a mistake by dressing too informally.

In the second sentence, with *supposed to*, you're suggesting that you don't personally care about my appearance, but that other people might expect me to dress more formally.

There's one more way to use *supposed to*. Look at an example:

I was supposed to finish this essay yesterday.

Can you tell what this means?

It means that you didn't finish your essay, and you don't really want to finish your essay.

This shows you another common way to use *supposed to*: use it to talk about things you don't want to do, or things which you aren't planning to do.

For example:

I shouldn't come with you to the cinema. I'm supposed to be revising. → I'm not revising, and I don't want to. In fact, maybe I will come to the cinema!

I'm supposed to wear a tie, but hardly anyone in the office actually does. → I don't wear a tie, and I don't care about wearing one.

To review, *supposed to* has a similar meaning to *should*, but while *should* expresses what you think is the right thing to do, *supposed to* expresses what other people think is the right thing to do.

11-4. How to Use Had Better

Again, let's start with a pair of sentences:

You should finish everything today.

You'd better finish everything today.

Can you tell the difference?

Here is a clue: using *had better* gives more information than just using *should*. What extra information am I communicating if I use *had better* instead of *should*?

Had better expresses a warning or a threat. Like *should*, you are giving advice or expressing your opinion about the right thing to do. However, with *had better*, you're also saying that something bad will happen if the other person doesn't listen to you.

So, if I say: *You should finish everything today.*

...using should suggests that you have a choice. I think it is better if you finish everything today, but I don't think it's necessary.

But, if I say: *You'd better finish everything today.*

...I'm suggesting that you don't really have a choice, because if you don't do what I say, something bad will happen.

With had better, you can even put the bad consequences into your sentence, like this:

You'd better finish everything today, or the boss won't be happy.

Let's look at some more examples:

You'd better leave now, or you'll miss your train.

He'd better apologise, or I'll never talk to him again!

Sometimes, the bad consequence is a kind of threat, like this:

You'd better be on time, or you could lose your job.

However, it can just be a way to motivate the other person to do what you say:

You'd better finish everything today, because you won't have time tomorrow.

However, even if you don't put the bad consequences into your sentence, the idea is still there. If I say: *You'd better be on time.*

You would still understand that something bad will happen if you're not on time, even though I'm not saying what that bad thing is.

Summary

We use the verbs should, ought to, supposed to and had better to say what you or other people think is the right thing to do.

That means these verbs express advice, opinion, criticism or (for had better), warnings or threats.

Should and ought to have the same meaning, although ought to is much more formal and is not commonly used in spoken English.

Supposed to refers to what other people think is right, while should expresses what you think is right.

Had better expresses the idea that something bad will happen if you don't do what I say. This is why had better can also be used to make threats or give someone a warning.

SECTION B: PRACTICE: EXERCISES

Exercise 1: Should and ought to

Put in *should*, *shouldn't*, *ought* or *oughtn't*. (Look for the word *to*.)

Vicky: I can't come out tonight, Rachel. I (▶) *ought to* do some more work.

I'm behind with everything. I've got so much to do.

Rachel: You (1) worry so much, Vicky. Don't panic.

You (2)..... to relax sometimes. You (3)..... take a break.

Vicky: I know (4)panic, but I do. I can't help it.

Rachel: Anyway, you're doing OK, aren't you? Your results have been good.

You (5)..... be pleased. You (6)..... to invent problems for yourself.

Exercise 2: Had better

What would you say in these situations? Add a sentence with *'d better (not)* and the words in brackets.

▶ Vicky doesn't feel well. She's got a headache. What might you say to her? (an aspirin)

You'd better take an aspirin.

- 1- You and Daniel are meeting Rachel. You've both arrived, but she isn't there yet. She is usually late. (wait).....
- 2- Ilona is leaving her bike outside the swimming-pool. You know it won't be safe if she leaves it unlocked. (lock)
- 3- Some friends are going to visit you today. Your room is in a mess. What do you think? (tidy).....
- 4- Nick is giving you a lift in his old sports car. There's a speed limit, and there's a police car behind you. (too fast)

- 5- There's an exam tomorrow. Neither you nor Rachel have done any work for it. (some revision)

Exercise 3: Be supposed to

Add a sentence using *be (not) supposed to* and these verbs:

leave it outside, report to the police, stand in a queue, take two before meals, watch it

► You shouldn't bring your bike in here. *You're supposed to leave it outside.*

- 1- I've got some pills.....
- 2- Foreign visitors can't travel freely here.
- 3- Be careful waiting for a bus in England.
- 4- This film isn't for under-sixteens.

Exercise 4: Should, ought to, had better and be supposed to

Complete the conversation. Use *should, ought to, had better* or *be supposed to* and the verbs in brackets.

Usually there is more than one correct answer.

Vicky: What time (►) *are we supposed to be* (we / be) at the coffee morning?

Rachel: The invitation says ten o'clock.

Vicky: Well, it's ten now. (1) we / hurry).

(2)..... (we / not / be) late.

Rachel: Oh, it won't matter if we're a bit late.

Vicky: I think it would be rude, wouldn't it? I don't think people

(3)..... (arrive) late when they've been invited to something.

Rachel: You worry too much. (4) (you / not / take) everything so seriously,

Vicky. It's a coffee morning, not a job interview.

(5)..... (we / not / get) there exactly on time.

WEEK 12

CHAPTER 12: CONDITIONAL SENTENCES

Description	<p>This lecture aims at introducing a detailed description of the properties of the Conditional Sentences (type 1, 2 and 3). It explores key elements related to the forms, meanings, uses variations and exceptions of the given tenses. Through the developments of the lecture students will become familiar with the forms, meanings, and uses of the Conditional Sentences (type 1, 2 and 3). Key content of the lecture includes two sections; the first one deals with the theoretical matters while the second one presents a number of practical materials situations and exercises.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1- Introduce a general overview of the properties of the Conditional Sentences (type 1, 2 and 3).2- List the form, meanings and uses of the Conditional Sentences type 1.3- List the form, meanings and uses of the Conditional Sentences Type 2.4- List the form, meanings and uses of the Conditional Sentences Type 3.5- Enable learners to reflect more on the differences between the Conditional Sentences (type 1, 2 and 3) in terms of forms, meanings and uses.6- Understand the importance of the Conditional Sentences (type 1, 2 and 3) in the evaluation process as well as in the process of using them with English in real life situations.7- Raise learners' awareness about the contribution of Conditional Sentences (type 1, 2 and 3) lectures on the subsequent lectures.

12. CONDITIONAL SENTENCES

Introduction

The current lecture is concerned with the conditional sentences (type 1, 2 and 3). It presents details about the type 1, 2 and 3 altogether. Most of the details are about the nature, form, meanings “uses”, and all possible variations of each type. The lecture makes use of examples, tables, and exercises to illustrate better the situations. In the following sections students will find a detailed description of each type.

Conditional Sentences have two parts: the “if” clause and the main clause. In the following sentence

- If it rains I shall stay at home.” Here,
 - if it rains- is called the “if clause”, and
 - I shall stay at home- is called the “main clause”.

There are three kinds of conditional sentences. Each kind contains a different pair of tenses. With each type certain variations are possible.

12. 1. Conditional Sentences Type 1: Probable

12. 1. 1. Form

The verb in the “**if clause**” is in the present; the verb in the main clause is in the future simple. It does not matter which comes first. Example:

- If he **runs** he’ll **get** there in time.
- The cat **will scratch** you if you **pull** her tail.
- If you **revise** well you **will get** good marks.
- If you **listen** to your teacher, you **will succeed**.

12. 1. 2. The Main Uses of Conditional Type 1

This type of conditional sentence implies that the action in the if-clause is quite probable. (Note that the meaning here is present or future, but the verb in the if-clause is in a present, not a future tense.)

12.1.3. Possible Variations of the Basic Form

12.3.1. Variations of the main clause

Instead of if + present + future, the following variations may take place:

- **If + present + may or might (possibility)**
 - If the fog gets thicker the plane may /might be diverted. (perhaps the plane will be diverted or not)

- **If + present + may to indicate permission**
 - If your documents are in order you may leave at once. (Permission)
- **If + present + can to indicate either permission or ability**
 - If you answer the entire question you can leave. (Ability)
 - If it stops snowing we can go out. (Permission or Ability)
- **If present + must, should or any expression of command, request or advice**
 - If you want to lose weight you must/should eat less bread.
 - If you want to lose weight had better eat less bread.
 - If you want to lose weight eat less bread.
 - If you see Tom tomorrow could you ask him to ring me?
- **If + present + another present tense to indicate automatic or habitual results:**
 - If you heat ice it turns to water. (Will turn also is possible)
 - If there is a shortage of any product prices of that product go up.

12. 1. 3. 2. Variations of the main clause

Instead of if + present, the following variations may take place:

- **If + present continuous, to indicate a present action or a future arrangement**
 - If you are waiting for a bus (present action) you'd better join the queue.
 - If you are looking for Peter (present action) you" (I'll find him upstairs).
 - If you are staying for another night (future arrangement) I,,ll ask the manger to give you a better room.
- **If + present perfect**
 - If you have finished dinner I'll ask the waiter for the bill.
 - If he has written the letter I'll post it.
 - If they have not seen the museum we"d better go there today.

12. 2. Conditional Sentences Type 2

12. 2. 1. Form

The verb in the if-clause is in the past tense; the verb in the main clause is in the conditional tense:

- If I **had** a map I **would lend** it to you. (But I haven"t a map. The meaning here is present) "unreality"
- If someone **tried** to blackmail me I **would tell** the police. (But I do not expect that anyone will try to blackmail me. The meaning here is future.) "Improbability"

12. 2. 1. 1. Time in Type 1 and 2

There is no difference in time between the conditional sentences type 1 and type 2. Both of them refer to the present or future, and the past tense in the if-clause in type 2 is not a true past but it is subjunctive, which indicates unreality (as in the first example above) or improbability (as in the second example above).

12. 2. 2. The Main Uses of the Conditional Type 2

The conditional type 2 is used to refer to;

- When the supposition is contrary to known facts:
 - If I **lived** near my office I **'d be** in time for work. (But I don't live near my office.)
 - If I **were** you I **'d plant** some trees round the house. (But I am not you.)
- When we don't expect the action in the if-clause to take place:
 - If a burglar **came** into my room at night I **'d scream**. (But I don't expect a burglar to come in.) "Present meaning"
 - If I **dyed** my hair blue everyone **would laugh** at me. (But I don't intend to dye it.) "Future meaning"
- Sometimes, rather confusingly, type 2 can be used as an alternative to type 1 for perfectly possible plans and suggestions:
 - Will Mary be in time if she gets the ten o'clock bus?
 - No, but she'll be in time if she gets then nine-thirty bus.

Note: a suggestion in type 2 is a little more polite than a suggestion in type 1, just as "**would you**" is a more polite request form than "**will you**" form.

12. 2. 3. Possible Variations of the Basic Form

12. 2. 3. 1. Variations of the Main Clause

- "**Might**" or "**could**" may be used instead of "**would**":
 - If you **tried** again you **would succeed**. (Certain result)
 - If you **tried** again you **might succeed**. (Possible result)
 - If you **tried** again you **could succeed**. (Ability)
 - If I **knew** her number I **could ring** her up. (Ability)
 - If he **had** a permit he **could get** a job. (Ability or permission)
- The continuous conditional form may be used instead of the simple conditional form:
 - Peter is on holiday; he is touring Italy.
 - If I **were** on holiday I **would/might be touring** Italy too.

- If + past tense can be followed by another past tense when we wish to express automatic or habitual reactions in the past. (The past tense have a past meaning)
 - If anyone interrupted him he got angry. (Whenever anyone interrupted him)
 - If there was a scarcity of anything prices of that thing went up.

12. 2. 3. 2. Variations of the if-Clause

Instead of if + simple past we can use

- If + past continuous
 - (We are going by air) and I hate flying. If we were going by boat I'd feel much happier.
 - If my car was working I would/could drive you to the station.
- If + past perfect
 - If he had taken my advice he would be a rich man now. (A mixture with type 3)

12. 3. Conditional Sentences Type 3

12. 3. 1. Form

The verb in the if-clause is in the past perfect tense; the verb in the main clause is in the perfect conditional. The time is past and the condition can not be fulfilled because the action in the if-clause did not happen.

- If I **had known** that you were coming I **would have met** you at the airport. (But I did not know.)
- If he **had tried** to leave the country he **would have been stopped** at the frontier. (But he did not try.)

12. 3. 2. The Main Uses of the Conditional Type 3

We use the conditional type 3 to talk about possible consequence of an action that did not happen at all (unreal past situations). As if the speaker wants to change the past. But this is impossible.

- If I **had written** my essay this afternoon, I **would have had** time to go out tonight. (It is now evening and I have not written my essay: it is now impossible for me to go out.)

12. 3. 3. Possible Variations of the Conditional Sentence Type 3

12. 3. 3. 1. Possible Variations of the Basic Form

- “Could” or “might” may be used instead of “would”:
 - If we had found him earlier we would have saved his life. (Ability)

- If we had found him earlier we might have saved his life. (Possibility)
- If our documents had been in order we could have left at once. (Ability or permission)
- The continuous form of the perfect conditional may be used:
 - At the time of the accident I was sitting in the back of the car, because Tom's little boy was sitting besides him in front. If Tom's boy had not been there I would have been sitting in front.
- **"Had"** can be placed first and the **"if"** omitted.
 - If you had obeyed orders this disaster would not have happened.
 - Had you obeyed orders this disaster would not have happened.

Summary

As we have seen throughout the developments taking place in this lecture, it is clear by now that students are familiar with the form, meanings, uses, and any possible exceptions or variations with either the conditional types. It is also worth to mention that the compilation of all of them in one lecture is in order to provide a kind of implicit comparison between them. The latter strategy may help EFL students to grasp well any idea related to these tenses, and henceforth, be ready to discuss any assigned practical materials and activities.

SECTION B: PRACTICE : EXERCISES
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Exercise 1: Conditional Sentences Type 1

Put the verbs in brackets into the correct form.

1. I'll look for your notebook and if I (**find**) it I (**give**) you a ring.
2. If you (**smoke**) in a non-smoking compartment the other passengers (**object**).
3. I'll (**wash**) the glasses in this nice hot water. No, don't. If you (**put**) them into very hot water they (**crack**).
4. If you (**see**) Tom tell him I have a massage for him.
5. If he (**win**) he (**get**) 5000 dollars, if he (**come**) in second order he (**get**) 3000 dollars.
6. If you (**feel**) too hot during the night turn down the central heating.
7. If you (**finish**) with your dictionary I'd like to borrow it.
8. You'd better take the day off if you (**not feel**) well tomorrow.
9. If a driver (**break**) suddenly on a wet road he (**skid**).
10. If you (**like**) I (**get**) you a job in this company.

Exercise 2: Conditional Sentences Type 2

Put the verbs in brackets into the correct form.

1. Of course I'm not going to give her a diamond ring. If I (give) her a diamond ring she (sell) it.
2. Tom: I woke up to find the room full of smoke; but I knew exactly what to do. Ann: if I (wake) up to find the room full of smoke I (have) no idea what to do.
3. Ann: I could not live without Tom. If he (go) off with another girl I (pine) away and die.
4. Husband: but I'm not going on a diet. Why should I go on a diet? Wife: if you (go) on a diet you (lose) weight.
5. If someone (say), I'll give a lot of money to go into court and swear that this statement is true, what you (do)?
6. If we (work) all night we (finish) in time; but we have no intention of working all night.

Exercise 3: Conditional Sentences Type 3

Put the verbs in brackets into the correct form.

1. If he (not take) his gloves off he (not get) frost bitten.
2. She was sent to prison only because she refused to pay the fine; if she (pay) the fine she (not be) sent to prison.
3. I had no map; that's why I got lost. If I (have) a map I (be) all right.
4. Why did not you say that you were short of money? If I (know) I (lend) you some.
5. It's lucky he had his torch with him. If he (not have) it he (fall) down the cellar steps.

Exercise 4: Put the verbs in brackets in the right conditional type. Use all the elements in the brackets.

Note the importance of certain key words. Justify your answer. Use the next table to write and summarize your answers and justifications.

1. I've hung out the clothes. It's lovely and sunny; if it (**stay**) like this they (**be**) dry in two hours.
2. French is essential I this job. All the telephonists speak it. If they (**not know**) French they (**not understand**) half the callers.
3. How did you do in the car rally? We came in last actually; but only because we got lost. If we (**not got**) lost we (**come**) somewhere in the middle. We certainly (**not be**) last.
4. I wasn't really surprised that we got lost because I knew that the navigator couldn't map-read. But if you (**know**) that why you (**take**) him as navigator?

5. This flat would be all right if the people above us **(not be)** so noisy.
6. A group of spectator, including myself, left the stand just before the end of game.
When we were half way down the stairs a goal was scored and there was a great cheer from the spectator. If there **(not be)** a goal the crowd **(not cheer)**.
7. If the crowd **(not cheer)** we **(not run)** back the stairs to see what had happened.
8. If we **(not run)** back we **(not crash)** into the rest of the spectators on their way down, and there **(not be)** this frightful accident.
9. If the pain **(return)** you'd better take another pill.
10. If you are not going to live in the house why you **(not sell)** it? If I **(have)** a house I couldn't use I **(sell)** it at once.
11. No, I didn't know any Russian at that time. But if you **(not know)** Russian why you **(offer)** to give him Russian lessons? Because I knew that he **(refuse)**. He always rejected my offers.
12. Tell him to bring his bicycle inside. If he **(leave)** it outside someone **(steal)** it.
13. Why do people always wear dark clothes at night? If pedestrians **(wear)** light colored clothes drivers **(see)** them much more easily.
14. She must have loved him very much because she waited for him for fifteen years. If she **(not love)** him she **(not wait)** so long.
15. He looked so small and weak that nobody asked him to do anything. If he **(look)** strong he **(be)** expected to dig all day like everyone else.
16. The governments are talking of pulling the village down to make room for an airport. If they **(start)** doing it the village people **(resist)**?
17. If you are catching an early train tomorrow you **(like)** to have breakfast at 7.00?
18. We'll have to break the ice on the pond; otherwise the ducks **(not be able)** to swim. And if they **(not be able)** to swim they **(not be able)** to get food.
19. When he left school he became a fisherman. His family didn't like it at all. They **(be)** much happier if he **(become)** a greengrocer like his father.
20. They still say that if he **(go)** into the greengrocery business when he left school he **(be)** comfortably off now instead of being poor.
21. But he says that if he **(have)** his life again he **(make)** the same choice.
22. So many parcels and no baskets! If I **(know)** that we were going to buy so much I **(bring)** a basket.
23. No one bathes here. The water is heavily polluted. If you **(bathe)** in it you **(be)** ill for a fortnight.

24. I can hear the speaker all right but I wish I could see him too. If he **(stand)** on a barrel we all **(see)** him and that **(be)** much better.
25. Look at poor Tom trying to start his car by hand again! If I **(be)** Tom I **(get)** a new battery.
26. I expect you'll see Jack at the lecture tonight. If you **(do)** you please **(remind)** him about tomorrow's meeting?
27. The headmaster decided that Peter was the culprit and expelled him from the school. A more intelligent man **(realize)** that Peter couldn't have been guilty. "If the headmaster had been more intelligent he"
28. But I blame the culprit even more. If he **(admit)** his guilt Peter **(not be expelled)**.
29. The only thing I haven't got is a balcony. If I **(have)** a balcony I **(grow)** plants in pots. Then my flat **(be)** perfect.
30. Jack rang while you were out. Oh dear! If I **(know)** he was going to ring I **(stay)** at home.
31. My unmarried friends are always telling me how to bring up my children. I sometimes think that if they **(have)** children they **(make)** just as many mistakes as I do.
32. (At a cinema) Ann: don't worry. They get married in the end. Mary: then you've seen it before! If you **(tell)** me that we **(go)** to something else!
33. Be careful about the time. If you **(spend)** too long on the first question you **(not have)** enough time to do others properly.
34. We had a lot of trouble putting the tent up. If it **(not be)** so windy perhaps it **(not be)** quite so difficult.
35. Ann (sitting beside her open fire): I love open fires; if I **(have)** nothing but a radiator to sit beside I **(get)** quite depressed.
36. Lucy, a student at a residential college: couldn't I leave the hostel and get a flat, mother? Mother: no, you couldn't. I know very well what **(happen)** if you **(have)** a flat. You **(play)** the guitar all night and **(miss)** your classes in the morning; then you **(fail)** your exams and have to repeat the year. And you **(not feed)** yourself properly and **(get)** run down. And then you **(catch)** some infection and **(die)** of it, and we **(have)** to leave this district as the neighbors **(keep)** saying that we and caused your death by letting you have your own way!

Exercise 5:

Put the verbs in brackets in the right conditional type. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer. Use the next table to write and summarize your answers and justifications.

1. If you **(find)** a skeleton in the cellar don't mention it to anyone.
2. If you pass your examination we **(have)** a celebration.

3. What **(happen)** if I press this button?
4. I should have voted for her If I **(have)** a vote then.
5. If you go to Paris where you **(stay)**?
6. If someone offered to buy you one of those rings, which you **(choose)**?
7. The flight may be cancelled if the fog **(get)** thick.
8. If the milkman **(come)** tell him to leave two pints.
9. Someone **(sit)** on your glasses if you leave them there.
10. You would play better bridge if you **(not talk)** so much.
11. What I **(do)** if I hear the burglar alarm?
12. If you **(read)** the instructions carefully you wouldn't have answered the wrong question.
13. I could repair the roof myself if I **(have)** a long ladder.
14. Unless they turn that radio off I **(go)** mad.
15. If you were made redundant what you **(do)**?
16. We'll have along way to walk if we **(run)** out of petrol here.
17. If you shake the bottle of port it **(not be)** fit to drink.
18. I'll probably get lost unless he **(come)** with me.
19. You **(not have)** so many accidents if you drove more slowly.
20. If you **(wear)** a false beard nobody would have recognized you.
21. If she **(leave)** the fish there the car will get it.
22. Unless they leave a lamp beside that hole in the road somebody **(fall)** into it.
23. You'll get pneumonia if you **(not change)** your wet clothes.
24. If I had known that you couldn't eat octopus I **(not buy)** it.
25. If they **(hang)** that picture lower people would be able to see it.
26. She **(be able)** to walk faster if her shoes hadn't such high heels.
27. I **(bring)** you some beer if I had known that you were thirsty.
28. If you had touched that electric cable you **(be)** electrocuted.
29. If the story hadn't been true the newspaper **(not print)** it.
30. I **(not buy)** things on the installment system if I were you.
31. Dial 15 14 if you **(want)** Police, Ambulance, or Fire Brigade.
32. You **(not be)** any use to me unless you learn to type.
33. If anyone attacked me, my dog **(jump)** at his throat.
34. If I were in he **(answer)** the phone.
35. The ship would have run aground if the pilot **(make)** one mistake.
36. I shouldn't have taken your umbrella if I **(know)** that it was the only one you had.

WEEK 13

CHAPTER 13 : ACTIVE VOICE VERSUS PASSIVE VOICE

Description	<p>The aim of this lecture is to introduce a detailed description of the properties of the active voice versus passive voice. It explores key elements related to the forms, meanings, uses and exceptions of the given tenses. Through the developments of the lecture, students will become familiar with the forms, meanings, and uses of the active voice versus passive voice. Key content of the lecture includes two sections; the first one deals with the theoretical matters while the second one presents a number of practical materials situations and exercises.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1. Introduce a general overview of the properties of the active voice versus passive voice.2. List the form, meanings and uses of the active voice.3. List the form, meanings and uses of the passive voice.4. Enable learners to reflect more on the differences between the active voice versus passive voice in terms of forms, meanings and uses.5. Understand the importance of the active voice versus passive voice in the evaluation process as well as in the process of using them with English in real life situations.6. Raise learners' awareness about the contribution of active voice versus passive voice lecture on the subsequent lecture.

13. ACTIVE VOICE VERSUS PASSIVE VOICE

Introduction

The current lecture is concerned with the passive voice and active voice. Most of the details are about the nature, rules, forms, and meanings “uses” of each voice. The lecture makes use of examples, tables, and exercises to illustrate better the situations. In the following sections students will find detailed descriptions.

13. 1. The Form of Passive Voice

The passive form is formulated as follows;

➤ **Step 1:**

We put the verb “**to be**” into the same tense as the active verb and adding the **past participle** of the active main verb.

➤ **Step 2:**

The subject of the active verb becomes the “**agent**” of the passive verb. The “**agent**” is often not mentioned.

➤ **Step 3:**

When the “**agent**” is mentioned it is often preceded by “**by**” and placed at the end of the clause “this tree was planted by my grandfather.”

Examples

1- We **keep** the butter here. (Active voice)

The butter **is kept** here. (Passive voice)

2- They **broke** the window. (Active voice)

The window **was broken**. (Passive voice)

3- People **have seen** wolves in the street. (Active voice)

Wolves **have been seen** in the street. (Passive voice)

4- They **are repairing** the bridge. (Active voice)

The bridge **is being repaired**. (Passive voice)

5- You **must shut** these doors. (Active voice)

These doors **must be shut**. (Passive voice)

6- They should **to have told** him (Active voice)

He should **to have been told**. (Passive voice)

7- He wants someone **to take** photographs. (Active voice)

He wants photographs **to be taken**. (Passive voice)

13. 2. Active Tenses and their Passive Equivalents “to keep”

Number	Tense	Active Voice	Passive Voice
1	Simple present	Keeps	Is kept
2	Present continuous	Is keeping	Is being kept
3	Simple past	Kept	Was kept
4	Past continuous	Was keeping	Was being kept
5	Present perfect	Has kept	Has been kept
6	Past perfect	Had kept	Had been kept
7	Future	Will keep	Will be kept
8	Future perfect	Will have kept	Will have been kept
9	Conditional	Would keep	Would be kept
10	Perfect conditional	Would have kept	Would have been kept
11	Present infinitive	To keep	To be kept
12	Perfect infinitive	To have kept	To have been kept
13	Present participle	keeping	Being kept
14	Perfect participle	Having kept	Having been kept
15	With modal auxiliaries	Must keep	Must be kept

Active Tenses and their Passive Equivalents

13. 3. Tenses without Passive Voice

You must remember that in English four tenses couldn't be in passive voice.

- Present perfect continuous
- Past perfect continuous
- Future perfect continuous
- Future continuous

13. 4. Passive Voice with Indirect Object

- When there is an object and an indirect object in the active sentence. The indirect object becomes the subject of the passive sentence instead of the object.
 - The postman **gave** me a letter. (Active voice)

- I **was given** a letter by the postman.(Not: a letter was given to me by the..)
- He **told** them the truth. (Active voice)
- They **were told** the truth. (Passive voice) (Not: the truth was told to them.)

13. 5. The Main Uses of the Passive Voice

- When it is not necessary to mention the doer of the action as it is obvious, unknown, uninteresting, and unimportant who he or she is.
 - The rubbish **hasn't been collected**.
 - The streets **are swept** every day.
 - The decision **was made**.
- When we don't know, or do not know exactly, or have forgotten who did the action. ("The subject is not known.")
 - The minister **was murdered**.
 - My car **has been moved**.
 - You'll **be met** at the station.
 - I've **been told** that ...
- When the subject of the active sentence would be the indefinite pronoun "one".
 - One sees this sort of advertisement everywhere would be usually expressed:
 - This sort of advertisement **is seen** everywhere.
- When we are more interested in the action than the person who does it. (In case we know the doer we would use the active voice.)
 - The house next door **has been bought**.
 - The car **has been moved** away.
- The passive may be used to avoid an awkward or ungrammatical sentence "complex subject". This is usually done by avoiding a change of subject:
 - When he arrived home a detective arrested him. It would be better **expressed:**
 - When he arrived home he **was arrested**.
 - When their mother was ill neighbors looked after the children. It would be better **expressed:**
 - When their mother was ill the children **were looked** after by neighbors.
 - Timber companies which look for easy money fell most trees. It would be better **expressed:**
 - Most trees **are felled** by timber companies which look for easy money.

- The passive is sometimes preferred for psychological reasons. A speaker may use it to disclaim responsibility for disagreeable announcements:
 - Employer: Overtime rates **are being reduced**.
 - The active will, of course, be used for agreeable announcements:
 - I am going to increase overtime rates.
- The speaker may know who performed the action but wish to avoid giving the name. (Tom, who suspects Bill of opening his letters, may say tactfully:
 - This letter **has been opened!** Instead of you've opened this letter!
- Describing a process or how something works.
 - Carbon dioxide **is absorbed** and oxygen **is released** by the plant during the day. At night, the process **is reversed**.

13. 6. "By" Omission

When we want to say who does the action of the verb in a passive sentence, we use "by" and then say who does it.

- The fire **was started** by children who were hiking in the forest.

SECTION B: PRACTICE: EXERCISES

Exercise 1: Put the following sentences into the passive voice.

1. The milkman brings the milk to my door but the postman leaves the letters in the hall.
2. In future, perhaps, they won't bring letters to the houses, and we shall have to collect them from the Post Office.
3. People steal things from supermarkets every day; someone stole twenty bottles of whisky from this one last week.
4. Normally men sweep this street everyday, but nobody swept it last week.
5. The postman clears this box three times a day. He last cleared it at 2.30.
6. Someone turned on a light in the hall and opened the door.
7. Women clean this office in the evening after the staff has left; they clean the upstairs offices between seven and eight in the morning.
8. We never saw him in the dinning- room. A maid took all his meals up to him.
9. Someone left this purse in a classroom yesterday; the cleaner found it.
10. We build well over 1000 new houses a year. Last year we built 1.500.
11. We serve hot meals till 10.30, and guests can order coffee and sandwiches up to 11.30.

12. Passengers leave all sorts of things in buses. The conductors collect them and send them to the Lost Property Office.
13. An ambulance took the sick man to the hospital.
14. We kill and injure people on the roads every day. Can't we do something about this?
15. Dogs guard the warehouses. The other day a thief tried to get in and a dog saw him and chased him.
16. The watchman called the police. The police arrested the man.
17. Tom had only a slight injure and they helped him off the field; but Jack was seriously injured and they carried him off on the stretcher.
18. You can't wash this dress; you must dry-clean it.
19. They are demolishing the entire block.
20. He suggested allowing council tenants to buy their houses.

Exercise 2: Put the transitive verbs into the passive voice. Do not mention the agent unless it seems necessary.

1. They haven't stamped the letter.
2. They didn't pay me for the work; they expected me to do it for nothing.
3. He escaped when they were moving him from one prison to another.
4. She didn't introduce me to her mother.
5. A frightful crash wakened me at 4 a.m.
6. When they have widened this street the roar of the traffic will keep residents awake all night.
7. They threw away the rubbish.
8. A Japanese firm makes this television sets.
9. An earthquake destroyed the town.
10. A machine could do this much more easily.
11. The government has called out troops.
12. Fog held up the trains.
13. You are to leave this here. Someone will call for it later on.
14. We called in the police.
15. They didn't look after the children properly.
16. They are flying in reinforcements.
17. Then they called up men of 28.
18. Everyone looked up to him.

19. All the ministers will see him off at the airport.
20. He hasn't slept in his bed.
21. We added up the money and found that it was correct.
22. I'm employing a man to tile the bathroom.
23. Someone seems to have made a terrible mistake.
24. It is your duty to make tea at eleven o'clock.
25. People know that he is armed.
26. Someone saw him pick up the gun.
27. We know that you were in town on the night of the crime.
28. We believe that he has special knowledge which may be useful to the police.
29. You needn't have done this.
30. It's a little too loose; you had better ask your tailor to take it in.
31. He likes people to call him "sir".
32. Don't touch this switch.
33. You will have to get someone to see to it.
34. It is impossible to do this.
35. Someone is following us.
36. They used to make little boys climb the chimneys to clean them.
37. You have to see it to believe it.
38. You order me about and I'm tired of it.
39. He doesn't like people laughing at him.
40. You don't need to wind this watch.

WEEK 14

CHAPTER 14: REPORTED SPEECH

Description	<p>The aim of this lecture is to introduce a detailed description of the properties of the direct speech versus indirect speech. It explores some key elements related to the forms, meanings, uses and exceptions of the given tenses. Through the developments of the lecture students will become familiar with the forms, meanings, and uses of the direct speech versus indirect speech. Key content of the lecture includes two sections; the first one deals with the theoretical matters while the second one presents a number of practical materials situations and exercises.</p>
Objectives	<p>On successful completion of the lecture, students should be able, among other things, to:</p> <ol style="list-style-type: none">1. Introduce a general overview of the properties of the direct speech versus indirect speech.2. List the form, meanings and uses of the direct speech.3. List the form, meanings and uses of the indirect speech.4. Enable learners to reflect more on the differences between the direct speech versus indirect speech in terms of forms, meanings and uses.5. Understand the importance of the direct speech versus indirect speech in the evaluation process as well as in the process of using them with English in real life situations.6. Raise learners' awareness about the contribution of direct speech versus indirect speech lecture on the other lectures.

14. REPORTED SPEECH

Introduction

The current lecture is concerned with the direct speech and indirect speech. Most of the details are about the nature, rules, forms, and meanings “uses” of each style. The lecture makes use of examples, tables, and exercises to illustrate better the situations. In the following sections students will find a detailed description about the reported speech.

14. 1. Definition

There are two ways of relating what a person has said; direct speech and indirect speech.

In direct speech we report the original speaker’s exact words:

- He said, “I’ve lost my umbrella.”
- He says, “I don’t answer the question.”

Remarks that repeated are placed between inverted commas, and a comma or colon is placed immediately before the remark. Direct speech is found in conversations in books, in plays, and in quotations.

In indirect speech we give the exact meaning of a remark or a speech “message”, without necessarily using the speaker’s exact words:

- He said (that) he had lost his umbrella.
- He says that he does not answer the question.

There is no comma after “say” in indirect speech. “That” can usually omit after “say” and “tell” + object. But it should be kept after other verbs; complain, explain, object, point out, protest etc.

Indirect speech is normally used when conversation is reported verbally, though direct speech is sometimes employed here to give a more dramatic effect.

When we turn direct speech into indirect speech, some changes are usually necessary.

These are most easily studied by considering statements, questions, and command separately.

14. 2. The Reporting Verb

When the reporting verb “introductory verb” is in the present, present perfect or future tense we can report the direct speech without any change of tense of the verb in the message. See the following examples:

- **Direct speech:** He says: “I **have missed** the train.” Present perfect
- **Indirect speech:** He says that he **has missed** the train. Present perfect

But when the reporting verb is in the **past**, which is more common, verbs have to be changed into a corresponding past tense. The changes are shown in the following table.

14. 3. Reported Speech: Changes

14. 3. 1. Statements in Indirect Speech: Tense Change Necessary

Number	Direct speech	Indirect speech
1	Simple present Present perfect Present continuous Present perfect continuous	Simple past Past perfect Past continuous Past perfect continuous
2	Simple past Past perfect Past continuous Past perfect continuous	Past perfect Past perfect Past continuous Past perfect continuous
3	Simple future Future perfect Future continuous Future perfect continuous	Conditional present Conditional perfect Conditional continuous Conditional perfect continuous
4	Conditional tenses	Conditional tenses
5	Modal auxiliaries verbs: can , may, must,	Could, might, had to

Tense Change Necessary

Examples:

- He said: “I met her today”.
He said that he had met her that day.
- He told: “I’m living with her this week.”
He told that he was living with her that week.

14. 3. 2. Reported Commands or Requests

In case the message is a command or request, we follow the following steps to change it into indirect speech.

- The reporting verb “say” must change to a verb of command or request as “advise, ask, beg, command, forbid, invite, order, request, suggest, teach, tell, warn, etc”

- The reporting verb must be followed by the person addressed and the infinitive without “to”.
 - Accusative + to + infinitive = to report positive requests or command.
 - Accusative + not + to + infinitive = to report negative requests or commands.

Examples:

- **Direct command:** he said: “sit down!”
- **Indirect command:** he told me to sit down.
- **Direct command:** he said: “don’t watch the film!”
- **Indirect command:** he ordered us not to watch the film.
- **Direct command:** the teacher said: “could you please be quiet!”
- **Indirect command:** the teacher asked us to be quiet.

14. 3. 3. Reported Questions

In case the message is a question, we follow the following steps to change it into indirect speech.

- The reporting verb “say” must change to a verb of question as “ask, wanted to know, enquired, etc”
- The reporting verb “question verb” must be followed by the person addressed and the question words as “what, when, where, who, why, etc.”
- If there is no question words, we use “if” or “whether”.
- We turn the sentence from interrogative form into positive one. Examples
 - **Direct question:** He said: “what is your name?”
 - **Indirect question:** He asked me what my name was.
 - **Direct question:** He said: “why are looking through the keyhole?”
 - **Indirect question:** He asked him why he was looking through the
 - **Direct question:** He said: “did you come by plane?”
 - **Indirect question:** He wanted to know if I had come by plane.
 - **Direct question:** He said: “have you got a computer?”
 - **Indirect question:** He enquired me whether I had got a computer.

14. 3. 4. Reported Questions for Objects

In case the message is a question for objects, we follow the following steps:

- We use “ask” as an introductory verb.

- The reporting verb must be followed by the preposition “for” + the person addressed.

“Ask + for + accusative” Examples

- **Direct question:** “Can I have a cherry pie?”, she asked
- **Indirect question:** She asks for a cherry pie.
- **Direct question:** “May I have a glass of water, please?”
- **Indirect question:** He asked for a glass of water.
- **Direct question:** “Sugar, please.”
- **Indirect question:** He asked for the sugar.

14. 3. 5. Reported Suggestions

In case the message is a suggestion, we follow the following steps to change it into indirect speech.

- They are usually reported with “**that**” and “**should**”.
- The main useful reported verbs in this kind are “suggest, recommend, propose, insist, demand, request, etc.”
 - **Direct suggestion:** My wife said: “why don’t you get a new car?”
 - **Indirect suggestion:** She suggested that I should get a new car.
 - **Direct suggestion:** “It would be a good idea to buy a new car”, said my mother.
 - **Indirect suggestion:** My mother recommended I buy a new car.

14. 3. 6. Reported Intentions, Hopes and Promises

In case the message is an intention, hopes and promises, we follow the following steps to change it into indirect speech.

- They are usually reported with “that” or “to + infinitive”.
- The main useful reported verbs in this kind are: “promise, hope, threaten, propose, guarantee, swear, etc.”
 - **Direct intention:** “You pay the ransom or we will kill your son” they said
 - **Indirect intention:** They threatened that they would kill my son, if I didn’t pay the ransom.

14. 4. Pronouns and Possessive Adjectives Changes

In general, we always refer to the personal pronoun mentioned with the introductory verb, and we obtain the following changes:

The first singular person	Becomes	The first /third singular person
The first plural person	Becomes	The first /third singular person
The second singular person	Becomes	The first /second/third singular person
The second plural person	Becomes	The first /second/third singular person
The third singular persons	Keep	The third singular persons
The third plural persons	keep	The third singular persons

Pronouns and Possessive Adjectives Changes

Examples:

- **Direct speech:** He said: "I give you my photo and you give me yours."
- **Indirect speech:** He said that I gave you my photos and you gave me yours.
- **Direct speech:** He said: "I give her my photo and she gives me hers."
- **Indirect speech:** He said that I gave her my photo and she gave me hers.

14. 5. Time and Place References Changes

Time and place references are also changed in reported speech as follows:

Number Direct speech Indirect speech

Number	Direct speech	Indirect speech
1	Today	That day
2	Yesterday	The day before
3	The day before yesterday	Two days before
4	Tomorrow	The next /following day
5	The day after tomorrow	In two days time / two days later
6	Next day, month, year	The following week, month, year
7	Last week, month, year	The previous week, month, year
8	Ago	Before
9	This "for time"	That
10	This/ that "for adjective"	The
11	here	There

Examples:

- **Direct speech:** He said: "I met her today."
- **Indirect speech:** He said that he has met her that day.
- **Direct speech:** He said: "I met her yesterday."

- **Indirect speech:** He said that he had met her the day before.
- **Direct speech:** He said: "I met her the day before yesterday."
- **Indirect speech:** He said that he had met her two days before.
- **Direct speech:** He said: "I shall meet her tomorrow."
- **Indirect speech:** He said that he would meet her the next day / the following day.

Summary

As we have seen throughout the developments taking place in this lecture, it is clear by now that students are familiar with the form, meanings, uses, and any possible exceptions with either the direct and indirect style. It is also worth to mention that the compilation of both of them in one lecture is in order to provide a kind of implicit comparison between them. The latter strategy may help EFL students to grasp well any idea related to these tenses, and henceforth, be ready to discuss any assigned practical materials and activities.

<h2>SECTION B: PRACTICE: EXERCISES</h2>

Note applying to all indirect speech exercises

When the speaker says you, and the person being spoken to is not identified, it is good practice for the student to assume that the remark is made to himself. You will then become I / ME or WE / US.

You can phone from the office.

He said I could phone from the office.

Exercise 1: Positive Statements

Put the following statements into indirect speech.

1. "I'm going out now, but I'll be in by nine," he said.
2. "I am working in a restaurant, and don't much care for it," she said.
3. "I can't live on my basic salary," said Peter. "I'll have to offer to do overtime."
4. "My young brother wants to be a taxi inspector," said Mary. "I can't think why. None of my family has ever been a taxi inspector."
5. "We are waiting for the school bus," said the children. "It's late again."
6. "I've made a terrible mistake," said Peter. "You are always making terrible," I said. "You should be used to it by now."
7. "We make 450 dollar a week," said one of the men, and "send most of it home to our wives."
8. "It's lonely being away from our families," said another, "but we earn three times as much in this factory as we would in our own country."

9. "We've been here for two and a half years," said the man who had spoken first, "and we are going to stay another six months."
10. "I've got a job on an oil-rig," said Paul. "That'll very hard work," I said. „I know it'll be hard," he replied, "I don't mind hard work, and it'll be a good experience."
11. The ice will soon be hard enough to skate on," said Tom. "I'll look for my skates when I get home," Ann said.
12. "I'm living with my parents at present," she said, "I hope to have a flat of my own soon."
13. "I'm leaving tomorrow," she said, "by the 4.30 from Victoria." "We will come and see you off," we said.
14. "I've just bought a car," said peter, "but it is not insured yet so I can't take you for a drive."
15. I'd like to speak to Susan," said Mary, "but I'm bathing the babies and they will drown if I leave them alone in the bath while I go to the phone."
16. "Mary has just received a postcard from Ann, beginning; I'm coming up top London next year. I hope you and Jack will meet me for lunch one day."
17. Nothing ever happens in the village," she said. "It's like a dead village. All the young people have drifted away to the towns."
18. "I've missed my train," said Bill. "Now I'll be late work and my boss will be furious."
19. "We'll wait for you if you're late," they said.
20. "They are supposed to be landing at London airport," I said. "But if the fog gets any thicker the plane may be diverted."
21. "If you lend me the chainsaw," said Mary, I'll bring it back the day after tomorrow."
22. "I hate getting up on dark morning," grumbled Peter. "It's horrible," agreed his wife, "but the morning will be lighter soon and then it won't quite so bad."
23. "The sales are starting tomorrow," said the typist. "As soon as we finish work the whole typing pool is going to make a dash for the shops." "I hope you'll all get what you want," I said.
24. "I wish you had something to eat," said Peter. "You have only just had lunch," said his sister. "I don't know how you can be hungry again so soon."
25. "If you're short of money I can lend you 50 dollar," said my aunt, "and you can take your time about paying it back."
26. "I usually take my dog out for a walk when I come home from work," he said.
27. "I have a message for your brother," I said. "He isn't at home," said Ann. "he left two days ago."
28. "I bought this bag in Milan," I said. "You shouldn't have bought that color," said Peter. "It doesn't go with your coat."

29. "I must hurry. My father is always furious if any of us are late for meals," she said.
30. "If you want to smoke you'll have to go upstairs," said the bus conductor.
31. "I'm building myself a house," said Charles. "I won't show it to you just yet but when the roof is on you can come and see it."
32. "The lake will probably freeze tonight," said Peter. "It is much colder than last night."
"I'll go out and look early in the morning," said Mary, "if it's frozen I'll make some holes in the ice so that the ducks can feed."
33. "Even if the strikers go back to work tomorrow it will some time before things return to normal," said the official.
34. "Someone is trying to murder me," said Mr. Jones. "I keep getting threatening letters."
35. "I'm taking my children to the zoo tomorrow," she said, "to see the baby polar bear."
36. "All I can hear," says Ann, "is a high-pitched buzz. I wonder if it's some sort of signal."

Exercise 2: Mixed Statements

Put the following statements into indirect speech.

1. "Who has been using my type writer?" said my mother.
2. "Do you want to see the cathedral?" said the guide.
3. "Do you mind working on the night shifts?" he asked.
4. "Would you like to come with us?" they said.
5. "Who did you give the money to?" asked him.
6. "How long does it take to get to Edinburgh by coach?" said the tourist?
7. "How much do you think it will cost," he said.
8. "What did you miss most when you were in prison?" Mary asked the ex-convict.
9. Another passenger came in and said, "Is this seat taken?"
10. "How do you get on with your mother-in-law?" said Paul.
11. "Don't put sticky things in your pockets," said his mother.
12. "Please, please don't do anything dangerous," said his wife.
13. "Go on-apply for the job," said my friend. "It would just suit you."
14. "I should say nothing about it if I were you," said my brother.
15. "Would you please wait in the lounge till your flight number is called?" she said.
16. "Don't lend Harry any money," I said to Ann. "he never pays his debts."
17. "Could you please ring back in half an hour?" said the secretary.
18. "Would you mind moving your case?" said the other passenger. "It's blocking the door."
19. "Remember to book a table," said Ann.

20. "Get into the right lane," said the driving instructor.
21. "Would you please fill in this form and then join the queue by the door?" said the clerk.
22. "Could you read the last sentence again, please?" said the examiner.
23. "Could I have the new cheque book, please," said the girl.
24. "Could you show me your old cheque book?" said the bank clerk.
25. "Please, please don't tell my mother," begged the boy.
26. "Don't fire except in self-defense," said the police sergeant.
27. "Why don't you take the rest of the day off?" said my assistant.
28. "Will you help me to move the piano, please? Said my aunt.
29. "Don't drive too close to the car in front," said the driving instructors.
30. "Don't smoke near the petrol pump," said the mechanic.
31. "How did you get into the house?" they said to him.
32. "What were you doing with these skeleton keys?" said Mr. Jones. "We were trying to get into the secrets."
33. "Did you sleep well?" asked by hostess.
34. "Have you been here long?" the other student said to him.
35. "Can you tell why Paul left the university without taking his degree?" Paul's sister said.
36. "How many people know the combination of eh safe?" said the detective.
37. "Are there any letters for me?" said Mary.
38. "How long have you been learning English?" the examiner said.
39. "Why aren't you taking the exams?" said Paul.
40. "Are these free-range eggs," said the customer.
41. "Avoid Marble Arche," said the police man. "There" going to be a big demonstration there."
42. "Hold the ladder," he said. "It's rather unsteady."
43. "Read the questions twice," said the teacher, "and don't write in the margin."
44. "You'd better not leave you money lying about," said one of the students.
45. "Why don't you open a bank account," said another.
46. "Would you like to have lunch with me today?" said Tom. "I'm afraid I couldn't; I can't leave the office," said the girl.
47. "Don't take more than two of these at once," said the doctor, handing me a bottle of pills.
48. "Could I speak to Albet, please?" I said. "He is still asleep," said his mother. "Then please wake him," I said. "I have news for him."
49. "I'd buy the big tin if I were you," said the grocer.
50. "You are being exploited," said the other au pair girls. "You ought to leave your job."

Final Section: Recapitulation and Evaluation of the Fourth Semester

Description	<p>This final section aims at introducing graduate first year English students with an idea about the process of final recapitulation and evaluation. It explores key concepts related to the main idea “summary” of each lecture, general study questions, types of quizzes, types of the exam, and types of the make up exam.</p> <p>Through the developments of the elements of the section students will become familiar with the multiple ways of assessment and evaluation. Key content of the section includes table for final summaries, quizzes, exam, make up exam and table for possible topics to be included in the evaluation process.</p>
Objectives	<p>On successful completion of the recapitulation and evaluation section, students</p> <p>should be able, among other things, to;</p> <ol style="list-style-type: none">1. Be able learners to discover the main idea “summary” of each lecture.2. Discover the different possible macro question for each lecture.3. Discover the type and content of the quizzes.4. Discover the type and content of the exam.5. Discover the type and content of the make up exam.6. Discover the topics of the possible quizzes and exams to be included.7. Understand the importance of this section of evaluation as a mandatory.

Part One: Final Summaries: Mixed Lectures

The following table presents the final summaries of all the previous lectures in relationship with the main idea of each lecture. It is meant by the main idea those matters that EFL students should consider and focus on in the process of dealing with the English Grammar.

N	Chapter	Main Idea
1	Will + infinitive versus simple present for future	Similarities and differences in uses
2	Present continuous versus “be going to” form	Similarities and differences in uses
3	Simple future versus present continuous	Similarities and differences in uses
4	Future perfect versus future perfect continuous	Similarities and differences in uses
5	Conditional sentences (type 1, 2 and 3)	Similarities and differences in uses
6	Active voice versus passive voice	Similarities and differences in uses
7	Direct speech versus indirect speech	Similarities and differences in uses
8	Mixed Lectures	Similarities and differences between future forms

Exercise 1: Study Questions

1. What are the basic forms of future tenses?
2. What are the main meanings and uses of simple present tense?
3. What are the main meanings and uses of will + infinitive for intention?
4. What are the main meanings and uses of present continuous tense for future?
5. What are the main meanings and uses of “be going to” form?
6. What are the main meanings and uses of future continuous tense?
7. What are the main meanings and uses of future perfect tense?
8. What are the main meanings and uses of future perfect continuous tense?
9. What are the main similarities and differences between active versus passive voices?
10. What are the main similarities and differences between direct versus indirect voices?

Part Two: Evaluation “Quizzes and Exams”

Second Term Quiz 1

The following table presents the contents of the Second Term Quiz “Quiz 1”.

Setif 2 University Department of English language Student’s Full Name:	Faculty of Letters and Languages Level: Second Year Section / group:																																												
Grammar Second Term Quiz 1																																													
Exercise 1: Put the verbs in brackets into the correct conditional type then justify your answer. “10 pts”																																													
<ol style="list-style-type: none"> 1. The weather is very fine. It is suitable to expose my clothes. I suppose that if it (stay) good like this moment they (be) dry in less than half an hour. 2. How did you do in the final exams? We failed in last actually; but only because we did not have enough time to revise our lessons well. If we (have) enough time for revision we (succeed). 3. If you are not going to use your car to go to the factory why do not you sell it to your friend? If I (have) a second car I could drive I (sell) it at once. 4. Why do people always wear special uniforms when they are inside factories? If workers (wear) ordinary clothes bosses (refuse) them to work because this type of work is dangerous. 5. I don’t expect that one of you take the adventure to drive this car. Both the car and the road are very dangerous. If someone (try) to drive it he (kill) himself. 6. All the teachers and students blame the noisy students even more. If the noisy student (recognize) his guilt the innocent student (not be punished). 7. All my family and friends expect that I succeed in BAC exam with high average. If I (revise) all my lessons throughout this month I (get) excellent scores. 8. Your lovely friend knocked on the door and asked me about you while you were outside home. Oh dear! If he (tell) me that he was coming to see me I (wait) at home to meet him. 9. I have all the advantages in my life. The only thing I don’t have is a university certificate. If I (have) this advantage I (work) in the biggest international company and make my life perfect. 10. I suppose you will meet the president in the coming conference. If you (meet) him you please (tell) him about all the latest news. 																																													
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 35%;">Verb 1</th> <th style="width: 35%;">Verb 2</th> <th style="width: 25%;">Justification</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Stays</td> <td>Would be</td> <td></td> </tr> <tr> <td>2.</td> <td>Had</td> <td>Would succeed</td> <td></td> </tr> <tr> <td>3.</td> <td>Had</td> <td>Would sell</td> <td></td> </tr> <tr> <td>4.</td> <td>Wore</td> <td>Would refuse</td> <td></td> </tr> <tr> <td>5.</td> <td>Tried</td> <td>Would kill</td> <td></td> </tr> <tr> <td>6.</td> <td>Had recognized</td> <td>Would have been punished</td> <td></td> </tr> <tr> <td>7.</td> <td>Revise</td> <td>Will get</td> <td></td> </tr> <tr> <td>8.</td> <td>Had told</td> <td>Would have waited</td> <td></td> </tr> <tr> <td>9.</td> <td>Had</td> <td>Would work</td> <td></td> </tr> <tr> <td>10.</td> <td>Meet</td> <td>Will discus</td> <td></td> </tr> </tbody> </table>			Verb 1	Verb 2	Justification	1.	Stays	Would be		2.	Had	Would succeed		3.	Had	Would sell		4.	Wore	Would refuse		5.	Tried	Would kill		6.	Had recognized	Would have been punished		7.	Revise	Will get		8.	Had told	Would have waited		9.	Had	Would work		10.	Meet	Will discus	
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<ol style="list-style-type: none"> 1. Why do you want all the equipments out of the room? Because I (clean) the surface of the room. It’s impossible to do it unless you take everything of it first. 																																													

2. Before you go out of the classroom do not forget to leave a note for them on the table and they **(see)** it when they come in. as you know they do not have any idea about it.
3. Have you decided on your new house color? Oh yes, and I've bought the paint. I **(paint)** this room blue and the other room green.
4. Pay attention to the keys, If you leave them with the hall porter the young boy **(take)** them and drive the car round to the garage.
5. Students leave a pile of papers on the desk so the teachers (surprise) when he enters the room.
6. I'm afraid I'm not quite ready. Never mind. I **(wait)**.
7. Here is the oil: but what do you want it for? I **(make)** a bonfire at the garden; I want to burn all the extra materials. Well, be careful. If the fire gets to big it **(burn)** the apple trees.
8. I wonder if my friend knows that the time of the meeting has been changed. Probably not. I **(look)** in on my way home and tell him. I'm glad you thought of it.
9. What do you want all those corks for? I bought a cask of wine and I **(bottle)** it myself.
10. Hurry up; someone is knocking at the door. I **(go)**. But I expect it is someone for you.

Verb	Correction	Justification
Clean		
See		
Paint		
Take		
Wait		
Make		
Burn		
Look		
Bottle		
Go		

Exercise 3: Rewrite sentence (b) so that it means the same as sentence (a). "05 pts"

1. a) "Don't lend Harry any money," I said to Ann
b)
2. a) They didn't look after the children properly.
b)
3. "I usually take my dog out for a walk when I come home from work," he aid.
b)
4. a) "Please, please don't tell my mother," said the boy.
b)
5. a) Someone saw him pick up the gun.
b)
6. a) "The lake will probably freeze tonight," said Peter
b)
7. a) I'm employing a man to tile the bathroom.
b)
8. a) Peter says that he was taking his children the day after to the zoo.
b)
9. a) The entire block was being demolished by the government last night.
b)
10. a) "Did you sleep well?" reported by hostess.
b)

Second Term Quiz 2

The following table presents the contents of the Second Term Quiz “Quiz 2”.

Setif 2 University	Faculty of Letters and Languages
Department of English language	Level: Second Year
Student’s Full Name:	Section / group:

Second Term Grammar Quiz 2

Exercise 1: Put the verbs in brackets into the correct tense, using the “be going to” or “Will + Infinitive” with justification.

- 1- He says that he’s tired of writing books about horrible people who get more and more horrible on every age, and now he **(write)** about perfectly charming people who are happily married. I wonder if any one **(buy)** it. Oh, yes, people **(buy)** it. He’s a famous writer.
- 2- I hear the farmer down the road has hired a bulldozer. Yes he **(dig)** up all his hedges and put in fences instead.
- 3- The new owner **(make)** any changes? He’s made some already. You should see his new menus. He **(concentrate)** more on the restaurant than the shop.
- 4- What do you want all those corks for? I bought a cask of wine and I **(bottle)** it myself.
- 5- There’s someone at the door. I **(go)**. But I expect it is someone for you.
- 6- Where are all going? There’s nothing to eat or drink here except one chop and a bottle of champagne, so we **(buy)** fish and chips and eat them in the car. Come with us. No, thanks. I think I **(stay)** and use up the chop and champagne.

Verb	Correction	Justification
Write	Is going to write	
Buy	Will buy	
Buy	Will buy	
Dig	Is going to dig	
Make	Is going to make	
Bottle	Are going to bottle	
Concentrate	Is going to concentrate	
Go	Will go	
Buy	Are going to buy	
Stay	Will stay	

Exercise 2: Put the verbs in brackets into the correct conditional type with justification.

1. Tell him to bring his car inside the garage. If he **(leave)** it there someone **(steal)** it.
2. When my father left school he became a barber. My family didn’t like it at all. They **(be)** much happier if he **(become)** a doctor like his father.
3. My family still say and repeat that if he **(join)** the university of medicine when he left school he **(be)** comfortably off now instead of being poor.
4. But my father says and repeats again that if he **(have)** his young life again he **(make)** the same choice.
5. No one swim in this pool. The water is heavily polluted and dangerous. If you **(swim)** in it you **(be)** ill for a whole life.

6. I can hear the teacher well but I hope I could see him also. If he **(stand)** on the board we all **(be)** much better.
7. I expect you'll see my friend in the school today. If you **(see)** him please **(tell)** him about tomorrow's meeting?
8. I blame the students even more. If they **(admit)** their mistake the headmaster **(not be felt)** angry.
9. The only thing I haven't got is a car. If I **(have)** one I **(travel)** always.
10. English is very essential language for students. All of them speak it well. If they **(not speak)** English they **(not understand)** all the lectures.

Verb1	Verb2	Justification
Leaves	Will steal	
Would have been	Had become	
Had joined	Would be	
Had	Would make	
Swam	Would be	
Stood	Would be	
See	Would you please tell	
Had admitted	Would have been felt	
Had	Would travel	
Didn't speak	Wouldn't understand	

Exercise 3: Rewrite sentence (b) so that it means the same as sentence (a) "05 pts."

- a) "How do you get on with your mother-in-law?" said Paul.

b)
- a) All the ministers will see him off at the airport.

b)
- a) "What were you doing with these skeleton keys?" said Mr. Jones.

b).....
- a) Dogs guard the warehouses. The other day a thief tried to get in and a dog saw him and chased him.

b)
- a) "Don't take more than two of these at once," said the doctor, handing me a bottle of pills.

b)
- a) "Remember to book a table," said Ann.

b)
- a) A Japanese firm makes this television sets.

b)
- a) The robber has been arrested by the police.

b)
- a) "I've missed my train," said Bill. "Now I'll be late work."

b)
- a) "Get into the right lane," said the driving instructor.

b)

Second Term Exam

The following table presents the contents of the Second Term Exam.

Setif 2 University Department of English language Student's Full Name:	Faculty of Letters and Languages Level: Second Year Section / Group:	
First Term Grammar Exam		
Exercise 1: Put the verbs in brackets either in the Simple Present or Present Continuous. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer. "05 pts."		
1. These fruits (cost) 50p a one kilogram. You (think) that is expensive? I do not think so. It (depend) on the quality of the product.		
2. I (see) my doctor two days later; I (change) my intention because of all these circumstances.		
3. You always (change) your will. Why you (not leave) it alone?		
4. You (look) very thoughtful. What you (think) about? I (think) about my retirement		
Verb1	Form of the Verb	Justification
Cost	Cost	
Think	Do you think	
Depend	Depends	
See	Am seeing	
Change	Am changing	
Change	Are changing	
Not leave	Do not you leave	
Look	Look	
Think	Are you thinking	
Think	Am thinking	
Exercise 2: Put the verbs in brackets either in the Simple Past or Past Continuous tense. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer. "05 pts."		
1. They (work) in silence for some time. Just as they (start) the third wall, the doorbell (ring). It was one of Peter's friends who (want) to know if Peter was there.		
2. The comer (stay) talking with Peter in the hall while Ann (go) on painting. But at the end of the hour he (leave).		
3. After this, Peter (return), expecting Ann to say something about friends who (come) and (waste) valuable time talking about extra matters.		
Verb1	Form of the Verb	Justification
Work	Worked	
Start	Were starting	
Ring	Rang	
Want	Wanted	
Stay	Stayed	

Go	Went	
Leave	Left	
Return	Returned	
Come	Came	
Waste	Wasted	

Exercise 3: Put the verbs in brackets either in the Present Perfect or Simple Past tense. Use all the elements in the brackets. Note the importance of certain key words. Justify your answer. “05 pts.”

1. There **(be)** a very good programme on TV last night. You **(see)** it? No, I **(take)** my set back to the shop last day because there **(be)** so much distortion.
2. So they **(say)** it **(need)** a new part. They **(not be able)** to get the new part so far.
3. Consequently, I **(not watch)** television for about one whole week.
4. You ever **(be)** in Russia? Yes, I **(spend)** last March and April in the Moscow.

Verb1	Form of the Verb	Justification
Be	Was	
See	Did you see	
Take	Took	
Be	Was	
Say	Said	
Need	Needed	
Not be able	Have not been able	
Not watch	Have not watched	
Be	Have you ever been	
Spend	Spent	

Second Term Make up Exam

The following table presents the contents of the Second Term Make up Exam.

Setif 2 University	Faculty of Letters and Languages
Department of English language	Level: Second Year
Student's Full Name:	Section / group:

Grammar Second Resit Exam

Exercise 1: Put the verbs in brackets into the correct conditional type then justify your answer. "10 pts"

I had no map; that's why I got lost. If I (**had**) a map I (**be**) all right.

The lift wasn't working when I was here last. If it still (**not work**) we (**have**) to use the stairs.

Prime Minister on golf course: I'm not at all worried about the situation. If I (**be**) worried I not (**play**) golf at this moment

I'll look for your notebook and if I (**find**) it I (**give**) you a ring..

If a driver (**brake**) suddenly on a wet road he (**skid**)..

If the earth suddenly (**stop**) spinning we all (**fly**) off it.

She was sent to prison only because she refused to pay the fine; if she (**pay**) the fine she (**not be**) sent to prison.

If you (**not know**) the meaning of a word you (**use**) a dictionary..

I have no particular desire to win the Football Pools. If I (**win**) an enormous sum everybody (**write**) to me asking for money.

It was rather a dull game so I left before the end; if I (**wait**) another five minutes I (**see**) Chelsea scoring a really exciting goal.

Verb 1	Verb 2	Justification

Exercise 2: Put the verbs in brackets into the correct tense, using the "Will + Infinitive" or "Be going to" then justify your answer. "05 pts"

1. Do you have to carry so much stuff on your backs? ~ Yes, we do. We (**camp**) out and (**cook**) our own meals, so we have carried a lot.

2. If you leave your keys with the hall porter he (**take**) the car round the garage.

3. Why are you rolling up the carpets? You (**paint**) the ceiling? ~ No, I (**take**) the carpet to the cleaner's.

4. George and Paul find an injured man lying by the roadside. Paul: I (**stay**) with him, George, if you go back and get help. George: All right. I (**try**) to get a lift back..

5. No, I'm not going away for the weekend. I'm staying at home. I (**start**) building my garage. The bricks have come at last. ~ You (**do**) it all by yourself? ~ No, my nephew (**help**) me. I suggested it to him yesterday and he was quite enthusiastic.

Verb	Correction	Justification

Exercise 3 Rewrite sentence (b) so that it means the same as sentence (a). “05 pts”

1. a) You can't wash this dress; you must dry-clean it.
b)
2. a) 'Who has been using my typewriter?' said my mother.
b)
3. a) 'Does anyone want tickets for the boxing match?' said Charles.
b)
4. a) They are repairing my piano at the moment.
b)
5. a) We will have to tow the car to the garage.
b)
6. a) 'Don't put sticky things in your pockets,' said his mother.
b)
7. Someone stole my car and abandoned it fifteen miles away. He had removed the radio.
b)
8. 'If I press my ear against the wall, I can hear what the people in the next flat are saying,' he said.
b)
9. He said, 'I am quite a good cook and I do all my own washing and mending too.'
b)
10. The guests ate all the sandwiches and drank all the juice. They left nothing.
b)

List of References

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