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Good day everybody. In this term ,we are also going to stress something important you are familiar with; it is grammar or theory of syntax. Your syllabus is both mainly (Basic Book) and your large blue book of grammar you studied last year. In the second semester, we are going to attempt basic grammar topics in six chapters.

1- Parts of speech and sentence elements in English.

2-Word order in sentences.

3-The use of tenses of the verbs.

4- Modal verbs.

5-Passive voice.

6-Types of English sentences and clauses.

Chapter One :Word Classes and Elements of Sentence Structure

1.1. Word Classes: In Arabic, there are three parts of speech :

Isim (noun)like walad (boy), Fiel (verb) such as laiba (played) and Harf (article or proposition)like min(from)

.However, in English parts of speech are more. Look at the different types of words in the following sentence:

He	has	an	important	interview
Pronoun	verb	determiner	adjective	noun
at	work	today,	so	he
	preposition	noun	adverb	linking word
				pronoun
		is	rather	anxious.
		Verb	adverb	adjective

Each word in the sentence above belongs to a particular class depending on how it is used. They are called 'word classes' or 'parts of speech' and they are:

1. Noun: classroom ,work.
2. Pronoun: he, I ,it, yours.
3. Verb: are studying, have ,is, went, can.

4. Adjective: exciting, cheerful tired, important , lazy.
5. Adverb: happily, yesterday ,rather ,here, fast.
6. Determiner: all, some, my, an ,the ,a ,our ,this.
7. Preposition: in, of, at ,to.
8. Conjunction/linking word: because, so ,and ,however.

1.2. Elements of Sentence Structure:

Study the following examples of English sentences:

noun	verb
Birds	fly.
subject	verb

<i>pronoun</i>	<i>verb</i>	<i>noun</i>
I	have	a car.
subject	verb	object

<i>noun phrase</i>	<i>verb</i>	<i>adjective</i>
The film	is	exciting.
subject	verb	complement

noun phrase	verb	prepositional phrase
Our car	is	in the new garage.
Subject	verb	adverbial

Noun	verb	noun phrase	noun phrase
Ali	gave	his friend	a pen.
Subject	verb	indirect object	direct object

1.3. Word Classes:

1.3.1 Nouns:

- Nouns are the names we give to people, things ,places, etc. in order to identify them.

- Nouns can be classified as follows:

- a) **Proper nouns** (Syria ,Jim ,Paris), and **common nouns** (man, idea, book).
 - b) Common nouns can be **countable** (boy: boys) and **uncountable** (water, money)
 - c) Countable nouns can be **concrete** (table) or **abstract** (idea).
 - d) Uncountable nouns can also be **concrete** (washing, furniture) or **abstract** (cleverness, sorrow).
- A Noun Phrase: When more than one word form the noun, we call **a noun phrase**. For example (the cat, a cat ,this cat).

1.3.2 Pronouns:

A pronoun is a word like 'he' or 'she' that can replace a noun or a whole noun phrase.

a) The Uses of pronouns:

1. We use pronouns in place of a noun or a noun phrase that has already been mentioned, when the repetition of the noun or noun phrase would be very strange.

Ex.: Incorrect: Sami has to go to the university. ~~Can you give Sami a lift?~~ Correct: Can you give him a lift?

2. We also use pronouns when we know perfectly well who or what is referred to. When, for example, I use the pronoun "I", it is because it would be unusual to refer to myself by name.

Ex.: They have just rung to say they are not coming.

3. We use pronouns when the name of someone or something is not known. Ex.: That thing on the table. What is it for?

b) Types of Pronouns: 1. Personal pronouns: They are used to refer to people and things (I, you, he, she, it, we, they) and they can be used as subject or object(me, you, him, her, it, us, them).

2. Reflexive pronouns(myself, themselves ...etc..)can be used as an object for the same subject pronoun and sometimes for emphasis. Examples: I look at myself in the mirror. I myself did homework.

3-Possessive pronouns refer to possession or ownership. Unlike possessive adjectives(my, her, his, its, your, our, their), they are used without a noun following: Is this your pen ? Yes, it is mine. Look at the following table :

Subject Pronouns	Object Pronouns	Possessive Pronouns	Reflexive Pronouns	Possessive Adjectives
I	Me	Mine	Myself	My
You (sing)	You	Yours	Yourself	Your
He	Him	His	Himself	His
She	Her	Hers	Herself	Her
It	It	-	Itself	Its
We	Us	Ours	Ourselves	Our
You (pl)	You	Yours	Yourselves	Your
They	Them	Theirs	Themselves	Their

Person	Singular	Dual	Plural
1st	<i>ana</i> (أنا)		<i>nahnu</i> (نحن)
2nd	masculine <i>anta</i> (أنت)	<i>antumā</i> (أنثما)	<i>antum</i> (أنتم)
	feminine <i>anti</i> (أنت)		<i>antunna</i> (أنثن)
3rd	masculine <i>huwa</i> (هو)	<i>humā</i> (هما)	<i>hum</i> (هم)
	feminine <i>hiya</i> (هي)		<i>hunna</i> (هن)

4- Demonstrative pronouns (this ,these)refer to nouns that are close to us whereas (that , those) are used with nouns far from us. "This" and "that" are used with singular. "These" and "those" come with plural nouns.

5- Relative Pronouns: They are used to connect subordinate clause with a main clause, They are (who, whom, whose, which and that.

Ex.: This is the man whom I met yesterday.

This is the man who helped me.

This is the man whose car is red.

This the cat which meows at night.

See the following table:

Relative Pronoun	Use	Example
Who	Subject or object pronoun used for people.	Have you seen the man who is the new marketing director?
Which	Subject and object pronoun used for animals and things.	The horse which Sue was riding is very friendly.
Which	Referring to the whole sentence.	He can't type at all which didn't surprise me.
Whose	Possession for people, animals and things.	Have you seen the boy whose mother was on TV?
Whom	Object pronoun for people in non defining relative clauses (in defining relative clauses we prefer to use who)	I was invited by the councillor whom I met at the Christmas party.
That	Subject or object pronoun for people, animals and things in defining relative clauses	I liked the dress that you wore to the function last week.

6- Interrogative Pronouns: like (what, who, whom, whose and which) are used to ask questions about the noun phrase they stand in for.

Ex.: Who broke the table? The tall boy.

Which pen is yours? The red one is mine.

See the following table:

	SUBJECT	OBJECT	EXAMPLE
Person	Who	Whom	Who is that woman over there? With whom did you speak?
Thing		What	What do you want?
Person/Thing		Which	Which girl is the prettiest? Which drink do you want?
Thing		Whose (possessive)	Whose car is that?

7- Indefinite Pronouns: They are used to refer to people or things that are unknown to us or their identity is not important.

Ex.: Is there anybody at the door? No, nobody.

See the following table:

INDEFINITE PRONOUNS				
	Singular		Plural	Singular or Plural
another	everyone	nothing	both	all
anybody	everything	one	few	any
anyone	little	other	many	more
anything	much	somebody	others	most
each	neither	someone	several	none
either	nobody	something		some
everybody	no one			such

8- **Reciprocal Pronouns**: (each other, one another, They refer to people doing the same thing or having mutual activity.

Ex.: Let's phone each other every day.

Peter and David hate each other.

The ten prisoners were all blaming one another.

1.3.3. **Verbs**: They are words that tell us about physical or mental or psychological activities or states.

Tim has got a ball. He is playing football now. He feels excited.

A verb phrase may have only one verb, like He feels or more than one such as He is playing. Playing, got and feels are main verbs whereas has and is are helping or auxiliary verbs.

-Main or lexical verbs are used to tell us about actions or states while auxiliary verbs are often used with main verbs to help us affirm ,negate, doubt or ask about them.

Main verbs can be active or stative. They can also be transitive or Intransitive.

- Stative verbs: Some verbs are not usually used in the continuous form, even when we are talking about temporary situations or states. These are called stative verbs.

- So, we say *I'm sorry, I don't understand* rather than *I'm not understanding*.

1. Stative verbs are often verbs connected with thinking and opinions.

- *She doesn't know what to do* NOT *She isn't knowing what to do*
- *Do you agree with me?*
- *I don't recognise it, do you?*

Other verbs in this group include: believe, doubt, guess, imagine, mean, remember, think.

2. Other stative verbs are connected with feelings and emotions

- *I like this song. Who sings it?* NOT *I'm liking this song*
- *What do you want to do now?*
- *I hate my new boss!*

Other stative verbs in this group include: dislike, love, prefer, want, wish

NB – although 'enjoy' is a verb of emotion, it is used in the continuous tense

- *I'm enjoying the party.*

3. 'see', 'hear', 'taste', 'smell', 'feel' are verbs that describe senses.

These verbs aren't usually used in continuous forms. They are often used with 'can'.

- *It smells of smoke in here.* NOT *It's smelling of smoke in here*
- *I can't see anything. It's too dark.*

4. Stative verbs describe things that are not actions.
Look carefully at these 2 sentences.

- *He smells of fish.*
- *He's smelling the fish.*

The second sentence is an action – not a state. The man wants to know if the fish is OK to eat.

- *I think we should go to Croatia for our holiday this year.*
- *Sorry, what did you say? I was thinking about my holiday.*

The first sentence is an opinion but the second sentence is an action.

What are transitive verbs?

Transitive verbs are action verbs that have an object to receive that action. In the first sentence above, the direct object *ball* received the action of the verb *hit*.

Here are some more examples of transitive verbs:

I baked some cookies.

I rode the bicycle.

I moved the chair.

I stitched a quilt.

All of the verbs in the above sentences are transitive because an object is receiving the action of the verb.

But what about the sentence “The bird died.” Is the verb in that sentence a transitive verb? No, in this case the verb *died* is an intransitive verb.

What are intransitive verbs?

Intransitive verbs are not action verbs but unlike transitive verbs, they do not have an object receiving the action. Notice there are no words after the verb *died*.

More examples of intransitive verbs:

I laughed. I cried. The book fell. The horse galloped. The sun set.

What are 'auxiliary verbs'?

'There are lots of things to buy.'

Auxiliary verbs are also known as 'helping verbs'.

The three most common auxiliary verbs are:

be, do and have

I am leaving = Leaving is the main verb. Am is the auxiliary.

She has arrived = Arrived is the main verb. Has is the auxiliary.

Do you smoke? = Smoke is the main verb. Do is the auxiliary.

Do / does / did

Do is common for forming questions and making negatives.

Did is used for do and does in the past tense. Do and does is never used for the past.

In statements: I do my homework. You do the laundry.
We do the washing up. He/she does the cleaning.

In questions: Do I know you? Do you live here?
Do we have time? Does he/she drive to work?

In negative sentences: I do not. (*I don't*) You do not. (*you don't*)

They do not. (*they don't*) He/she does not. (*he/she doesn't*)

Be = am / is / are

- Be can be used as an auxiliary verb or the main verb in a sentence.

Is tells us that an action is happening now or is going to happen in the future.

- Be is also used to make passives.

In statements: I am 21 years old. We are waiting.

They are excited. He/she is cool.

In questions: Am I in the right place? Are you my new boss?

Are we nearly there? Is he/she old enough to go to theatres?

In negative sentences: I am not. (*I aren't*) You are not. (*you aren't*)

We are not. (*we aren't*) They are not. (*they aren't*)

He/she is not. (*he/she isn't*)

- Have = has / had

- Have/has is used to make the *present perfect tense* (it is always followed by the past participle). (I/We/You/They/ have been to Damascus).

- Has is used for the *third person singular*. (He/She/It/ has slept early).

- Had is used for past tenses especially the *past perfect tense*. It describes an action that began in the past and continues into the present or that occurred in the recent past.

In statements: You have something on your shirt.

We have seen it before.

He/she has lived in America.

In negative sentences: I have not. (*I haven't/ I've not*)

You have not. (*you haven't/you've not*)

We have not. (*we haven't/we've not*)

They have not. (*they haven't/they've not*)

He/she has not (*he/she hasn't*)

-Other common auxiliary verbs are:

can, could, may, might, must, ought, should, and would.

These are also known as modal verbs. We use them to show obligation, possibility and necessity.

For example:

Jack is late. He might be sleeping. (possibility)

I should clean my room today. (obligation)

I must wear a tie to school. (necessity)

- Auxiliary verbs are useful in giving short answers to questions.

Basically, your answer can end with the auxiliary verb.

The following examples are natural and completely acceptable ways to answer questions: Do you like reading? Yes, I do (like reading)

Can you speak English?

Yes, I can (speak English)

Do you have a sister?

No, I don't (have a sister)

1.3.4. Adjectives: They are words that give further information about a noun. Some adjectives give a specific opinion. We only use these adjectives to describe particular kinds of noun:

Food: tasty, delicious.

Furniture, buildings: comfortable, uncomfortable.

People, animals: clever, intelligent, friendly.

We usually put a general opinion in front of a specific opinion:

Nice tasty soup.

A nasty uncomfortable armchair

A lovely intelligent child

Usually we put an adjective that gives an opinion in front of an adjective that is descriptive:

a nice red dress; a silly old man; those horrible yellow curtains

We often have two adjectives in front of a noun:

a handsome young man; a big black car; that horrible big dog

Sometimes we have three adjectives, but this is unusual:

a nice handsome young man;

a big old black American car;

that horrible big fierce French dog

It is very unusual to have more than three adjectives.

Adjectives usually come in this order:

1	2	3	4	5	6	7	8
General opinion	Specific opinion	Size	Shape	Age	Colour	Nationality	Material

We use some adjectives only after a link verb:

afraid	alive	alone	asleep
--------	-------	-------	--------

content	glad	ill	ready
sorry	sure	unable	well

Some of the commonest -ed adjectives are normally used only after a link verb:

annoyed; finished; bored; pleased; thrilled

We say:

Our teacher was ill.

My uncle was very glad when he heard the news.

The policeman seemed to be very annoyed

but we do not say:

We had an ill teacher.

When he heard the news he was a very glad uncle

He seemed to be a very annoyed policeman

A few adjectives are used only in front of a noun:

north	northern	countless	eventful
south	southern	occasional	indoor
east	eastern	lone	outdoor
west	western		

We say:

He lives in the eastern district.

There were countless problems with the new machinery.

but we do not say:

The district he lives in is eastern.

1.3.5. Adverbs:

Adjectives tell us something about a person or a thing. Adjectives can modify nouns (here: girl) or pronouns (here: she).

Adverbs tell us in what way someone does something. Adverbs can modify verbs (here: drive), adjectives or other adverbs.

adjective

adverb

Sandy is a careful girl.

Sandy drives carefully.

She is very careful.

She drives carefully.

Sandy is a careful driver.

This sentence is about Sandy, the driver, so use the adjective.

Mandy drives carefully.

This sentence is about her way of driving, so use the adverb.

Form:

Adjective + -ly

adjective

adverb

dangerous dangerously

easy

easily

Irregular forms:

adjective adverb

good well

fast fast

hard hard

If the adjective ends in -y, change -y to -i. Then add -ly:

- **happy – happily**

but:

- **shy – shyly**

If the adjective ends in -le, the adverb ends in -ly:

- **terrible – terribly**

If the adjective ends in -e, then add -ly:

- **safe – safely**

► Not all words ending in *-ly* are adverbs:

- adjectives ending in *-ly*: friendly, silly, lonely, ugly
- nouns, ending in *-ly*: ally, bully, Italy, melancholy
- verbs, ending in *-ly*: apply, rely, supply

There is no adverb for an adjective ending in *-ly*.

- Use of adverbs

1. to modify verbs: The handball team played badly last Saturday.

2. to modify adjectives: It was an extremely bad match.

3. to modify adverbs:

The handball team played extremely badly last Wednesday.

4. to modify quantities :There are quite a lot of people here.

5. to modify sentences :

Unfortunately, the flight to Dallas had been cancelled.

- Types of adverbs:

1. Adverbs of manner: quickly, kindly.

2. Adverbs of degree: very, rather.

3. Adverbs of frequency: often, sometimes.

4. Adverbs of time: now, today.

5. Adverbs of place: here, nowhere.

- How do you know whether to use an adjective or an adverb?

John is a careful driver. – In this sentences we say how John is – careful. If we want to say that the careful John did not drive the usual way yesterday – we have to use the adverb:

- John did not drive carefully yesterday.

Here is another example:

- I am a slow walker. (How am I? → slow → adjective)
- I walk slowly. (How do I walk? → slowly → adverb)

- Adjective or Adverb after special verbs:

Both adjectives and adverbs may be used after look, smell and taste. Mind the change in meaning.

Here are two examples:

adjective

adverb

The pizza tastes good. Jamie Oliver can taste well.
(How is the pizza?) (How can Jamie Oliver taste?)

Do not get confused with *good/well*.

- Linda looks good. (What type of person is she?)
- Linda looks well. (How is Linda? – She may have been ill, but now she is fit again.)
- How are you? – I'm well, thank you.

One can assume that in the second/third sentence the adverb well is used, but this is wrong – well can be an adjective (meaning fit/healthy), or an adverb of the adjective good.

Conclusion:

- Use the adjective when you say something about the person itself.
- Use the adverb, when you want to say about the action.

1.3.6. Determiners: General and specific determiners

Determiners are words which come at the beginning of the noun phrase. They tell us whether the noun phrase is specific or general.

Determiners are either specific or general

Specific determiners: The specific determiners are:

- the definite article: *the*
- possessives: *my, your, his, her, its, our, their, whose*
- demonstratives: *this, that, these, those*
- interrogatives: *which*

We use a specific determiner when we believe the listener/reader knows exactly what we are referring to:

Can you pass me the salt please?
Look at those lovely flowers.
Thank you very much for your letter.
Whose coat is this?

The general determiners are: *a; an; any; another; other; what*

When we are talking about things in general and the listener/reader does not know exactly what we are referring to, we can use a uncount noun or a plural noun with no determiner:

Milk is very good for you. (= uncount noun)
Girls normally do better in school than boys. (= plural nouns with no determiner)

... or you can use a singular noun with the indefinite article *a* or *an*:

A woman was lifted to safety by a helicopter.

We use the general determiner *any* with a singular noun or an uncount noun when we are talking about all of those people or things:

It's very easy. Any child can do it. (= All children can do it)

We use the general determiner *another* to talk about an additional person or thing:

Would you like another glass of tea?

The plural form of *another* is *other*:

I spoke to John, Helen and a few other friends.

Quantifiers

We use quantifiers when we want to give someone information about the number of something or its quantity: (much ,many, some, any, several, a few , a little, a lot of, lots of , other , either, all, both, each, every, more, less, another etc.)

We don't have many books . We have a few apples.

We don't have any books . We have some apples.

We don't have several books . We have a lot of apples.

We don't have any sugar . We have some rice.

We have much oil . We have a lot of apple juice.

1.3.7. Prepositions:

Prepositions are short words (on, in, to) that usually stand in front of nouns (sometimes also in front of gerund verbs).

Even advanced learners of English find prepositions difficult, as a 1:1 translation is usually not possible. One preposition in your native language might have several translations depending on the situation.

There are hardly any rules as to when to use which preposition.

The only way to learn prepositions is looking them up in a dictionary, reading a lot in English (literature) and learning useful phrases off by heart

The following table contains rules for some of the most frequently used prepositions in English:

about	of	after	over	over	from
to	by	during	for	for	under
at	in	for	with	before	behind

Now that we are aware of how a prepositional phrase is formed, let's take a look at some examples of them being used within a sentence.

- *She came to the interview **on time**.*
- *Does he really go out **with that girl**?*

As we can see, the prepositional phrases begin with a preposition and a noun which they are working with, however there is also the option to modify that noun within the prepositional phrase, let's look at this.

- *Does he really go out **with that pretty girl**?*

In short, a **prepositional phrase** is a group of words that begins with a preposition. The object of a prepositional phrase is to function as an adjective or adverb.

In the sentence “*I’ve paid this bill twice by mistake.*”, **by mistake** is a prepositional phrase.

Prepositional Phrase Examples

Prepositional phrase examples that function as an adjective.

- The revised edition of the book is now ***out of print***.
- This kind of machine is ***out of date***.
- The two countries were ***at peace***.
- The paintings are ***on show*** until April.
- Younger workers tend to be ***at an advantage*** when applying for jobs.
- The doctor said that I should be ***on a diet***.
- You’re not allowed to buy alcohol. You’re ***under age***.
- Despite applying for hundreds of jobs, he is still ***out of work***.
- A passport that is ***out of date*** is invalid.
- We are happy to be ***on vacation***.

Prepositional phrase examples that function as an adverbs.

- The kids spent all their time ***out of doors***.
- ***For a change***, it was a gloriously sunny day.
- I pushed the problem aside, ***at present*** it was insoluble.
- The second episode will be screened ***at the same time*** tomorrow.
- ***At the beginning*** of a ceremonial parade, he gives the order to march on.
- As regards John, I will write to him ***at once***.
- ***Without warning***, the tree crashed through the roof.
- I will climb ***up the highest mountain*** tomorrow.
- It annoys me when people talk ***during movies***.
- ***By my watch*** it is two o’clock.
- ***With the help of*** cold water he was soon brought round.
- Never tell tales ***out of school***.

- ***Within limits***, this seems a not unreasonable request.

Types of Prepositional Phrases

The Prepositional Phrase Which Modifies A Noun

A prepositional phrase can act on a noun and in this case it is acting in the same way that adjective would, the reason for this is that an adjective can modify a noun. In this case, we refer to the prepositional phrase as an [adjectival phrase](#). Let's take a look at some examples of this.

- *The dog **at the end** is the largest.*
- *He always gets his clothes from the thrift store **on Charles Street**.*
- *My sister decided to move into a house **by the mountains**.*

In the above examples, we can see that the adjectival phrase is being used as a way of giving us further information on the noun. For example, if we look at the first sentence, we are given more information on the location of the dog, in the second sentence we are given more information on the location of the store. The prepositional phrase is giving extra description, this is what an adjective would normally do.

The Prepositional Phrase Which Modifies A Verb

In some instances, the prepositional phrase can act on a verb, in which case it would be behaving adverbially. The reason for this is because usually an adverb would be used to modify a verb. When a prepositional phrase is used in this way, it is known as an [adverbial phrase](#). Let's take a look at some examples of this.

- *If you want to find out who is knocking the window, look **behind you**.*
- *Daniel ran along the street **with grace**.*

In the two examples above, you can see that the adverbial phrase gives us an answer to the question ‘in what manner?’ The first example might be an answer to the question ‘who is knocking on the window?’ The second example might be an answer to the question ‘how did Daniel run along the street?’

The Prepositional Phrase Which Acts As A Noun

There are times when the prepositional phrase can act as a noun, but this does not occur very often. Let’s take a look at some examples of this.

- ***Over the rainbow** is a magical place.*
- ***Under the table** is where there are a lot of crumbs.*

Examples of Prepositional Phrases with OUT

- **Out of debt, out of danger.**
- Unemployment is getting **out of hand**.
- Never tell tales **out of school**.
- I felt **out of place** among foreigners.
- **Out of sight, out of mind.**
- Success grows **out of struggles** to overcome difficulties.
- A hasty man is seldom **out of trouble**.
- The fire is burning **out of control**.
- The boy put the telephone **out of order**.
- I’m afraid we’re temporarily **out of stock**.
- Their music will never go **out of fashion**.

Prepositional Phrase Examples with FOR

- **For lack of** anything better to do, we went to the park.
- One thing’s **for sure** – once the baby’s born, your lives will never be the same again.
- They have boats **for hire**.
- I didn’t want to move **for fear** of waking her up.
- I believe marriage is **for life**
- She did it **for the good of** the community.

- She has put her house up **for sale**.
- After two trial runs we did it **for real**.
- I haven't seen you **for ages**.
- Please sit down **for a while**.
- We went all that way **for nothing**.

Prepositional Phrase Examples with AT

- **At the end** of the day.
- Employees can buy books **at a discount**.
- She went blind **at the age of** ten.
- Younger workers tend to be **at an advantage** when applying for jobs.
- He was putting himself **at risk**.
- There was no reason for her to feel **at a disadvantage**.
- I pushed the problem aside, **at present** it was insoluble.
- All speak **at the same time**.
- The second episode will be screened **at the same time** tomorrow.
- **At the beginning** of a ceremonial parade, he gives the order to march on.
- As regards John, I will write to him **at once**.
- It will cost **at least** \$200.
- I've met the president – **at least**, he shook my hand once.
- You have to call her **at once**.
- Everything happened **at once** – she graduated, got a job, and got married, all in July!
- The two countries were **at peace**.
- The shop **at the corner** of the street sells helmets.

Prepositional Phrase Examples with WITHOUT

- Working **without a break** makes you more prone to error.
- It is **without precedent** in history.
- Everything had gone **without a hitch**.
- Genius **without education** is like silver in the mine.
- Speak **without thinking** is shooting without aiming.
- No good building **without a good foundation**.
- **Without respect**, love cannot go far.

- Working without a plan is sailing without a compass.
- We've been doing experiments 24 hours **without a break**.

Prepositional Phrase Examples with ON

- Ken agreed to accompany me **on a trip** to Africa.
- She refuses **on principle** to understate her income for taxation purposes.
- Tell him from me that he must be at the meeting **on time**.
- The new model goes **on sale** next month.
- The paintings are **on show** until April.
- He tried to jump back **on board**.
- She's **on leave** until the end of the month.
- The car was now **on fire**.
- He's **on trial** for his life.
- Could you put your ideas down **on paper**?
- The army is **on the move**.

Prepositional Phrase Examples with UNDER

- There's a broom cupboard **under the stairs**.
- Willing to work **under pressure** with leadership quality.
- The silver was deformed **under stress**.
- The matter is still **under review**.
- A new railroad is **under construction**.
- He is **under treatment** for malaria.
- Is the bridge still **under repair**?

Prepositional Phrases with IN

Prepositional Phrase List with IN

Prepositional Phrase Examples with IN

- He looks younger, but **in fact**, he is 50 years old.
- It sounds fine **in theory**, but will it work?
- I am **in debt** to the bank for my car loan.
- When **in doubt**, call the doctor.
- Her efforts were **in vain**.

- She described the accident **in detail**.
- **In any case** the report will be made public next month.
- **In fact**, I always behind you, and sent you a back.
- Took an umbrella, just **in case**.
- The book is well organized **in terms of** plot.
- The apple trees are **in full** bearing.

Prepositional Phrase Examples with BY

- He took the purse from her **by force**.
- She is the best **by far**.
- I've paid this bill twice **by mistake**.
- **By the way**, how is John?
- The road was closed all day **by order** of the police.
- **By the time** I got there he'd gone.
- Perhaps they are already there **by now**.
- He was **by nature** a [philosophical person](#).

Prepositional Phrase Examples with TO

- I've always believed in living life **to the full**.
- The car is a beauty and quite up **to date**.
- **To date**, we have not received any replies.
- **To this day**, I still don't understand why he did it.
- He's in debt **to the extent of** 300.
- His defending argument was well **to the purpose**.
- She obeyed his instructions **to the letter**.
- The kids stretch my patience **to the limit**.
- The wind has come around **to the north**.

Prepositional Phrase Examples with WITHIN

- He'll do anything **within reason** but he won't break the law.
- I will be back **within** an hour.
- I'm willing to help, **within limits**.
- The shops are **within walking** distance.
- We live **within reach of** the station.

Prepositional Phrase Examples

Common Prepositional Phrases with Meaning and Examples

- **At the end:** a time period

At the end of the day

- **In the end:** after all, ultimately

They will surely succeed in the end.

- **In time:** before the given time

The school starts at 7:30. She 'll be in time for the start of class.

- **On time:** at exactly given time

The meeting starts at 8 o'clock. They are here on time.

- **In common:** If two or more things have something in common, they have the same characteristic of feature.

Jane and I have nothing in common.

- **In general:** as a whole, without giving details

In general, the standard of your work is very high.

- **In love:** inspired by affection

Peter had fallen in love with that girl.

- **In touch:** in a state which people communicate with each other especially by calling or writing to each other.

We kept in touch after college.

- **In danger:** in the situation in which something bad or harmful is possible

We're all in danger of losing our jobs.

- **In doubt:** in a state of being uncertain or unsure

The outcome was in doubt until the final seconds of the game.

- **In other words:** used to introduce a statement that repeats what has been said in a different and usually a simpler or more exact way.

She said the movie was a bit predictable. In other words, she didn't like it.

- **In fact:** in truth

He looks younger, but in fact, he is 60 years old.

- **In debt:** having debts

I am in debt to the bank for my car loan.

- **In vain:** to no end, without success or result

Her efforts were in vain.

- **In any case:** without regard to or in spite of other considerations: Whatever else is done or is the case

In any case the report will be made public next month.

- **In case:** as a precaution

Took an umbrella, just in case.

- **In case of:** in the event of

In case of trouble, yell.

- **In advance:** before a particular time, or before doing a particular thing

If you're going to come, please let me know in advance.

- **In conclusion:** used to introduce the final comments at the end of a speech or a piece of writing

In conclusion, I would like to thank you for inviting me to speak tonight.

- **At least:** as much as, or more than, a number or amount

It will cost at least \$100.

- **At least:** used to reduce the effect of an statement

I've met the president – at least, he shook my hand once.

- **At once:** immediately

You have to call him at once.

- **At once:** at the same time

Everything happened at once – she graduated, got a job, and got married, all in June!

- **By accident:** without intending to, or without being intended

I found her letter by accident as I was looking through my files.

- **By force:** using physical power

He took the purse from her by force.

- **By order of:** according to directions given by the proper authority.

The road was closed all day by order of the police.

- **By request:** by asking for something usually in a formal way.

Catalogs are available by request.

- **By sight:** on the basis of one's look

I know her by sight but not by name.

- **By nature:** used when describing someone's character, job, etc.

She is, by nature, a sunny, positive kind of person.

- **For lack of:** not having (the thing specified)

For lack of anything better to do, we went to the park.

- **For sure:** certain or certainly

One thing's for sure – once the baby's born, your lives will never be the same again.

- **For hire:** available for use or service in return for payment

They have boats for hire.

- **For fear of:** Because you are worried that a particular thing might happen.

I didn't want to move for fear of waking her up.

- **For life:** for the whole of a person's life

I believe marriage is for life

- **For the good of:** in order to help (someone or something)

She did it for the good of the community.

Prepositional Phrases of Time

List of prepositional phrase examples with the preposition of time at, in, on.

IN	ON	AT
in the morning	On Monday	at 7 am
in the afternoon	On Thursday	at 12 o'clock
in the evening	On Sunday	at 5 pm
in January	on 1st January 2013	at noon/ midday
in April	on April 3rd	at night
in (the) spring	on the 10th	at midnight
in (the) summer	on the first day	at bedtime
in (the) fall/ autumn	on the last day	at lunch time
in (the) winter	on my birthday	at dinner time
in 1980	on holiday	at dinner
in the 1960s	on my wedding day	at lunch
in the seventies	on that day	at that time
in the 21st century	on a summer evening	at dawn
in the Easter holiday	on New Year's day	at Easter
in the next century	on Christmas day	at Christmas
in the past	on Easter day	at New Year
in a week	on the weekend	at the weekend

	(U.S.)	(U.K)
in the future	on weekdays	at present
in the 10 years time	on time	at breakfast
in a moment	on a cold day	at the moment
in a few minutes	on my lunch break	at this moment
in the middle ages	on Sunday morning(s)	at the same time
in an hour	on Friday afternoon(s)	at sunrise/ sunset

Prepositional Phrases of Place

List of prepositional phrase examples with the preposition of place at, in, on.

AT	IN	ON
at home	in the house	on the corner
at work	in a car	on a train
at university	in a helicopter	on a plane
at college	in a boat	on a ship
at school	in a lift (elevator)	on a motorbike
at the bus stop	in a taxi	on a bus
at the traffic lights	in a traffic jam	on the way

at the top	in the sky	on the ceiling
at someone's house	in bed	on the roof
at the hairdresser's	in a room	on the second floor
at the Chrysler Building	in a building	on a wall
at the doctor's	in Times Square	on a bicycle
at the entrance	in the beginning	on a list
at the exit	in the end	on the menu
at the top of page	in the picture	on television
at the entrance	in the journal	on the radio
at a party	in the world	on an island
at 189 Oxford Street	in Oxford Street	on Seventh Avenue
at the crossroads	in the street	on the beach
at the front	in the north/south	on the left
at the back	in the west/east	on the right
at the office	in prison	on the Internet
at the station	in the cinema	on the ground
at the top	in a line	on the left
at the front	in a queue	on the right
at the side	in a row	on an elephant

at reception	in a garden	on a farm
at the door	in the kitchen	on the ceiling
at the entrance	in a town/ in a country	on a farm
at a conference	in the bank	on the cover
at a party	in the market	on a map
at the corner	in a basket	on the carpet
at the front	in the article	on a page
at the front desk	in an armchair	on the desk
at the top of page	in the book	on the page
at the corner	in the city center	on the floor
at the end of road	in the bag	on the bottle
at the bottom	in a box	on a list
at the front	in my pocket	on his face
at the back	in my wallet	on her nose
at a party	in the sea/ river	on a coast
at someone's house	in the water	on an island
at the corner	in the closet	on the shelf
at reception	in the mirror	on the phone
at the doctor's	in the classroom	on a table
at a conference	in the newspaper	on television

at home	in a pool	on an island
at a concert	in London	on a horse

Prepositions – Time

days of the week on Monday -on
 months / seasons / time of day / year -in
 after a certain period of time (when?) in August / in winter
 in the morning / in 2006 / in an hour
 -at / for night / for weekend
 at night / at half past nine a certain point of time (when?)
 since 1980 from a certain point of time (past till now) -since
 for 2 years -for over a certain period of time (past till now)
 2 years ago -ago a certain time in the past
 before 2004 -before earlier than a certain point of time
 -to telling the time ten to six (5:50)
 ten past six (6:10) telling the time -past
 marking the beginning and end of a period of time -to / till / until
 ---from Monday to/till Friday
 He in the sense of how long something is going to last -till / until
 is on holiday until Friday.
 in the sense of at the latest -by
 I will be back by 6 o'clock. up to a certain time
 By 11 o'clock, I had read five pages.

Prepositions – Place (Position and Direction)

Example	Usage	English
----------------	--------------	----------------

room, building, street, town, country ,book, paper etc. -in
 in the kitchen, in London in the book car, taxi ,picture, world
 in the car, in a taxi in the picture, in the world

 meaning next to, by an object ,for table ,for events ,place -at
 where you are to do something typical (watch a film, study, work)
 at the door, at the station ,at the table ,at a concert, at the
 party
 at the cinema, at school, at work

 attached for a place with a river , being on a surface, for a -on
 certain side (left, right), for a floor in a house, for public transport
 the picture on the wall ,London lies on the for television, radio
 Thames. on the table ,on the left ,on the first floor ,on the bus, on a
 plane ,on TV, on the radio

 left or right of somebody or something -by, next to, beside
 Jane is standing by / next to / beside the car.

 on the ground, lower than (or covered by) something -under
 else the bag is under the table

 the fish lower than something else but above ground -below
 are below the surface

 covered by something else meaning more than getting to the -over
 put a jacket over other side (also across), overcoming an obstacle
 your shirt , over 16 years of age , walk over the bridge, climb over
 the wall

 a higher than something else, but not directly over it -above
 path above the lake

 walk across the getting to the other side (also over) -across
 bridge

 swim across the lake

 something with limits on top, bottom and the sides -through
 drive through the tunnel

 movement to person , building, place or country -to

go to the cinema ,to London / Ireland ,go to bed
 go into the kitchen / the house enter a room / a building -into
 movement in the direction of something (but not -towards
 go 5 steps towards the house directly to it)
 jump onto the table movement to the top of something-onto
 a flower from the garden in the sense of where from -from

Other important Prepositions

Example	Usage	English
a present from Jane	who gave it	-from
	who/what does it belong to	-of
a page of the book	what does it show	
a book by Mark Twain	who made it	-by
	walking or riding on horseback	-on
on foot, get on the bus	entering a public transport vehicle	
	get in the car entering a car / Taxi	-in
get off the train	leaving a public transport vehicle	-off
get out of the taxi	leaving a car / Taxi	-out of
	rise or fall of something	by
prices have risen	travelling (other than walking or horse-riding)	
	by 10 percent, by car, by bus	
she learned Russian at 45	for age	-at
for topics, meaning what about		-about

1.3.8. Conjunctions are words that join two or more words, phrases, or clauses.

Coordinating conjunctions join sentence elements that are the same. They can join words, phrases, and clauses.

There are only seven of these.(fanboys)

for, and, nor, but, or, yet, so

cookies and milk

into the house and out the door

He came and she left.

Subordinating conjunctions are conjunctions that join dependent clauses to independent clauses.(when,if,because,although,who....)

I will eat fish after I eat this cookie.

There are many subordinating conjunctions, so keep in mind that this list does not include all of them.

You can see that these connect dependent and independent clauses by subordinating conjunctions.

List of Correlative Conjunctions

These do the same thing that coordinating conjunctions do except that they are always used in pairs. Both Ali and Reem are good students.

This cookie contains neither chocolate nor nuts.

Sentence elements:

The basic parts of a sentence fall into two categories: the subject and the predicate. Know them well, because you can't have a sentence without them!

1. Subjects:

The subject performs the action of the sentence. It can be a noun, noun phrase, or noun clause. To analyze sentences, grammarians have distinguished three kinds of subjects:

Complete Subject – “The old, dusty books on the table haven't been read in years.” The complete subject includes the entire noun phrase usually everything before the verb.

Simple Subject – “books”. The simple subject is the main noun or pronoun stripped of all modifiers.

Compound Subject – “The cowardly mailman and the huge, barking dog didn’t get along very well.” A compound subject consists of two or more subjects linked together by conjunctions. Note: the simple subject of that sentence would be “mailman and dog”.

See Sentence Subjects for a closer look at subjects and subject-verb inversion (placing a subject after the verb in a sentence, as in “How is Bob?”).

2. Predicates:

As with subjects, predicates can be classified as complete predicates, simple predicates, and compound predicates. To form a complete sentence, the predicate must include a verb (a finite verb, more specifically). It can also include objects, complements, and adverbials.

3. Objects:

The object is the receiver of the action in a sentence: “He broke the table” or “He threw the ball.” Like subjects, objects can be any word or group of words functioning as a noun, and each type of object can also be categorized as a complete, simple, or compound object. Categorized by their different functions within a sentence, the three types of objects are:

Direct Object – “I wrote a letter.” (What did I write? A letter.)

Indirect Object – “I wrote a letter to my friend.” (Who did I write a letter to? My friend.)

Prepositional Object – “I wrote on the paper.” (What did I write on? The paper.) He looked at the snow happily.

4. Complements

Complements (also called predicatives) complete the predicate by modifying a noun in the sentence; copulas or linking verbs require a complement to form a complete sentence.

Subject Complement – “The car is new.” The subject complement follows a linking verb and modifies the subject. It can be a predicate adjective (He is happy), a predicate noun (He is the boss), or an **adverbial complement** (He is in the house).

Object Complement – “I painted my room purple.” The object complement modifies the direct object, either by describing it or renaming it (They elected him governor).

Adjective Complement – “He was happy to help.” The adjective complement is a special case in which a group of words modifies an adjective. If removed, the adjective complement leaves a grammatically complete sentence, but the meaning of the sentence changes. Note: predicative adjectives are also sometimes called adjective complements.

Verb Complement – Some grammarians use the term “verb complement” to refer to direct and indirect objects (see the “Objects” section above), while others use it to refer to a complement occurring after a linking verb (a subject complement).

5. **Adverbials**:

An adverbial is an adverb, adverbial phrase, or adverbial clause: any word or group of words that acts as an adverb within a sentence. They usually modify verbs, but they can also modify the whole sentence. Unlike **an adverbial complement** (He is in the house), **an adverbial** isn’t needed to complete a sentence (He had lunch in the house or He had lunch).

Instructor :What do we mean by a part of speech ? It's the type of the word we are dealing with. I Arabic, we have three types or kinds of parts of speech. We have

حرف letter – فعل verb – اسم Noun .

حرف مثل :إذا - لو – إن

فعل : فتح opened

Nouns can be divided into :

1- **Proper nouns** : Daraa , Syria, Salam , Majed , Malek .

Proper nouns are always capitalized . They are written in capital or big letters .

2- **Common nouns**: They refer to a person, a thing, an idea, or anything else. Like man, boy, desk, friendship

So in English, as we have already mentioned, we have eight parts of speech. They are :

1-Nouns, 2- verbs, 3-adjectives, 4-adverbs 5-prepositions 6-pronouns 7 – determiners and 8- conjunctions and conjunctions can be (**co-coordinating conjunctions or subordinating conjunctions**).

Co-coordinating conjunctions are seven . They are (**and , but ,so , or , yet, nor ,for**) ; whereas

Student : We call them FANBOYS .

Instructor : Whereas the subordinating conjunctions are many . And you know the difference between them because we covered them last year .

Instructor : What is else ? What is the sixth one ?

6- **Prepositions** :

Instructor : Do you know prepositions ? You know we have prepositions like (from – in) . So we have two kinds of prepositions :

1- One-word prepositions like (from – to) . It's one –word .

2- Two-words preposition like (in front of - next to – due to .

Instructor : What else ?

Students : Pronouns .

Instructor : Very good .

And we have , of course , eight types of pronouns.

We have personal pronouns , possessive pronouns , reflexive pronouns and so on , and we have already covered them.

Instructor : What is the last kind or type of parts of speech ?

Students : Determiners like articles (a , an , the) and we have quantifiers like much , many , several , both , etc

Now we have also explained the elements of sentence structure.

In Arabic , what are the elements of sentence structure . We have two types of sentence in Arabic . We have :

جملة فعلية .

جملة اسمية .

we have : الجملة الفعلية In the case of

النتمة	المفعول به	الفاعل	الفعل
Complement	Object	Subject	Verb
يمكن ان تكون جار و مجرور او Phrase عبارة			

, what do we have ? الجملة الاسمية In the case of the

We have مبتدأ و خبر

What about English ? We have 5 elements , and they are not necessarily to be available in one sentence . We can only find them in one sentence . We can only find two elements in one sentence like we say , for example ,

- Birds fly up . (Subject + verb + preposition) .
- Birds sing. (Subject + Verb)

So we have subject in English , what else do we have ? We are talking about the elements of the English sentence ? What are the elements of the English sentence ? Can you remind us ?

1- S+ V+ O + Adverbials or adverbs .

Examples :

Some students respectively came late , so we say :

They rushed into the hall quickly .

Adverb

المعهد الفندقي Now we have a lecture **in the Tourist(Hotel) School .**

An adverbial of place

S + v + o + adverbial and complement . We also have

And we differentiated between **clauses and phrases** and you remember them .

Instructor : What is a clause ?

Student : It is a group of words which has a subject and a verb . It can be either a main clause which has a subject and a verb and gives a complete meaning or it can be a subordinating clause which has a subject and a verb but it depends on the main clause to give a complete meaning . So a clause should have a (Subject + Verb + Complement) . And if it is a main clause , it can convey a complete

meaning , and it is a dependent or a subordinating clause . It should depend on the main clause , whereas in the case of a phrase , it is a group of words , it doesn't contain a subject or a verb and it never stands alone . It cannot stand alone . Now today after this quick revision of the last lecture , we are going to cover a very important subject which is Chapter 2 (Word – Order) in English sentences .

Instructor : Who can remind me ?

في الجملة الفعلية We have a certain word- order

We start with

الفاعل و الفعل

The boy opened the door .

فتح الولد الباب .

Opened the boy the door the boy the door .

In English , we start the sentence with the subject , then we with the verb :

- **The boy opened the door .**

جملة اسمية And if we use this same order in English , it will become

الولد (مبتدأ) (فتح الباب) ، جملة فتح الباب خبر .

So languages are the same .If you don't understand your native language , you won't be able to understand your foreign language .

And this is very important not only in translation but also in grammar . How can you translate if you are not good at Arabic . Anyway , but what is the problem with other languages ? And what is the advantage of the English language. Of course , in the English language , we have few inflections . So we say , for example,

- هو فتح الباب . He opened the door .
- هم فتحوا الباب . They opened the door .

- She opened the door . هي فتحت الباب

The verb is changing according to the pronoun .

فتح الباب

فتحوا الباب

So the absence of the inflections in English makes it a word-order language . For example , S+ V+ O

The thief shot the police .

- **Who** shot the police? The thief
- **Who did the thief shoot ? The police .**
- And the same thing , we say :
- **The police** shot the thief .
- **Who shot thief ? The police .**
- **Who did the thief shoot ? The police .**

We say , for example :

The tiger **killed** the **hunter** . Whenever we have a change in the meaning . In Arabic , it's not the same and you know the following verse in the Holy Quran :

إنما يخشى الله من عباده العلماءُ .

العلماء (فاعل مؤخر)

So Arabic depends on the inflections and the word-order .

S+ V+O

Instructor : Do you know why we use sentences in English ?

Students :

1-**To give information** , and this is the most important common use of sentences in English .

Instructor : What's your name ?

Student : Shadia .

We are giving more information about her .

2- We use **sentences to give information and obtain information** .

When I say :

What is the purpose of my question ? To get information .

Instructor : Can you tell me what a noun is?

When I ask you questions , I want sentences from you . I obtain information from you to give you marks .

3-We use sentences to give opinion or order or suggestion . This is what we call (language functions) .

Examples :

- What about changing this hall ?

So , here , I am giving you my opinion and you are supposed to give me your opinion or your point of view .

Now we move to another item in English which is (**mood**) .

Instructor : Do you know what is meant by (**mood**) ?

Students : (**Mood**) means if the sentence is **declarative** , **affirmative** or **interrogative** (having a kind of question or imperative giving order) .

So (**mood**) in English is declarative , interrogative and imperative .

A **declarative** sentence can be either affirmative statement or negative statement .

So when I say :

- The door is open. I'm declaring and giving information that the door is open .
- The window is not open . (negative statement).
- Is the door open ? (Interrogative statement).

In the **declarative** , we have a subject and a verb in some sentences .

We also have :

S +V+ direct object

- She's writing the words on the whiteboard .

We also have :

S+ V+ direct object + adverbial .

- He handed the letter quickly .

S+ V + direct object + to / for + indirect object .

- The teacher gave a prize to the brilliant student .

Instructor : What do we mean by the interrogative mood ?

Usually in the interrogative mood we have a question and the subject is often placed after the verb . For example ,

Is he writing ?

Is he your brother ?

And we have another kind of question which is the wh-word question . So , in English , we have two types of questions :

1- Yes- No question .

2- Wh-word question .

- Are you Iman ? Yes, I am .
- Are you Aalaa ? No , I'm not .
- Are you Ahmad ? Yes, I am .
- Are you Sawsan ? Yes, I am .

- So when we have yes- no questions , we begin this question with an auxiliary verb . That is , we should have short answers beginning with yes- no for yes – no questions.
- In yes –no questions , we start with an auxiliary verb ; whereas in the wh-word questions , we start with a question word .

Examples :

A: What is your name ?

B: My name is Reem .

So , here , we begin with a wh-word .

We have a lot of question words in English .

Instructor : Can you count them .

Student : When , where , how , how many , how much , how often ,how long, how old, who , whose , how old , how long , why ,etc....

We use (When) to ask about (time) . Examples :

A: When did you visit your uncle .

B: I visited my uncle two days ago .

We use (How often) to ask about frequency .

A: I visit my uncle three times a week .

B: How often do you visit your uncle?

We use (how long) to ask about (a length of time) . Example :

A: I have visited my uncle for two weeks.

B: How long have you visited your uncle ?

The main steps of question – making in English :

1-We put a suitable question word .

2- We put an **auxiliary verb** after the question word if it is found in the sentence . These are the following auxiliary verbs that we should put after the question word when we make questions. The following chart will show you the auxiliary verbs that we should put after the question word.

A list of the auxiliary verbs that we should put after the question word when making questions

is -am	are	was	were	can	could
will	would	has +v3	have +v3	shall	should
must	ought to	dare-	need-	have/has/ had +v3	

Examples :

A: She **is** at home .

B: **Where is** she ?

Note : If we didn't find these auxiliary verbs in the sentence , we look for the main verb and identify its **tense** . Here , we have to use one of the following auxiliary verbs (**do – does – did**) **according to the tense of the verb** . So we have three cases :

- (V1) → do
- V1(s) → does
- (V2) → did
- **Note (1)** : when we use (**do – does – did**) , we change the main verb in the sentence into (**V zero or V1**).
- **Examples**
- **A:** They **play** football every day .
- **B:** How often do they play football ?
- **A:** She **goes** to school by bus.

- **B:**How does she go to school ?
- **A:**They **went** to Damascus last week .
- **B:** When did they go to Damascus ?
- **Note (2) :** (**have , has , had**) are considered main verbs and not auxiliary verbs if they come alone without past participle(**V3**).

Examples :

- They **have** a big house .
- He **had** an accident last year .
- Basma **has** a smiling face.
- Gazal **has** a white handbag.

Note (3) : (**Have , has , had**) are considered **auxiliary verbs** if they are followed by (**V3**) . Examples :

- We **had eaten** the food .
- They **have left** early .
- She **has written three letters** .
- They **have cleaned** the house.
- They **have lived** in this flat for ten years.
- She **has forgotten** to post the letter .

3- **We put the subject of the sentence .**

4- **We complete the rest of the sentence and we omit the items we asked about .**

5- **We put a question word at the end of the question .**

Examples :

A: Zahraa **lives in Daraa** .

B: **Where** does Zahraa live ?

A: Bilal is in Damascus .

B: Where is Bilal ?

A:The children are at home.

B: Where are the children ?

A: Rana is here .

B: Where is she ?

A: Yousef is there.

B: Where is he ?

The following words (**at home – on the hill – there – here**) refer to place, so we should use the question word (**where**) . Example :

A: We are reading here .

B: Where are you reading ?

A: Where is my red marker ?

B: It's there .

Now this table or chart will show you the wh-words and their uses

Question words	Their uses	Key words
Where	Place	at home , on the hill , here, there , in hospital She is <u>at home</u> . → <u>where</u> is she ?
When	Time	Yesterday , last , ago , in 1999 He was born <u>in 1972</u> . <u>When</u> was he born ?
How	Manner Transport Health للحال	• quickly - fast – slowly – on foot • She walks <u>quickly</u> → How does she walk ? • She went to school <u>by bus</u> ? → How did she go ? • How are you ? → I am fine .

	وسائل النقل الصحة	- Malek comes to school on foot . → How does Malek come to school ? - She is writing with a pen . → How is she writing ?
What	Things – activities الأشياء الجامدة و النشاطات أو الأفعال	pen , book , cat Swimming , playing , play , played , plays - This is a pen . → What is this ? - She is swimming . → What is she doing ?
Who	Subject – object	Ali helped the old man . → Who helped the old man ? - Ali helped the old man . → Who did Ali help ? Note(1) : When we ask about the subject , we just replace the subject with the question word (who) and stick to the order of the sentence . Note (2) : When we ask about the object , we put an auxiliary verb when we make a question .
Whose	Possession التملك	My – her – their – our – mine , Ali's book - This is my pen . → Whose pen is this ? - This is Ali's book . → Whose book is this ? - This is Iman's handbag . → Whose handbag is this ?

How many	Countable nouns الأسماء المعدودة	People , children , students , cars , buses • I have got <u>4 children</u> . → <u>How many children</u> have you got ?
How much	Uncountable nouns الأسماء الغير معدودة	water , sugar , oil , rice , money etc..... • I take a spoonful of <u>sugar</u> in my tea . → <u>How much</u> sugar do you take in your tea ?
How long	Length of time الفترة الزمنية	Since + period of time For + period of time I have been here <u>for two hours</u> . → <u>How long</u> have you been here ? I have been here <u>since 2009</u> . → <u>How long</u> have you been here ?
How old	Age	I am <u>nine years old</u> . → <u>How old</u> are you ?
How often	Frequency للتكرار	Every (week, month , year) , twice , once , three times a week , always , often , never , sometimes . Examples : I go to school <u>every day</u> . → <u>How often</u> do you go to school ?
What is the weather like ?	Weather	hot – cold – rainy – foggy – cloudy A: It is sunny today .

		B: What is the weather like today ?
What + is +Subject+ like ?	Qualities للصفات المعنوية	handsome , friendly , clever , kind . Malek is <u>kind</u> . → <u>What is</u> Malek <u>like</u> ? Iman is <u>clever</u> . <u>What is</u> Iman <u>like</u> ?
What + does + S+ look like ?	Appearance المظهر الخارجي	A: She is <u>tall and has some freckles</u> . B: <u>What does</u> she <u>look like</u> ? A: He is <u>plump</u> . B: <u>What does</u> he <u>look like</u> ?
Which	Selection and choosing للاختيار	I like <u>the red</u> pen . Which pen do you like ?

*The End of lecture.
Goodbye!*

2nd Term\2023

3

Grammar II

2nd Year

A. M. Al Nomeiri

Good morning every one.

Listen to me. You are second year, and this is the third lecture in grammar. Of course, you are lucky because we are using the overhead projector in your lectures .So we should have one theoretical lecture and one practical a week, but the Data Show saves us time and effort, so it will do if you have one or two lectures a week. And we have already covered two chapters. The first one is (Parts of Speech) and (Elements of Sentence Structure) and the second one is (Word Order in English Sentences). Let me remind you of the points we have already discussed. What is the difference between **under, over** on one hand and **below, above** on the other hand?

on the ground, lower than (or covered by) something else. **-under**

The bag is under the table.

. lower than something else but above ground **-below**

The fish are swimming below the surface.

(the **opposite of under**) covered by something else meaning **-over**
more than getting to the other side (also across), overcoming an
obstacle.

I put a jacket over your shirt.

The thief climbed over the wall.

The lamp hung over the table.

The doctor leaned over the body.

higher than something else, but not directly over it. **-above**

The lamp hung **above (over)** the table.

We flew above the clouds.

There is a path above the lake.

We have already discussed inflections versus word-order languages.

Instructor: So what about Arabic? Do the Arabs care about the order
of words?

Instructor: Not exactly or even the Germans or French. But for the
English, it is something necessary. The subject would be the first one,
the verb would be number 2, and the object would be number 3.
Sometimes, we have the object before the subject, especially in
Arabic.

الدرس قرأه التلميذ.

Notice, here, the inflection التصريف .we have the change of the words.
If we say, for example,

درس الولد الدرس، او الدرس درسه الولد.

In English, the subject, as I have already said, would be number 1, the verb would be number 2 and the object would be number 3. And there is another thing whenever we use a verb in Arabic or other languages like German we should change it according to the subject.

هو درس. He studied.

هي درست. She studied.

أنت درست. You studied.

Instructor: So what is the main characteristic of English?

Student: Word-order

Instructor: So there is a fixed word-order for the structure of sentences in the case of declarative or affirmative and there is a certain word-order for interrogative or questions, and there is also a certain word-order for imperative, or questions or affirmative and there is an imperative.

1-Instructor: What is the declarative mood?

When you declare or say something, you either affirm it to the affirmative or negate it, you make it negative.

Instructor: Did you get the idea?

. Only forty students have come to the lecture.

. Many students haven't come to the lecture.

So, here, we have declarative, affirmative statements and we have negative. And the second one is the interrogative.

2-Interrogative (asking questions):

Instructor: What do we mean by asking questions?

Of course, we have yes/ no questions.

In this case, we use an auxiliary verb, either primary verbs like:

1-Verb (to be): is, am, are, was, were, be, been.

2- Verb (to have): has, had, have + v3 (past participle)

. She has cleaned the whiteboard.

. Has she cleaned the whiteboard?

3- Verb to (do). = do - does - did

→ Have / has v3 (present perfect).

Instructor: What are the verbs that are included in (Be)?

Is/am/are/was/were/be/been/ being

To have - has / had +v3 or past participle.

. She has cleaned the whiteboard.

. Has she cleaned the whiteboard?

Instructor: What are we using here?

Student: Primary verbs.

Instructor: And there are modals or modal verbs.

Do you know modals?

There are modals of ability verbs, verbs of possibility like: can, could, may might.

Verbs referring to future: will, would shall, should

Verbs that indicate obligation.

. To express obligation, we use (must, had to).

Instructor: What is the past of (must)?

Students: (had to).

Instructor: Fantastic.

. You must come early

. You had to come early last week.

. And there is ought to / have to

. Is she Samah? No, she isn't.

. Is she Salam? No, she isn't. .

. Is she Iman? Yes, she is.

. And we can ask, of course, wh-questions.

Instructor: What are wh-question words? Can you count them?

Student: Where, when, what, how, how much, how many

- How — manner

(HOW much/how many} to state the quantities or the number of something.

- How-long length of time -) to restrict the period exactly.

We use how long, the answer should be (since) or (for) or it takes or it took.

How often: for frequency of the actions or the verbs.

How old: asking about age.

How tall asking about the altitude or height. Example:

How tall is the tree?

What size is this room?

How wide is the room?

How long is this room?

Whose: asking for possession. Whose mobile is this? The blue is mine. / The black one is mine.

Which for (non-people) / who (for people)

It is cloudy today. What is the weather like (for weather)?

Yara is tall. What does she look like?

How tall (vertical things)

How long (horizontal things)

The tree is 5 meters tall.

How tall is the tree?

Who: is used to ask about people whether a subject or an object.

When we use (who) to ask about the subject, we just omit the subject and insert (who) instead the subject.

Who came first here? Shima, Dana and Reem.

Who came alone? Iman.

Who asks about the subject?

Salam quarreled with Yarra.

Samah quarreled with Iman.

Mohammad quarreled with Hamza. Who did Hamza quarrel with?

Who did Salam quarrel with? With Iman. This is the order of making the question in English:

1	2	3	4	5	6	7
Wh-question word	Auxiliary or helping verb	Subject	Main verb	Rest of the sentence	Question mark?	Omitting the words we are asking about

-Who did Yarra quarrel with?

Who did Salam quarrel with?

So again, we have two kinds of questions yes / no questions and wh-questions.

We should start- with an auxiliary verb, either modal or primary, and the other would be yes or no.

Is she writing? Yes, she is.

Are they writing? No, they aren't.

So in the case of yes / no questions, we have only a short answer.

In the case of wh-word question, we have a sentence or a phrase at least.

Who did Samah quarrel with? With Yara.

Who quarreled with Yara? Salam quarreled With Yara.

4-“Imperative (It means giving orders or instructions).

The imperative mood is used to give instructions or command or orders to someone.

Example:

Open the door.

Here, we don't- have a subject. It 'is' omitted. It is implied. It means (you open the door).

So we omit the subject here or sometimes, we say ‘

You should open the door. You must open the door.

Or sometimes we say:

Don't open the door.

Instructor: So why do we use the imperative? To give commands or orders or to give instructions. Sometimes you are not ordering someone.

Be careful .The handbag will fall down.

Or sometimes you make a request.

Would you open the door, please?

Would you mind opening the door, please? (This is much more polite) Could you open the door, please?

Not all imperative sentences are all orders or commands, they can be sometimes requests, they may have certain language functions, or what we call social languages expressions, like everyday expressions.

Have a nice sleep. Goodbye - Good night. Safety be with you.

Now sometimes we can use subjunctive mood. When something is improbable, (something we suppose or we wish).

If I were a king, I would build a castle. (But I am not a king),

So you know the word sometimes differs according to the sentence. It is negative, positive or interrogative or sometimes question. Now we move to negative.

Instructor: What do we mean by negative?

We mainly use the negative particle (not) after the auxiliary verb For

Example: We Say:

Salwan hasn't come here yet.

So we have a subject + an auxiliary (either 'primary or' modal)

Instructor: What are the primary verbs? '

Students: (To be, to have, to do).

Whereas the modal from the word (mood) which refers to mood or expression. They refer to the mood of something which express either possibility, or future or doubt or possibility or obligation.

So here we have (mood). They're called modals .Just I'm revising them because we have already covered them earlier in the first year.

So again we have:

S+ auxiliary verb + not + the main verb

Sometimes, we may use the word (never) For Example:

We don't come here on Friday.

We never come here on Friday.

And sometimes we use the words (hardly, scarcely).

It hardly rains in the desert in summer. ‘

It never rains in summer.

(Never / not) is very clearer than (hardly) and (scarcely).

Would you like to ask me for anything or about anything?

Is everything understood? Is it clear?

Iman: Of course. Yes.

Note: You are going to be provided with some tables. Keep them by heart. They summarize everything for you.

They are available in the Written lectures. So, as I said the first or the second lectures would appear today or- tomorrow in the duplication shop.

Instructor: Now let's discuss some topics from the first lecture.

How many elements of sentence structure do we have in general?

Students: Five elements -Subject –Verb- Object-Adverbs and complement.

The complement can be an adjective or propositional phrase.

Instructor: And what about nouns? We have nouns and noun phrases.

A boy/ the boys/ the tall boy.

Instructor: Now what are pronouns?

They are words that replace nouns.

Instructor: Why do we use them?

You are a good student.

Iman is a good student.

I asked her to answer the question.

We use pronouns to replace the noun. Because if I say for example:
Iman is a kind student. I asked Iman to answer the question. This is
incorrect to repeat the same noun because we have redundancy. We
are repeating the noun for nothing, so we should replace, it with a
pronoun. It would be better.

2-When we know well or perfectly what or whom is being referred to.

Example:

They are good friends.

Because you know and I know “we are referring; to students already
known to us.

They are coughing.

3- When the name of someone or something is not known.

They are talking and they are making a noise. We don't know their
names.

So we use (they).

Instructor: What are the types of pronouns?

Students: Eight.

1-‘We also have personal pronouns (subject pronouns like (I / she' / he
/ it/ they/ you) subject - object pronouns like me / us / her / them).-

2-Relative pronouns are used as objects (who- which)

They relate / link two clauses.

Relative pronouns (who— whom— whose— which).

Who (subject)

Who (pronoun)

Which (non-people)

Whose (possession)

Where (place)

When (for time)

3-Possessive pronouns

Mine - yours - hers - theirs - his – ours.

A pronoun can stand alone. This car is mine.

He is a good student. I helped him.

Whereas an adjective cannot stand alone because it needs a noun, to refer to it because they are related. They are subordinated by the noun when they say nice boys.

Example: My ... is here. My car is here.

So, here, we need a noun .So it's an adjective. So what are adjectives?

My bag, our bag, his bag, her bag, their bag, its bag, your bag.

3-Possessive pronouns: mine, ours, hers, theirs.

This is. Iman's pen. I borrowed hers.

This is a good mobile. This is Samah's mobile'.

Hers is on the table. I borrowed hers.

4-Demonstrative pronouns:

This is a desk.

That is a window.

Those are books.

These are books.

These markers are mine.

Those markers are mine

5-Reflexive pronouns: (Myself, yourself, herself, himself, themselves, ourselves, itself).

I looked at myself in the mirror.

Note: Everything will be clear in the lectures. You will have tables?

OK!

-6-Interrogative (questions) pronouns:

When/ Where /What/ Why/ How many/ How much/ How/ "etc..."

Examples. What did you do yesterday? I surfed the Net

What is a subject pronoun?

He played the oud. What did he play?

7. Definite & Indefinite pronouns: a, an.

They are called articles.

I have a grammar book .The book is on the table.

Somebody' When we refer to people or things we don't know exactly.

Some body - anybody - nobody

Something — anything — nothing

Someone — anyone - no one.

We also have (everyone - everything - everybody).

(Someone - anyone - everyone - no one — somebody - everybody—
nobody).

Something/ anything/ everything/ nothing.

8- الضمائر التشاركية Reciprocal pronouns:

Instructor: What do we mean by Reciprocal pronouns?

We have a kind of co-operation .Here we have two people or agents
sharing the same action.

Examples:

They are talking about one another/ each other.

-We have to help each other.

We have to look for one another at home.

Verbs can be: (1) ' - auxiliary verbs or (2) main verbs.

Main verbs can be action verbs or stative verbs.

Stative verbs don't come in the progressive tenses.

Stative verbs can be:

Verbs of emotion: like, love.

-Verbs of the five senses: see, feel, taste, hear, and smell.

- Verbs of possession: have, belong, own.

-We have many verbs like: believe, seem, and think.

Verbs can also be transitive or intransitive.

Auxiliary verbs are categorized into 2 groups:

1- Primary verbs

2-Modal verbs.

Primary verbs are sometimes used as main verbs like the Verb (to be).

We use them in negation.

Adjective order:

It is not" normal to have more than three adjectives in English. However, the following table will show the order of adjectives in English.

Opinion	Size	Age	Colour	Nationality	Material
Beautiful	Large	Young	Red	Greek	Metal

Examples:

Some delicious Mexican food.

A small glass vase.

A kind old Chinese man.

Nice winter day

Nice cold day.

Good polite student.

Good impolite student.

A good impatient student.

For adverbials or adjuncts, we have adverbs of time, place and manner. They are necessary because they add some further information.

He came late.

He came here every day.

He came here.

- He came on time.

He came by bus.

Determiners: They can be words that classify or identify other words.

Determines can be:

1- Demonstrative adjectives

This, that, these and those.

2. Possessive adjectives.

(my, our, his, her, its, their, your)

3. Definite and indefinite articles

(a, an, the)

- Prepositions (time, place) .Sometimes we have one- word preposition and sometimes two - word prepositions.

In front of / in / to / from

Sentence elements are five: subject, verb, object, adverb, and complement.

Welcome again to your new lecture which is about which is **tense and aspect.**

Instructor: What do we mean by tense? What do we mean by aspect?

What do we mean by time?

Indeed, we have three times, past, present and future.

Aspect means the way of the tense whether it is simple , continuous, (progressive) or perfect.

Instructor: Did you get the idea?

Instructor: Now what do we mean by tense? If we mix the time with the aspect. We can get tenses.

Instructor: Again, who can remind me of time?

Student: past, present and future.

Let's start with (Time). We have:

1- Past: It is everything which is before now.

2- Present can be everything which happens now, not in the past, and not in the future.

3-Future is everything that will happen. Now let's move to aspect.

Instructor: What do we mean by aspect?

1-Aspect: It is the way, the method, the form.

Instructor: What do we mean by simple? Simple means which happens suddenly, not continuous and not completed.

Instructor: Did you get the idea? Examples:

We come to the university every morning.

The sun rises in the east.

So simple means not continuous or progressive and not perfect.

Instructor: What do we mean by continuous? What is the meaning of continuous?

Students: It means something which happens at the time of speaking.

Instructor: What do we mean by perfect? It means something which has already finished.

I have completed first year with flying marks.

If we mix these (time and aspect) we can get 14 Or 16 tenses of the verb. In English, we have many tenses.

Instructor: Can you count them?

-Simple Present	-Present Continuous	Present Perfect	-Present Perfect Continuous
-Simple Past	-Past Continuous	Past Perfect	-Past Perfect Continuous
-Simple Future	-Future Continuous	Future Perfect	-Future Perfect Continuous
-The Unreal past			

Now we can have two aspects with one time like:

. Past perfect continuous

. Present perfect continuous.

. Future perfect continuous.

We can mix between time and aspect.

Here, we have future perfect. Examples:

By the end of April, we will have explained the whole grammar syllabus

In two weeks' time, we will have finished the tenses

Now having understood what is meant by time, aspect and tense, we move to tenses.

The simple present tense: Who can tell me about this tense?

What is the form of this tense?

Subject + Verb 0 or 1 +

Rest

Now if the subject is third person singular (he / she / it), we use either (s) or (es).

First person: I/ we

Second person: you (singular — plural)

What is meant by third person singular?

He / She / It

And (they) is third person plural.

Instructor: Ok. So we have to add (s) to the verb if the subject is third person singular or sometimes (es) when it is singular or he / she / it /the girl / the boy / Iman.

(S) Third person Singular means that there is no participant in discourse or speech, not speaking and not listening, not being, addressed.

متكلم So first person means

الغائب Third person singular (s)

مخاطب Second person singular

مخاطب) When I say you (

متكلم When I say (I)

When I say he / she / it, it means not being addressed nor speaking.

When I say for example,

I teach grammar for second year students

Dr. Waleed teaches literature for third year students

Mrs. Rahaf teaches you prose.

She doesn't teach you composition.

Does she teach you prose? Yes, she does.

Does she teach you composition? No, she doesn't.

Instructor: So what are we going to use in making questions or negatives? We are going to depend on three primary verbs which are verb (to be), verb (to do) and verb to (have). So we are going to depend on what is hidden primary (to Do) with any verb

When I say:

I go shopping every week. (It means I do go shopping every week).

But we use do only for emphasis. That is, I do study very hard.

(Believe me, I swear by God)

Did you get the idea of the use of (do) sometimes? So we are going to use (do) with all the pronouns except for (third person singular) which is (He, she, it)

Instructor: Who can give me examples for using third person singular with simple present?

Mariam goes to school on foot.

Mariam doesn't go to school on foot.

Does Mariam go to school on foot? Yes, she does /No, she doesn't.

He drinks coffee every week

Instructor: Can you make it negative? Yes, you can.

Roshdi doesn't drink coffee every morning.

Does he drink coffee every morning? Yes, he does/No, he doesn't.

Instructor: Now there is a small question. Do you know when do we use (s) or (es) to the verb?

There is a kind of rule. If the verb ends in (o), it should be ending in (es) like (go - goes) / (do — does). If we have fricative or affricate sounds or hissing sounds, we should add (es) like:

Wash - washes

Watch - watches

Teach — teaches

Instructor: Why do we use the simple present tense?

Uses of the simple present tense:

1. To refer to everyday habitual actions or habits, Examples:

When do you get up in the morning?

Ammar gets up at 5 every morning.

Does he get up at 5 every morning? Yes he does. / No, he doesn't.

2. To express our feeling or thought at the moment or the present moment. Examples:

I am excited.

I feel tired.

So we use the simple present to express present feeling or thoughts.

I'm worried.

I feel worried or anxious today.

3- To convey facts or general truths. Examples:

The sun rises in the east.

The earth goes round the sun.

Water freezes at zero centigrade.

It boils at 100 centigrade.

4- To express people's general beliefs or feelings. Examples:

I hate fat.

I don't like fatty food.

I believe that you are good students.

I think that they are wasting their time.

So I am giving a general belief of something or somebody.

5- Facts about daily activities. Examples:

I live in Dara'a.

I come from Syria.

I come from Dara'a in Syria.

What does your father do? He is a doctor.

He works for a company.

He is a civil engineer.

What does Saudi Arabia produce? Oil.

6 - The simple present tense is used for dramatic narratives to tell a story or describe something. Examples:

This room is fairly small.

It is six meters long and 5 meters wide. It has got a door and many glass windows. There are many books in the room. This room seems fit for you for the time being. It seems sunny and well- lighted.

7- The simple present tense is used for commenting on actions in football matches. Examples:

I will watch TV until you come back.

Omar Khoraibeen gets the ball and Omar Asawmah scores a goal.

Becker takes the ball and passes it to Gray.

Messie gets the ball and scores a goal.

Adverbs used with the simple present tense:

Always, regularly, habitually (100 %)

Usually (80 %)

Frequently / often (60 %)

Sometimes, occasionally (50 %)

Rarely, hardly, seldom refer to negation.

There is no need to use the negative particle (not).

It (hardly/ rarely / never) rains in the desert in summer.

Every (year – day - month – time-week),

From time to time

Once — twice (a week - a month - a year), daily, yearly, weekly,
monthly, per year, per month, per week.

When we speak about facts, there is no need for times.

The Present progressive/ continuous tense:

Form and uses:

Subject + is /am/are + Verb 0 or 1+ ing+ Rest

Is (he/she/it)

Am (I)

Are (we/they/you).

They are making a loud noise.

I'm walking now.

Negative:

S + is/am/are + not + V1 + ing.

They aren't making a noise at the moment.

Questions:

Is / Am / Are + S + V1 + ing?

Are they making a loud noise at the moment?

I'm walking at the moment.

I am not making a noise at the moment.

Am I walking at the moment?

Negative Questions:

Aren't you a Student?

Aren't I working? (Irregular use).

Am I not working?

Forms of be;

Is/am/are

→

I am I'm

→

He/she/it is

he's / she's / it's

→

We/they/you are

we're/ they're/ you're

Negatives:

Is not →

isn't / Are not

→

aren't / Am not

→

'm

not

Uses of the present progressive tense:

I'm reminding you of them because you have already taken them in
the first year.

1- To talk about an activity that is taking place at the moment of speaking or now.

2- To talk about a temporary activity, to describe a process taking place at the moment.

3- To refer to a temporary activity in contrast with a permanent activity.

I live in Damascus.

But nowadays, I'm living in Dara'a.

She lives in a village but now she is living in Dara'a.

4-To talk about a changing situation or condition.

Yesterday I didn't sleep well because I had a toothache.

Now I'm getting better.

More students are coming to attend lectures today / this week.

5- To talk about a situation that can happen at any time. I wear my glasses when I'm teaching / reading a book. So it's correct to say. I wear glasses when I read.

6-To talk about habitual actions which take place regularly, especially those which are new or temporary.

Mark is smoking too many cigarettes today.

Many students are gathering there every morning.

7- To show our anxiety or annoyance about something.

Whenever we get together, he is always smoking or coughing.

Whenever we start the lecture, she is always answering the phone.

She is always coming late to lectures.

We cannot say I am liking or I'm not liking.

Here, we come to a conclusion to differentiate between state verbs and dynamic (action) verbs.

I'm writing French but I don't like it.

Instructor. Who can remind me of the stative verbs?

We have four or five groups of Stative verbs.

1— Verbs of emotion: like, love, hate, dislike, adore.

I am eating Falafel sandwiches but I don't like it.

Because I am hungry, I am eating Falafel sandwiches.

So, here, we cannot say: I'm liking it. Can we?!

I'm explaining the present continuous and I am asking you questions.

But I see that some students never understand it.

2- So here the second type of stative verbs) the verbs of senses (see, smell, taste, feel, hear, touch). I cannot say, I am having a car.

Verbs on senses cannot be used in the (ing) form at all, whether present continuous or past continuous .We cannot use them.

Verbs that refer to mental activities like (think, believe, expect, remember, forget, hear).

Instructor: Did you get the idea?

Whereas state verbs cannot be sometimes noticed or observed. We don't know if you like or don't like fish.

So we use like, but when you eat fish I can observe that you are eating fish now or you are not eating fish but I never know whether you like it or not.

So the verbs that are used to describe actions or activities are called actions verbs or dynamic verbs.

Now we move to something which is very important, of course, which is regular and irregular verbs.

We are, now, going to discuss something else which is the present perfect and the present perfect continuous.

If you lose something, and you have found, what do you say? I have lost my book and I have not found yet.

Just now, I am going to give you some hints. . Now if you are asked to do your homework, we say: I have done my exam.

I have lost my keys.

I have left my grammar book at home.

Present perfect tense:

Form:

S+ have/has +V3 (past-

participle)+Rest

Has + he/she/it /the boy (singular noun)

Have + I/ We / they/ you / the boys (plural noun)

She has already cleaned the house.

She hasn't cleaned the house yet.

Has she cleaned the home yet?

Hasn't she cleaned the house yet?

's (contracted form) = has

've (contracted form) =have

He's come= (He has come)

He's coming = He is coming.

We can decide whether the s' is (has) or (is) through the verb that comes after it

→ V3 has.

→ V1+ ing is.

She's already cleaned the house. (Has).

She's cleaning the house now. (Is).

They have. (They've).

- have not =haven't

Has not = hasn't

Uses of the present perfect

1- For an action or an event that started at indefinite time in the past and has come into the present.

I have lived in Syria since 1969.

I have studied English for 20 years.

I have learnt English since 1976.

2-To indicate the number of times an action has been - done or the number of things that have been seen

I have read this novel several times.

3 -To indicate an action that started, or that failed to start in the past, without specific mentioning of a specific time.

A dog has hit my car.

A dog has come into my car.

I have been to Bosra Roman theatre.

Instructor: what is the difference (have gone and have been)?

I have been to Paris. (It means that I visited Paris and I am on my way to Dara'a.

I have gone to Paris. (It means I am still there).

I have lost my keys.

Instructor: What are the most adverbs commonly used with the present perfect?

Student: Already, just, for, since.

Instructor: What is the difference between Just and Already?

‘Already’: means an hour or two hours ago, a longer time before.

Just: a few minutes ago.

I have already read this story.

I have just drawn a tree.

Have you ever been to Paris? ‘

I have already /never been to Paris.

Have you ever seen a UFO?

I have never seen a camel in my life.

I have just/ already finished, my homework.

I haven‘t /just /already/ never finished my homework.

I haven't finished my homework yet.

Adverbs used with the: present perfect:

Ever /never /already just/yet/latel/recently/so far.

Since / for: I have lived in Syria since 1972.

I have lived in Dara'a for 40 years.

Instructor: What is the difference between (since) and (for)?

(For) is used to limit the period whereas (since) is used to specify the time or the date.

We have explained the simple present since this morning.

Instructor: What is the question word that is used to ask about since 'or'

For? Student: How long?

How long have you lived in Syria? I have lived in Syria for ten years.

So whenever we have adverbials or time adverbials starting with a / an/ or ending with plural s or es,we use For because we mention the length of time, while Since is used to mention specific or certain times. Look at the following table.

Since	For
-Monday- last Friday	<u>A</u> week- <u>a</u> month-
- Sunday evening	<u>a</u> year – <u>a</u> decade- <u>a</u> century
-October- last May-	- <u>an</u> hour – <u>an</u> age
1999- this year-	-two hours <u>s</u> - ages <u>s</u>
-two o'clock-	- five days <u>s</u> - four years <u>s</u> -
last year- last spring-	

Before we conclude our lecture, let us have a look at the following verbs.

Present/	Past	Past V3	Ing	notes	examples
----------	------	---------	-----	-------	----------

V 1 infinitive	V2 form	participle	form		
rise	rose	risen	rising	irregular intransitive	The sun rises in the east.
raise	raised	raised	raising	regular transitive	The foe raised the white flag.
lie down	lay down	lain down	lying down	irregular intransitive	He was lying down on bed for he was tired.
lie to	lied to	lied to	lying to	regular transitive	She lied to him. She did not love him.
lay	laid	laid	laying	irregular transitive	He laid his book on the desk.

The End of Lecture Four

See You Next Time 📖

2nd Term

Grammar

Language II

5+6+7

١- عوض النميري

Good morning

First of all, I would like to draw your attention to the adverbs of time that may accompany the present progressive/continuous tense.

Now, right now, just now, currently, at the moment, this moment, today, tonight, at present, this month, this.... ,these days....., still,

Examples:

We are **currently** practicing the tenses.

We are **still** discussing them in detail.

Sometimes, we never use adverbs of time with this tense, but we use some verbs that imply continuity at present

such as :

-listen ! The birds are singing sweetly.(It means the birds
are singing sweetly now).

-Look ! The sun is shining. (It means the sun is shining
now.)

-Be careful ! It is raining. (It means it is raining now.)

Now , let us move to the **present perfect progressive/continuous** tense which is a combination of both present perfect and present progressive/continuous.

present perfect progressive/continuous form

Subject +(I, we, you, they, plural) +**have** +been +verb + ing +rest

(he ,she, it, singular)+**has**+ been +verb + ing +rest

I have been teaching Grammar for three years.

It means the following:

I **have finished** three years in teaching grammar and

I **am still teaching** it now.

Why do we use this tense ?

1-The present perfect progressive/continuous is used more than the present perfect for actions that are more recent in nature.

Some students have been working harder lately.

2-The present perfect progressive/continuous is used to emphasize the duration of an action, not the number of times an action has been done.

-I have been explaining the tenses all this month.(Here, I am only interested in the duration or the period of explaining them.)

3- The present perfect progressive/continuous is used to talk about actions and states that begin in the past and are still going on at the time of speaking or have only just finished.

They have been building the bridge all this year.

the adverbs of time that may accompany the present perfect progressive/continuous tense may be:

Since , for + (indication of continuity such as still or verbs) all this month, this.... ,all these days.....,

The Simple Past Tense

Subject +Verb form of past(v 2) +Rest

Affirmative:

-We studied the blue book of grammar last year.

Negative:

Subject + did not +Verb form of present(v 1)

+Rest

We did not study the red book of grammar last year.

Interrogative (Question):

Did+ subject+ Verb form of present(v 1)

+Rest+?

Did we study the red book of grammar last year?

Negative -Interrogative(Question):

Did not+ subject +Verb form of present(v 1)

+Rest+?

Did not we study the red book of grammar last year?

Negative tag question:

Subject +Verb form of past(v 2) +Rest, didn't+ Subject

+?

-We studied the blue book of grammar last year, didn't

we?

Affirmative tag question:

Subject+ did not +verb form of present(v 1)+rest, did+ subject

+?

We did not study the red book of grammar last year, did

we?

Uses of Simple past :

- 1- To describe an action that took place over a period of time in the past.(Mrs. Batlah taught you phonetics last term.)

2- To describe single actions of short period of time in the past.

-He banged the door and went out of the house.

3- We also use it for habitual actions that took place in the past and they are never done at present. They are used with adverbs of frequency such as: always, often, usually , never,...

-When I was a little child, my parents always gave me some coins every day.

(But now they never do so. It is a habit in the past).

-Her mother often bought her a doll every Eid, when she was a little child.

(But now she never does so. It is a habit in the past).

4-To refer to past actions of a definite time.

Last week, we had a lecture on Tuesday 9th June.

(Today is 16th June,2020).

5- To refer to points where the main action is broken or when the action goes on during alongside another.

When you were attending drama, some one knocked at the door twice.

What was going on? We were attending drama ?

What broke attending the lecture ? Someone knocked at
the door.

Adverbs of time used with tense may be:

Ago, last..., yesterday , in the past, in 2019

I would like also to remind you of the simple past tense.

Instructor : When do we use it ?

Student : For something that happened in the past and
ended in the past . It is also used for a habitual action that
happened in the past .

- When I was a little boy , my mother always **gave** me
some coins on Fridays .

The Past Progressive Tense

S+ was / were+ v1 + ing

I , he , she , it , the boy ? Was.

we , they , you , the boys ? Were.

- I was writing on the whiteboard when the students came
in .

1- Here , we have two actions , one was in progress and the other action interrupted it in the simple past .

We have two actions , the first one is (writing) and the other one is (coming of the students).

Instructor : What was going on ?

Student : Writing .

Instructor : What is the verb that interrupted the process of writing ?

Student : The coming of the students .

These actions are in the past .

One action was **past continuous** and the other action was **simple past**

- Some students **came** in while I **was giving** the lecture .

(**While & as**) should be followed with the past continuous .

(**When**) is generally followed by the **simple past** .

Negative :

S + was / were + not + v1 + ing .

- Some students came while I wasn't writing .

2- It is used with to talk about a long action in contrast to a shorter action in the past .

While I was paying for my things I dropped my purse.

Instructor : Which action took a longer time ? paying

Student : getting or coming . (dropping is a simple and short action because it took a few seconds or less).

3- It's used with some certain actions or expressions like :

- I was writing at 10 o'clock
- You were attending the German lecture at 9. 20 .

4- To describe an action in the past especially when you are narrating a story.

Last year , a thief broke into my neighbour's house . **He was getting** through the window of the kitchen .

Here , I'm narrating a story .

People **were gathering** round the house. A thief was cunning and he **was escaping** from the roof .
السطح

- We **were having** a lecture and some students **were walking** around this building .

We describe a scene or an action in the past by narrating it through this tense.

So , **we have two actions , one takes a longer time like writing and the other takes a shorter time which interrupts the action .**

5 – To talk about gradual action in the past.

- Prices of goods are rising now.
- Prices of goods were rising last year .

So , here , we are talking about slow actions , little by little .

6 – To talk about two or more longer actions happening at the same time in the past .

- Mother **was cooking while** my brother **was playing** in the back yard.
- Last time , the professor **was explaining** the grammar , while some students were talking in class. Others **were walking** outside round the garden .

7- We use it to determine a period of time , in which the past progressive is used to refer to the beginning and end of the action .

- Last Friday from 8:00 o'clock to 10 o'clock , we **were watching** ""Arabs got talent " .

Adverbs used with the past progressive :

While / as / ⌚was / were + v1 ing .

When ⌚v2 . It is preceded by the past simple .

Instructor : Any questions ?

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Let's move to **the past perfect** .

S+ had + v3 + R⌚v2

- I **had already explained** the simple past before Israa came in .
- I **had already explained** the simple past before she came in .

1- So we have one action which happened before the other

:-

The first action was (explaining) and the second action was (the coming of Israa).

Negative :

S + had+ not + p.p
(v3)

- I hadn't already explained the modals.

Question :

- Had + S + v3 Ⓜv2 ?
- Had you explained the modals before / when / by the time they came in .

The contracted form of (had)

had Ⓜd

I'd explained (v3) = I had explained.

I'd explain (v0) = I would explain .

Had not = hadn't

Adverbial phrases and adverbs used with the past perfect :

Before / when / by the time.

S+ v2 after / until Ⓜs + had + v3

After + had v3 Ⓜ v2

- She came in after I had explained the simple past .

We have (before , when , by the time) it should be preceded by the past perfect .

(After / until)Ⓜ should be followed by past perfect .

- He didn't submit the exam until he had studied hard .

2- It is often used with reported or indirect speech .

He said (that)he had been to Damascus .

=====

Past Perfect progressive

Statement: S + had + been + v1 ing + Rest

- I had been explaining the present tenses all last week .

Negative :

S + hadn't + been + v1 + ing

Had + S + been + v1 + ing ?

Uses :

It's a mixture of past perfect and past continuous .

1- The past perfect continuous tense is used to talk about an action which began before another action in the past and either continued up to the time of the second action , or was completed before the second action happened.

- I had been cleaning the house for 5 hours when my mother asked me to do that .

- I **had been cleaning** the house for 5 hours **before** the guests came in .

Adverbs : all / since / for

I had been explaining the tenses for days / since last Tuesday .

2- To talk about a repeated action in the past .

I **had been trying** to answer the question for 2 hours last evening .

There are some verbs which are not used with any of the progressive tenses whether in the present or the past or the future and these verbs are called stative verbs.

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Future Form

Now future can take one of the following forms :

1- Will / shall + v0

- I **will finish** the tenses next week .

2- Is / am / are + going to + v1

I **am going to finish** the tenses next week .

3- Present continuous :

- I **am finishing** the tenses next week .

4- The simple present :

S+ v1 + Rest

- I finish the tenses next week .

5- Will + have + v3 (future perfect)

- I will have explained the tenses by next month .

6 – future progressive tense : will + be + v1 + ing

- I will be explaining the tenses next week .

7 – future perfect progressive : will + have + been + ing

- I will have been explaining the tenses next week .

8 – (Be) is / am / are + about to

- I am about to finish the tenses next week .
- I am to finish the tenses next week .

Now let's take the first one .

The commonest form is S + will / shall + v0 (base form of the verb). It is used to express :

1- Future : I will stay at home tomorrow . I shall stay at home tomorrow .

- Shall ? I / we
- Will ? he / she / it / they / you .

Negative :

- Will ☐ won't
- Shall ☐ shan't
- I **shall / will stay** at home tomorrow .
- I **won't / shan't stay** at home tomorrow . (negative)
 - will + not ☐ won't
 - shall + not ☐ shan't

Question :

A: **Will** you **stay** at home tomorrow .

B: Yes , I will

Uses :

1- **To express a prediction or to foretell about something that will happen in the future .**

- I **will stay** at home tomorrow .

2- **To express a strong or a firm intention :**

- I **shan't come** here tomorrow .
- We **won't come** here tomorrow .

3- **To report an action or an activity that the speaker has just decided on .**

- We **will meet** again next Tuesday .

4- To express a negative intention (the same as rule number 2):

- I **shan't buy** any markers next week .

5 – To talk an event in the future , possibly in the distant future . A time clause may or may not be used .

- Some students **will regret** for being absent in this lecture , and they will see that in the exam .

5- To indicate something that cannot be avoidable or something inevitable .

- Winter is over , but it will come again next year ; and the **flowers will bloom next month , and we will eat apricots and cherries** المشمش – الكرز **next month** .

سوف تتفتح الزهور و راح نوكل المشمش و الكرز الشهر الجاي. ☺

6- To express an expectation or an opinion about a future event.

- I expect that **you will** pass the exam , because you are good students .

- I expect **you will** pass with flying marks تتجحوا بعلامات عالية

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Is / am / are + going to + v1

What is the difference between (will) and (is / am / are going to) ?

I am going to travel to London . (I have prepared all my things before-hand) . جهزنا الأشياء سلفاً لدينا خطة مسبقة هنا .

I will read my lessons . (instant decision) قرار مفاجئ

Uses of (is / am / are) + going to:

1- To express an intention about the future and to talk about things that we have already decided.

- I am going to leave for Paris next week .

2- To make a prediction about the future , often the very near future , based on something in the present .

- Be careful ! Your bag is going to fall or to drop .

3- If the past tense of " be" is used a past intention or prediction can be expressed.

- Some students were going to attend the lectures but they couldn't come because they were ill or because of some other reasons.

She was going to pass the exam but the exam patterns were different .

=====

Future Reference : Present continuous

- I **am leaving** for Damascus next week .

Uses :

1-(we have **specific arrangements or plans** that have been made for future events) .

- We **are meeting** at 9.00 o'clock on Tuesday .

2-It is often used in questions in future arrangements .

A: What are you doing tomorrow ?

B: I **am staying** at home. / I **am making** some delicious cake .

for lunch . مایحی B: I **am making** some Mlaihee

=====

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The simple present :

- The lecture **is** at 9. 00 o'clock .
- The lecture **ends** at 10.50 .

Uses :

1- It is used with timetables or programs or previous arrangements :

- The films **starts** at 9 .00 o'clock .
- We **leave** tomorrow in the evening .

1-It is also used to give and ask for instructions .

- When you start studying hard ,you **have** a short break. (It means you should have a short break) .

=====

We've already discussed the simple future. In this lecture , we are going to continue discussing the other future tenses. Now before we move to do that, I would like to remind you of the following verbs and their uses: ***spend, waste, miss, lose, squander.***

All of them means ينفق - يضيع - يشترق - يهدر - يفوت -

A-**spend**/verb: **spend**; 3rd person present: **spends**; gerund or present participle: **spending**; past tense: **spent**; past participle: **spent**

1-pay out or use or give out the whole of; exhaust. (money) in buying or hiring goods or services.

"The firm has **spent** \$100,000 **on** hardware and software"

synonyms: use up, consume, exhaust, deplete, drain pay out, dish out, expend, disburse

"The storm had spent its force , waste, fritter away; squander
; lavish

2-used to show the activity in which someone is engaged over a period of time.

- o "She spent a lot of time travelling"

B- Waste weist/ يهدر - يتلف

verb

verb: **waste**; 3rd person present: **wastes**; past tense: **wasted**; past participle: **wasted**; gerund or present participle: **wasting**

1-use or expend carelessly, extravagantly, or to no purpose. "we can't afford to waste electricity"

synonyms: , mispend, misuse, fritter away, throw away, lavish, dissipate, throw squander around; "He doesn't like to waste money". Don't waste your time doing silly things."

2-(of a person or a part of the body) become progressively weaker and more emaciated.

"She was dying of AIDS, visibly **wasting away**"

synonyms: grow weak, grow thin, shrink, decline, wilt, fade, flag, deteriorate, degenerate, languish "These children are **wasting away** in the streets"

antonyms: , thriveflourish

3-literary devastate or ruin (a place). "He seized their cattle and wasted their country"

C- miss mis/ verb: **miss**; 3rd person present: **misses**; past tense: **missed**; past participle: **missed**; gerund or present participle: **missing** يفوت - يشفق - يخطأ الهدف

1-fail to hit, reach, or come into contact with (something aimed at).

"A laser-guided bomb had missed its target".

fail to catch, drop, fumble, bobble, fluff, flub, mishandle, screw up

synonyms:

"Mandy missed the ball"

antonyms: catch- "We'll miss the train if he
doesn't hurry"

-fail to notice, hear, or understand. "The villa is impossible to miss—it's right by the road"

synonyms: , beat, evade, escape, dodge, sidestep, elude, circumvent, steer avoid
clear of, find a way around, bypass

"I left early to miss rush hour"

- (of a woman) fail to have (a monthly period).
- (of an engine or motor vehicle) undergo failure of ignition in one or more cylinders.

2-notice the loss or absence of. "He's rich—he won't miss the money"

- feel regret or sadness at no longer being able to enjoy the presence of.

"She misses all her old friends" "I still miss France and I wish I could go
back"

D- lose lu:z/ verb: **lose**; 3rd person present: **loses**; past tense: **lost**; past participle: **lost**;
يفقد يضيع يخسر gerund or present participle: **losing**

1-be deprived of or cease to have or retain (something). "I've lost my appetite"

cause (someone) to fail to gain or retain (something). "You lost me my
appointment at the university"

- be deprived of (a close relative or friend) through their death or as a result of the breaking off of a relationship. "She lost her husband in the fire"
- decrease in (body weight); "She couldn't eat and began to lose weight"
- waste or fail to take advantage of (time or an opportunity).

"They lost every chance to score in the first inning"

- (of a watch or clock) become slow by (a specified amount of time).

"This clock will neither gain nor lose a second"

2-become unable to find (something or someone). "I've lost the room key"

-cease or become unable to follow (the right route). "The clouds came down, and we lost the path"

3-fail to win (a game or contest). "The Bears lost the final game of the series"

4-earn less (money) than one is spending or has spent. "The paper is losing \$500,000 a month"

يهدر-يهدر E-**squander** 'skwa:ndər/

verb: **squander**; 3rd person present: **squanders**; past tense: **squandered**; past participle: **squandered**; gerund or present participle: **squandering**

1. waste (something, especially money or time) in a reckless and foolish manner.

"Entrepreneurs squander their profits on expensive cars"

, misspend, misuse, throw away, fritter away, spend recklessly, spend waste unwisely, spend like water; More

synonyms:

informal blow, go through, splurge, drop, pour down the drain

"They squander their money on expensive cars"

antonyms: , make good use of, manage
save

-allow (an opportunity) to pass or be lost. "The team squandered several good scoring chances"

Future References

1- Subject +Will + V(1) +Rest

- I will finish grammar next month .

- I will leave for Damascus next month .

2- The present continuous tense can be used :

We are leaving for Damascus next month .

3- Subject +is / am / are + going to + v1+rest :

We are going to leave for Damascus next month .

4- Simple present tense :

We leave for Damascus next month .

Now we are going to have a new tense which is
Future perfect tense .

Form :

<u>Subject + will + have + past participle</u> <u>(v3)+rest</u>
--

- We will have finished grammar by the end of next June .

انشاء الله في نهاية شهر نيسان راح نخلص القواعد . لدينا مستقبل تام و هو يدل على فكرة وجود خطة أو عمل معين نقوم به .

In the negative :

S+ won't + have + v3

- will+ not ⇔ won't

- shall + not ? shan't

Uses :

1- To speak about an activity or an action that will be already finished or completed at a certain time or a period in the future .

2- The future perfect is often used with by + a time , before a time , or in a time .

- In three weeks' time , we will have finished / completed the grammar.

في غضون ثلاث أسابيع سنكون قد انتهينا من القواعد grammar .

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The future continuous / progressive tense

Form :

Subject + will + be+ present participle (v1+ing)+rest

- Next Tuesday like this time ,we will be explaining the modals.

الأسبوع القادم راح نكون مشغولين بشرح الـ Modals .

Modals are (will , would , can , could , ought to , shall , should, etc ..) .

Modal verbs are verbs which belong to auxiliary verbs.

Negative :

S+ won't + be + v1 + ing

- Next Thursday , we **won't be discussing** the modals.
- **I'll be seeing** you next Thursday like this time.

Uses :

(1) - To refer to something that is about to happen at a certain time in the future , and it will be continuous .

- Next Thursday at this time , we **will be discussing** the modals .

(2) This tense is used to indicate normal or usual future reference when we want to talk about a process that is about to take place.

A: **Will you be attending** the lecture next Tuesday ?

B: Yes , I will.

(3) It will indicate or express an action that will be continuous at a specific time in the future .

- Don't phone me after 9 o'clock because I **will be sleeping** .

(4) It will express an action that will go on to happen at different times in the future .

- I **will be giving** you examples about the exam patterns next month.

5- To refer to an action that will happen at an unknown time in the future .

- Next Tuesday , I hope we **will be attending** the lectures .
- We **will be having** extra lecture next time.

=====

Future perfect progressive :

Form :

S + will / shall + have + been + v1 + ing + rest

- I **will have been explaining** the tenses of the future all this lecture .
- We **will have been explaining / discussing** the grammar all this month / this term / all next month .

Uses :

1- **To stress the important nature of continuity of an action that will be completed and will be in progress at the same time in the future in a specific time before another action .**

- By the time we **finish** the grammar , we **will have been revising** some exercises .
- We **will have been studying** hard by the time we **finish** the grammar.

=====

==

Future Reference :

Subject +Be + about + v1+rest

- She is **about to leave** .

- I **am to open** the door .

(We have a future action which is already observed and intended)

- I **am about to boil** the milk .
- The milk **is about to boil** .
- I feel that you **are about to leave** .

The lecture is over . I **am about to go** or to leave.

=====

===

<u>Subject</u> + Verb to be + about + to + v1 + Rest
--

Sometimes we may use (**just**)

- The game is over . They are **about to leave** .

إنهم على وشك المغادرة

(<u>Just</u>) limits the time.
--

- I **am about to leave** .
- I **am just about to leave** .

<u>Subject</u> + Be + to + v1

- I **am about to leave**
- I **am just to leave** .
- I **am to leave** .
- You **will phone me on Monday** .
- You **will attend the exam next June** .

- We are to attend the lecture .
 - You are to show your identity card to the policeman .
- (It means you should or you must . We have a kind of obligation here).

لدينا نوع من الواجب و نعني لا بد من كذا

- She is to show her identity card to the police (obligation) .
- We are to write our names on the exam paper .
- We are to hand the exam papers in the exam halls.

=====

Practice تدريب على الأزمنة

- In ten minutes , we (finish) the lecture . will have finished .
(future perfect tense)

Next Sunday at this time , we (attend) the lecture . will be attending .

(future progressive tense)

- Next Sunday we (attend) the lecture . (simple present) .
- We (study) grammar by the end of May . (will have been studying) .
- I have bought some apples . I (pay) . I am about to pay .

=====

Chapter 4 Modal verbs

Before we attempt this new topic which is the modals or modal verbs , I'd like to draw your attention to the following exercises and they are very important , and you have to do them at home as a homework . They are available in your first year book of Grammar , and they are good practice for tenses.

هذه التمارين مطلوبة منكم من الكتاب الأزرق (كتاب السنة الأولى) و سيتم حل هذه التمارين إن شاء الله بالكامل في بداية المحاضرة القادمة

<u>Exercise</u>	<u>Page</u>
25	33
3	36 +37
11	43+44
2	52 +53
11	62 +63
12	63+64
4	68

Instructor : What do we mean by modal verbs ?

Instructor : Modal verbs are categorized as auxiliary verbs .

So in auxiliary verbs , we have two main groups :

- 1- **The primary auxiliaries** : verb to **be** (is , am , are , was , were , be , been , being) . / to **do** (do , does , did) / to **have** (have , has , and had) .
- 2- **Modal verbs** : (will , would , can , could , shall , should , may , might , must , ought to , etc).

There is a difference between **primary verbs and modal verbs** .

- 1- **Primary verbs** : They can stand alone like verb (to be) .
 - He **is** a doctor .
 - He **has** a house .
 - He **does** his best .
 - He **has** got a house .
- 2- **Modal verbs** : They are used with other verbs before them.
 - He will go .
 - He can lift this table.
 - You must attend lectures on time.

Instructor : Why are they called **modals** ?

Instructor : Because they express some **moods** . They can add something to the sentence by expressing **request** .

- Can you open the door , please ?
- Would you open the door , please ?

We have also verbs expressing future :

- I **will leave** for Paris next week .

Or sometimes **obligation** :

- You ought to submit an exam by the end of the year.

So modals usually indicate time , but their main job or function is to denote different **shades of meaning** .

- I **will** help you .
- I **might** help you .
- I **can** help you .
- I **should** help you .
- I **must** help you .

So the meanings of these sentences are surely different . It depends on the speaker or his intention .

So when I say:

- I **will** help you . (That is , I have the intention to help you
- I **might** help you . (Here , we have a kind of **probability**) .
- I **can** help . (It expresses a kind of **probability**) .
- I **should** help you . (It has a kind of **self- commitment**) .
- I **must** help you . (It has a kind of **self- commitment**) .

Instructor : Why do we use the modals ?

1- **Attitude or situations to get further information** : That is , here , we express the action is certain to happen or not . When you are giving information , you sometimes use modals to indicate how certain you are that you are saying is true or correct .

- If you are hungry , you **must** eat . (Here , we have an attitude of intention) .

2- **Attitudes or situations to intentions** : We use modals to indicate your attitude towards the things you intend to do , or intend not to do .

- I **won't come** on Friday . (I don't intend to come on Friday) .

3- **Attitudes or situations to people** : That is , here , we express something by making responding others . Here , we have a kind of formality or informality in the situation , or being polite or impolite .

- **Can** you open the door , please ? This is a polite request .
- **Could** you open the door , please ? This is much more polite .

Some features or qualities of the Modal Verbs :

1. **Modal verbs are usually followed by the base form of the verb , if there is no other auxiliary verb .**

- I **can do** this exercise .
- If you don't have a book , you **may get** your friend's book .

2- Sometimes we have a modal followed by another auxiliary verb .

- He **must have finished** his homework .

Mary hasn't come today . She **must be** sick .

Modal ↓ + primary ↘

4- **Modal verbs never inflect . They have only one form which is the base form .**

- He **should go** .

- We should go .
- I should go .
- He can speak English well.
- We can speak English well.

So , here , there is no inflection .

Whereas in the case of :

- We speak English well.
- He speaks English well.

Here , we have inflection .

5- They never have past tense form :

- I must visit my grandparents today .
- I had to visit my grandparents yesterday

6- Modals do not have an infinitive . We cannot say :

I must to visit my uncle .x

I must visit my uncle. ✓

7 – Negatives : They are formed in the negative by adding the negative particle (not).

- We must not do your exercise.
- You must not waste your time.
- He can speak English fluently .
- He cannot speak English fluently .

8 – Questions are formed by putting the modal in front of or before the subject .

- Can you speak English ?
- Should I write for you on the whiteboard ?

9 – In negative questions :

The modal comes in front of the subject and the negative particle (not) follows the subject .

- Will you not leave for Damascus next week ?
- Won't you leave for Damascus next week ?

10 – In answers or responses , if a modal verb is at the beginning of a verb phrase , some speakers prefer to use the modal and the auxiliary form together as the response form .

- A: Jim can speak English fluently .
- B: Yes , he could . He could speak English well.

11- Modals are used in question tags :

- The children are late for school , aren't they ?
- The boy wasn't here , was he ?

The contracted form of the modals

- I shall / will = I'll
- shall / will + not = shan't – won't .

- can + not = can't
- would not = wouldn't .
- must not = mustn't .
- he will = he'll .
- we will = we'll

Other verbs which are considered as modals. They are (dare – need) . They are categorized as semi-modals .

- Who dares disobeying the king's orders ? Here , it is a main verb .
- How dare he ?
- He dare not walk at night , dare he ? . (Here , it is a modal).
- She need not come on Friday , needn't she ? (This is modal verb) .
- Mona needs a new dress . (This is a main verb) .

She doesn't need a new dress.

Modal verbs and their uses

Can / could

1-They indicate ability in some respects .

- He can play football.
- He can play basketball.
- When I was a little boy , I could ride a bicycle.

2-To express request :

- Can you open the door , please ?
- Could you open the door , please ?

3-To express the possibility of an action in the future :

- We can have the exam next June .
- We could finish this chapter if you came last Sunday .

4- To express a possibility of an action in the present .

- Don't open the door , please . You can leave it closed.

5- To talk about an action that was possible but did not happen , using could + the perfect form of have.

- Tom could have stopped the flight because he had been busy .

6 – Using the perfect form of have , to speculate about actions that have recently taken place .

- He could have won the match .

7- (Can and Could) can also be used to make a suggestion

- You can go for a walk if you are bored.

=====

May / might \Uses of May and Might

1- They express request and possibility for the present and the future .

- May I go out ?
- May I take your pen ?

2-(May) is used to give permission , particularly when applied to you , he , she , they on a proper noun to show that the speaker is allowing something to happen .

- You may use the First Year Book of Grammar .

3 – To express the possibility of some future action , (might) is more tentative than (may).

- I may / might go home after the lecture .

4- (May) can used for politeness .

- May I go out , please ?

5 – (Might) is used when someone is trying to persuade another person to something , perhaps with some degrees of irritation .

- Tom , you might help me if I ask you .

6 – When might is used in a conditional sentence , the (if clause) can be in the present or in the past tense.

- If he comes early , he might get petrol for his car .
 - If he came early , he might get petrol for his car .
-

Look at the words in the table which can be used with the following verbs :***spend ,lose ,miss, waste , squander***.

<u>spend</u>	money	time	holiday	weekend					
<u>lose</u>	money	time	something(a book)		customer	mind	interest	energy	opportunities
<u>miss</u>	a bus	targets	deadlines	appointments	someone	class	something	homeland	opportunities
<u>waste</u>	money	time	value	energy	land	things			
<u>squander</u>	money	time							

حل التمارين المطلوبة لامتحان و هي من كتاب السنة الأولى

EXERCISE 25, p. 33. Error analysis: present and past verbs. (Chapter 2)

ANSWERS:

1. I always eat breakfast.
2. While I was working in my office yesterday, my cousin stopped by to visit me.
3. Portugal lies to the west of Spain.
4. Yuki stayed home because she caught / was catching / had caught a bad cold.
5. My brother looks like our father, but I resemble my mother.
6. As a verb, "sink" means "move downward." What does it mean as a noun?
7. Sang-Joon, are you listening to me? I am talking to you!
8. I rewound the rented video before I returned it to the store yesterday.
9. Abdallah wants a snack. He's being hungry.
10. Anna raised her eyebrows in surprise.
11. Yesterday I was working at my computer when Shelley came to the door of my office.
I didn't know she was there. I was concentrating hard on my work. When she suddenly spoke, I jumped. She startled me.

12. While I was surfing the net yesterday, I found a really interesting website.

EXERCISE 3, p. 36. Present perfect vs. simple past. (Charts 2-9 and 3-1)

ANSWERS:

2. went

3. arrived

4. has been

5. have already missed . . . missed

6. have had

7. has drawn . . . drew

8. has called . . . called

9. has worn . . . wore

10. has risen . . . rose

11. saw

12. has never seen

13. have known

14. has just arrived / just arrived

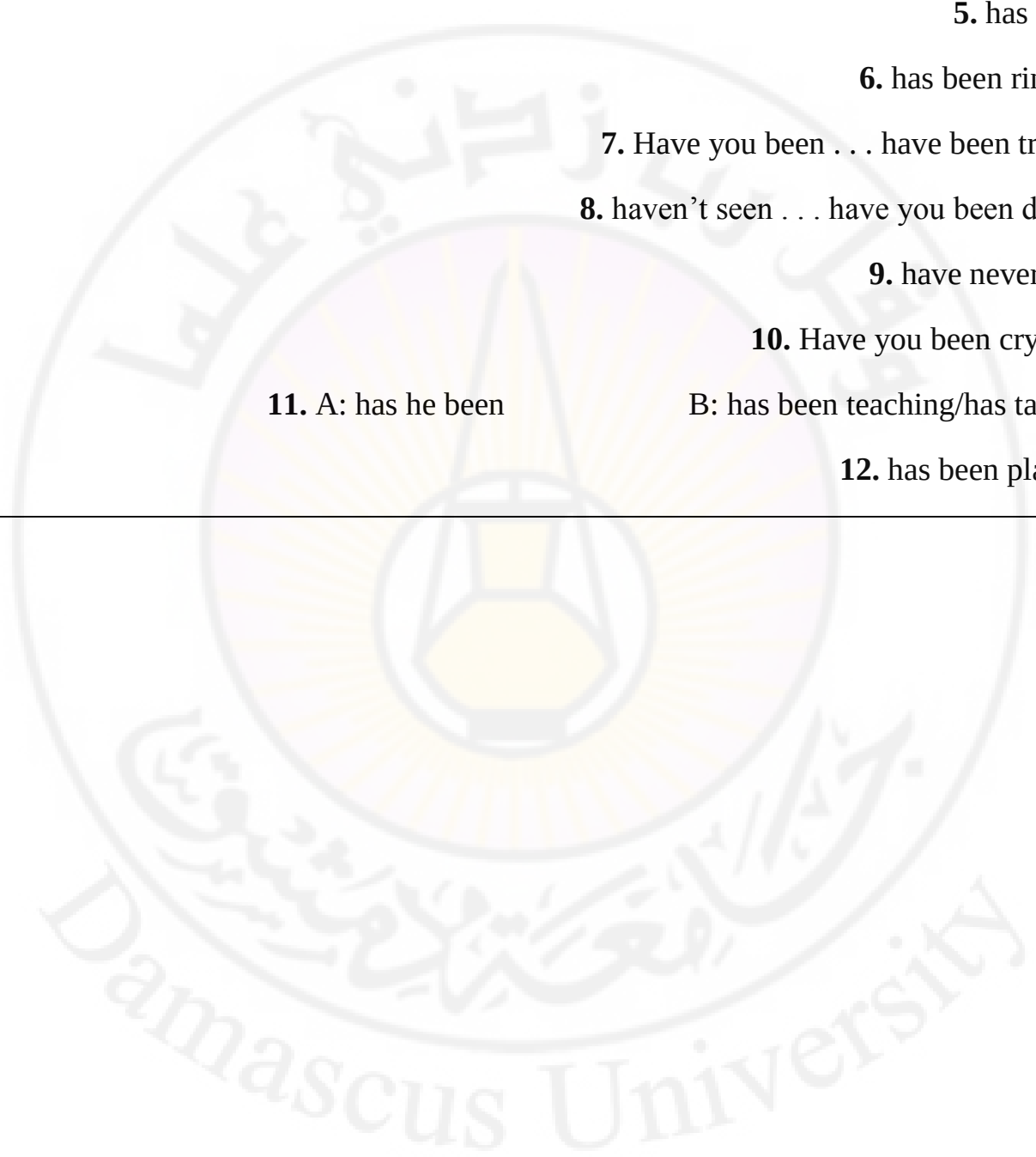
15. haven't been . . . hasn't responded . . . started . . . have faxed . . . have phoned . . .
have sent

EXERCISE 11, p. 43. Present perfect vs. present perfect progressive.

(Charts 3-1 and 3-2)

ANSWERS:

1. has been snowing



2. have had

3. have been studying

4. have written

5. has rung

6. has been ringing

7. Have you been . . . have been trying

8. haven't seen . . . have you been doing

9. have never had

10. Have you been crying?

11. A: has he been B: has been teaching/has taught

12. has been playing

EXERCISE 2, p. 52. WILL vs. BE GOING TO. (Chart 4-2)

PART I ANSWERS

2. will be/is going to be . . . will come/is going to come
3. will probably see/am probably going to see
4. A: won't be/isn't going to be . . . Who will be/Who's going to be
B: will teach/is going to teach . . . will be/am going to be
5. will the damage we do to our environment today affect/is the damage we do to our environment today going to affect

PART II ANSWERS:

8. B: will do C: will do
9. is going to erase
10. will meet
11. am going to meet
12. will get
13. am going to enroll . . . am going to take
14. will get
15. will go
16. am going to sell
17. will look

EXERCISE 12, p. 63. Review: future time. (Charts 4-1 _ 4-7)

ANSWERS:

2. He will shave and shower, and then make a light breakfast.
3. After he eats breakfast tomorrow, he will get ready to go to work.
4. By the time he gets to work tomorrow, he will have drunk three cups of coffee.

5. Between 8:00 and 9:00, Bill will answer his e-mail and (will) plan his day.
6. By 10:00 tomorrow, he will have called his new clients.
7. At 11:00 tomorrow, Bill will be attending a staff meeting.
8. He will go to lunch at noon and have a sandwich and a bowl of soup.
9. After he finishes eating, he will take a short walk in the park before he returns to the office.
10. He will work at his desk until he goes to another meeting in the middle of the afternoon.
11. By the time he leaves the office, he will have attended three meetings.
12. When Bill gets home, his children will be playing in the yard.
13. They will have been playing since 3:00 in the afternoon.
14. As soon as he finishes dinner, he will take the children for a walk to a nearby playground.
15. Afterward, the whole family will sit in the living room and discuss their day.
16. They will watch television for a while, then Bill and his wife will put the kids to bed.
17. By the time Bill goes to bed tomorrow, he will have had a full day and will be ready for sleep.

EXERCISE 4, p. 68. Review of verb tenses. (Chapters 1 _ 4)

ANSWERS:

1. is studyingis also taking. . .begin
2. had already eaten. . .left. . .always eats. . .goes. . .goes. . .will eat/will have eaten
3. called. . .was attending
4. will be attending
5. got. . .was sleeping. . .had been sleeping
6. is taking. . .fell. . .has been sleeping

7. started. . .hasn't finished. . .is reading

8. has read. . .is reading. . .has been reading. . .intends. . .has read. . .has ever read

9. eats. . .is going to go. . .will have eaten. . .goes

Lecturer :

- **Can** you close the door , please ?
- **Would** you close the door , please ?
- **Would** you **mind** closing the door , please ?
- **Could** you close the door m please ?

Lecturer : Who can tell me what are the first verbs that are used in these requests ?

Can / could / would . They are called **modals** .

Lecturer : What are modal verbs ? They are a type of auxiliaries and they are categorized into **two main parts** :

- **primary verbs** and **modal verbs**

Lecturer : what are primary verbs ?

Verb to be / verb to have / verb to do .

Lecturer : What are modals ?

**Can / could / shall / should / will / would / may / might / must /
had to / have to / has to / ought to / dare / need .**

So , again , **helping or auxiliary verbs** have two main types :

1- **Primary verbs .**

2- **Auxiliary verbs .**

1- **Primary verbs** : They can stand alone . Examples :

- **He is a doctor .**
- **She isn't a doctor .**

Lecturer :But what about modal verbs ?

They cannot stand alone . They need another verb after them.

Examples :

- He **will help** us.

We cannot say :

- He won't -----

It cannot convey a grammatically full meaning. It cannot be used .

So **modal auxiliaries** indicate **moods or states** , situations like time , future , or sometimes ability , possibility , obligation and request .

- **Would** you mind opening the door ? (request) .
- I **can** play football very well . (ability) .

- It **may** rain today (This indicates probability or possibility).
- When you have your exam of grammar , you **must choose** your answers .(obligation) .
- When you pass by the military post, **you must show** your identity card.

So , again , the main uses of the modals can also be summarized as following :

- 1- **They give further information .**
- 2- **They convey intention .**
- 3- **They may have some influence on people . Example :**
 - Open the door (This is impolite) .
 - **Can** you open the door ? (you expect him to open the door).
 - You **should** open the door .
 - I **shouldn't** open the door .

So , here , we have influence on people .

Special features of Modal Verbs

- 1- **Modal verbs should be followed by the base form of the verb :**

- Next time we **will have** another grammar lecture .
- You **will attend** grammar lecture next week .

So , here (**will**) is a modal followed by the *base form of the verb* .

2- They never have inflection .

- He'll go . / I'll go
- She goes
- He goes .
- It goes.
- They will go .
- It will go .

So , we have no inflections or no change in the letters of the verb.

No addition and no omission in the verb . It's the same .

مثل العربي : يجب ان اذهب – يجب ان نذهب – يجب ان تذهبن .

- In English , it is the same . They will go .It will go . She will go.

3- Some modals do not have a past tense .

- You ought to study hard this year .
- You ought to study hard last year .

Lecturer : Is there a change here ? No change . It's the same .

3- And sometimes never say that could is the past .
Although the form is past , but it is in the present .

- **Could** you touch the building ? It means :
 - **Can** you touch the building ?
 - **Would** you open the door , please ? Yes , I would .
- (**Would**) does not mean in the past because I am thinking with you now .

4-We form **negative by adding the particle** (not) . We say :

- I **can play** basketball .
- I **can't play** basketball .
- I **will go** home now .
- I **won't go** home now.

Contracted forms :

- I shall - I shan't .
- You should – you shouldn't .

The same thing for question . If you would like to form question, just move the modal at the beginning of the sentence or the question by putting it at the beginning .

Can you see the date ?

Lecture : What day is it today ?

- It's Tuesday 15 / 4 / 2019

and this is the seventh lecture , and sometimes , we have

negative questions :

- **Can't** you see the date ?
- **Can** you **not** see the date ?

ألا تستطيع أن ترى التاريخ ؟

7 – **In responses or answers , if a modal verb is first in the verb phrase , some speakers prefer to use the modal and the auxiliary form together as the response form .**

Examples :

- Samah **can** be attending the lecture next Tuesday .
Yes , she can / Yes , she can be .

8 – Modals can be used in question tags .

- You **can** speak Arabic well , **can't** you ? (tag question)

.

Of course , we have the **short forms of modal verbs** .

- Shall / shan't
- I shall / I will → I'll
- He will / he'll
- He will + not → He won't .

- **Will not → won't**
- **Shall not → shan't**
- **Cannot → can't**
- **have not → haven't .**

Of course , we have some verbs such as dare , it can be an ordinary verb or it can be a modal auxiliary verb .

- He dared disobeying the orders .

This is an ordinary verb .

● تجرأ على عصيان الأوامر .

- He dare not obey the orders .

Here (dare) is an auxiliary verb .

Lecturer : What kind of verb (dare) here ?

Students : It is an auxiliary verb .

It is followed by the base form of the verb .

- She dared disobeying orders .
- (dare) is like any other verb . It's not modal . It's not an auxiliary verb . ok.

The same thing for (need) . Sometimes it's a modal , sometimes it can be a normal verb .

- You needn't write everything on your copybooks.
- You need to write / writing some important things in your copybooks. (ordinary verb) .

(can / could)

Lecturer : Why do we use them ?

1- They are used for polite requests.

- Can you open the door ?
- Could you open the door ? (much more polite) .

2- They can indicate ability .

- Can you carry this desk ? No , I can't .
- Can you touch the ceiling ? I am unable.

3- To express the possibility of an action in the future.

- You are good students and you **can do** well in the exam.

That is , it is very possible , because you are good students and you can do well or write in the exam
and this is possibility in the present and in the future.

- I think you **can** understand the modals , **can't you** ?

4- To talk about actions that were possible but they didn't happen .

- You **could** come on Sunday but I didn't tell you .

5- We use the perfect form of have to talk about activities that have recently have taken place .

- They **could have repaired** the windows .
- Many students **could have attended** the lectures.

7 – (Can and could) can be used to give suggestions .

Lecturer : How to study grammar ?

- You **can** look at your book of grammar . (I suggest you can surf the Internet and look for modals .
- You **can** ask your friends if you don't understand this topic.
- You **can** look at your book of first year .

So there is a difference between (can and could) only in **conditional sentences** . Examples :

- If you **come** early , you **can understand** the whole lecture .
- If you **came** early , you **could understand** the lecture .

So , here , there is a difference .

May / might

They are used to express :

1- Request

2- Possibility for the present and the future .

- **May** I take your book , please ? (polite request) .
- If you have your book of grammar , you **may** see the modals.

Here , there is a **possibility** .

- If you don't have a pen , you **may** borrow your friend's pen .

3- Polite request or permission :

- **May** I go out ?
- **May** I leave the room ?

4- May is used to give or take permission .

- You may go out if you like.
- May I go out ?

5 – To express the possibility of some future action .

- You may go out after this lecture .

6 – May is used for politeness :

- May I talk to you after the lecture ?
- May I talk to you ?

Might

1- Might is used to persuade or convince someone .

- You might tell our friends to come.

2- When changing sentences from direct speech into indirect speech , may is usually replaced by might.

May I go out , please ?

He asked if he might go out .

=====

Must is used :

1- To express obligation .

- You must clean your desks .

2- Must is used for present and future reference but if we use it in the past , we change it into had to .

- You must show the police your identity card .
- You had to show the policeman your identity card yesterday.

3- To give orders firmly and positively (It's a kind of advice for you) .

- You must come to the lecture on time. (It's a good idea / advice to you) .

4- To give advice or make recommendations.

- If you are sick , you must see a doctor .

5 – To express a positive assumption that the speaker is making about the truth of something .

- You must be good students because you come to the lecture early .

لا بد أنكم طلاب جيدين

- Bilal hasn't come to the lecture . He **must be** sick or busy .

5- **Now sometimes when you use the negative form of must , we have a kind of prohibition , something you cannot do .**

- You **mustn't smoke** in class.
- You **mustn't talk** with your friends .

6 – **You can use (must) with a negative to talk about an event or a state that is unacceptable.**

- Another car ran into my car . I saw the driver in a distance . I gave him a horn اعطيته زمور but he never stopped . He **mustn't** be innocent . مش بريء هو .

He **must** be guilty .

=====

Shall and will

1-They are used for giving or making suggestions .

- **Shall** I **write** on the board for you ?
- **Shall** we **go** shopping ?

2- With I and you to show intentions and to make promises .

- If you **write** well , I **will give** you high marks .
- If you **study** hard , I **will give** a hundred.

3- With you , he , she , it and they to show **willingness** .

- She **shall have** much more money when she passes the exam with flying marks .
- She **will have** a new touch mobile or Galaxy if she passes with flying marks .

4- **To show insistence .**

- If you **come** and attend the lectures , it's OK .
- If you **don't come** , I **shall finish** the whole grammar .

=====

- **The uses of will**

1- **For polite request / giving invitation .**

- **Will** you help me , please ?

2- **To give orders :**

- You **will** finish this seminar paper by the end of this week .
- You **will do** the exercise tomorrow .

3- **To show persistence (full form with stress).**

- The children **will argue** with their matter .

4- **To show prediction :**

The lecture **will be finished** in five minutes .

=====

Should

Should is used to :

1- To give **advice** or **instruction** .

- You **should close** the door when you hear.
- You **should close** your handbag before you leave .

(advice)

2- **To indicate more obligation.**

- The rich people **should** help the poor .

3- **To suggest that something follows on logically from what** has been said .

- They left Daraa at 8 o'clock .
- They **should** be in Damascus at 10 .

4- **It is used with conditional clauses .**

If you **should** decide to go , please contact us .

=====

Would

1- **Polite request :**

- **Would** you mind opening the door ?

2- **To offer something politely .**

- **Would** you like tea or coffee ?

3- **Together with like as a polite request like :**

- **We'd like** tea .
- **We'd like** to drink tea .

4- **To refer to characters' activity with the meaning of used to .**

His children would eat snacks all day-they are getting fat now.

5- **To show persistence in an activity .**

- He would keep nagging at his mother though I advised him not to .

6- To express and ask for problems.

- Who would like to go out ?
- I saw an old man near our house .
- Who would that be ?
- Oh , that would our neighbor's gardener .

7 – To suggest what the speaker believes would take place in a certain set of circumstances , usually with an if-clause .

- I would have done my homework if I had had the time.

Ought to

1- To express obligation .

- You ought to come here on time.

2- To express the likelihood of something happening .

- Iman ought to be here on time.

3- Ought to + have + past participle .

to express regret that something was not done or to reproach someone for doing or not doing something.

- I ought to have told you earlier . I am sorry I didn't .

=====

But I'd like to ask you for an exercise 29 / page 202 – 203

EXERCISE 29, p. 202. Review: modals and similar expressions.

(Chapters 9 and 10)

ANSWERS:

1. had better shut (should / ought to / have to / must shut)

2. could / would you hand (can / will you hand)

3. don't / won't have to go

4. can already say (is already able to say)

5. must / have to attend

6. had to wait
7. could / might go
8. would rather go
9. must not have seen
10. had better clean (should / ought to / must / have to clean)
11. can't / couldn't be (must not be) . . . may / might / could belong
(must belong)
12. cannot go (must not / may not go)
13. should not have laughed
14. May / Can / Could I speak . . . can't come . . . May / Can I take
15. should / ought to take (could take) . . . can get
16. had to study . . . should have come
17. had better answer (should / ought to / have to answer) . . . might /
could / may be
18. should have been / was supposed to be
19. could / might / may be
20. must have been daydreaming

must, have to, should (obligation)

Choose the correct answer.

- 1-I think people (should, must) save more paper and glass.
- 2-The museum is free. You (**don't have to** ,shouldn't) pay.
- 3-You(don't have to, mustn't)park here. It's an emergency exit.

4-You(mustn't, shouldn't) smoke. It's bad for you.

5-I(should, had to ,must)wear a uniform when I was at school.

6-You(ought not to , shouldn't)phone if you're going to be late.

1- should 2- don't have to 3- mustn't 4- shouldn't 5- had to 6- ought not to

c-Match these sentences from the dialogues with their meanings:

1-You **shouldn't** answer the phone if you are talking to a shop assistant.

2-You **have to** switch off your mobile when you fly.

3-You **mustn't** use your phone until you get off the plane.

4-You **don't have to** shout-the other person can hear you.

5-You **should** talk really quietly if you are in a public place.

A-You **don't need** to do this. It isn't necessary.

B-**Don't do** this. It's not allowed/permitted.

C-**Do** this because it's a rule or the law.

D-I think **it's a bad** thing to do this.

E- I think **it's a good** thing to do this.

1-D 2-C 3-B 4-A 5-E

That's all for today . See you next time .

2nd Term

Grammar Language II

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8+9

أ- عوض النميري

Chapter five

Active and passive voice

In this chapter , we are going to discuss the following topics :

First of all , we are going to identify the active and passive voice . The second thing is that we are going to know how to form the passive voice . The third one is why we use the passive voice . For example , when we say :

- Zahra cleans the room every day.

Lecturer : What kind of sentence is it ? Is it a passive voice or an active voice?

Student : Active voice .

The doer, the agent or the subject of the verb (cleans) is known to us .The doer is **Zahra**.

- The window was broken . (passive voice / we don't know the doer of the action).
 - **Active voice** (we know the subject or the doer or the agent) .
 - **Passive voice** (the subject is unknown) .

أكل الولد تفاحة .

- The boy **ate** the apple .
- Who ate the apple ? The boy .
- The dishes **were cleaned** .
- The dishes **were broken** .

Lecturer : Who broke the dishes ? The dishes were broken .

Maybe the wind broke them , so , here , the subject or the doer or the agent or the actor is unknown .

So again , in Arabic , we have the subject which comes after the verb .In English , it is the opposite way . The subject comes before the verb .

- **The boy opened the door .**

In Arabic , we say :

فتح الولد الباب .

In the case of the passive , instead of having the subject , we would have the object at the beginning of the sentence . The object in the passive sentence becomes a new co-subject .

- فُتِحَ الباب .
- فتح الولد الباب .
- المفعول به يصبح نائب فاعل في المبني للمجهول .

Lecturer : How to form the passive ?_

We have to use verb to be which is followed by past participle:

1. **is/ am / are (with he simple present tense)**
2. **was / were (with the simple past)**
3. **being (with the present and the past continuous).**
4. **been (with present and past perfect) .**

5. be (with simple future and after going to).

=====

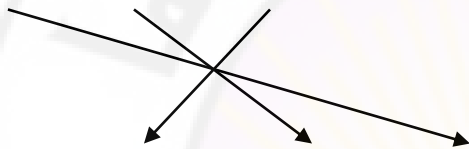
===

The tenses in the passive voice .

1- In the simple present :

- Jane cleans the room every day. (active voice)

S V O



- **The room is cleaned by Jane every day . (passive voice)**

In the simple present, we use the ***old object (the new subject)***

followed by (is, am, are) + past participle (v3)

- is → He / she / It
- am → I
- are → we , they , you

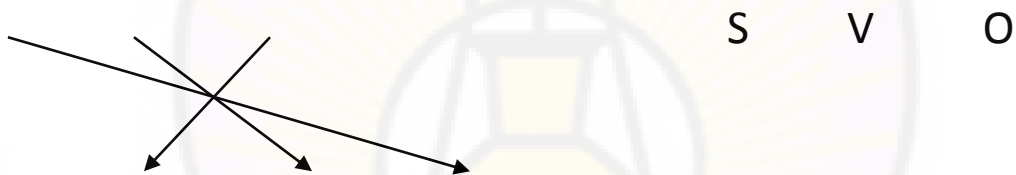
- **Jane cleans the rooms** everyday . (active voice)



- The rooms are cleaned by Jane every day . (passive voice)

في الحاضر البسيط المنفي ، نحذف اداة النفي مع الفعل المساعد و نضيف أداة النفي (not) على فعل الكون .

- **Jim doesn't clean the rooms** everyday . (active voice)



- The rooms aren't cleaned by Jim every day . (passive voice)

- **Does Jim clean the rooms every day ?**

- **Are the rooms cleaned by Jim everyday ?**

- The student **reads** a novel every week .

- A **novel is read** by the student everyday .

- They **visit** Palmyra once a year .

- Palmyra **is visited** once a year .
- He **eats** two apples daily .
- Two apples **are eaten** daily .

2-The simple past in the passive voice

S + V 2 +O+ Rest → O + was / were + v3 (past participle) +
rest

- **Tom ate many strawberries yesterday .**
- Many strawberries **were eaten** by Tom yesterday .
- Lamees **cleaned** the house last week .
 The house **was cleaned** by Lamees last week .
- She **did** a lot of homework last year .
 A lot of homework **was done** by her last year .
- Iman **saw** a lot of interesting things in Damascus two days ago .
 A lot of interesting things **were seen** in Damascus by Iman two days ago .
- Iman **met** many friends last week .
 Many friends **were met** by Iman last week .

- Many students **didn't attend** this lecture .

This lecture **wasn't attended** by many students .

- I **didn't clean** the rooms yesterday .

The room **weren't cleaned** by me yesterday .

- **Did** Salam **clean** the rooms yesterday ?

Were the rooms **cleaned** by Salam ?

- Jane **will clean** the rooms tomorrow .

The rooms **will be cleaned** by Jane tomorrow.

Modal verbs :

**will – would – shall – should – can – could – may – might –
have to – has to – had to – dare – need .**

Summary of the tenses in Passive voice

Tense in the active voice	→	the tense in Passive voice
Simple presents tense S+ (don't / doesn't) v1	→	S(oldO)+ is / am / are (not) + v3
Simple past S+ v2 (didn't + v1)	→	S(oldO)+ was / were (not) + v3
Simple future S+ modal (not) + V0 + O	→	S(oldO)+ modal (not) + be + v3

3- Simple future

S+ modal (not) + V0+ O → S(oldO)+ modal (not) + be + v3

- Jane will clean the rooms tomorrow .

The rooms will be cleaned by Jane tomorrow .

- Students will not attend lectures tomorrow .

Lectures won't be attended tomorrow .

- I can carry the chair .

The chair can be carried .

- I will do the homework .

The homework will be done .

- I **will meet** my family this evening .

My family **will be met** this evening .

- Students **cannot understand** the passive .

The passive **cannot be understood** by the students .

- **Can** the students **understand** the passive ? Yes, they can .

Can the passive **be understood** by the students ?

Rule :

S + is / am / are / was / were + going to + v1 + Object + the rest . → **S(oldO)** + is / am / are / was / were + going to + be + v3 (past participle) + rest .

- Jane **is going to clean** the rooms . →

The rooms **are going to be cleaned** by Jane.

- Lamees **is going to do** homework tonight .

Homework **is going to be done** tonight .

- Iman **is going to study** the lecture tonight .

The lecture **is going to be studied** by Iman tonight .

- Samah **is going to cook** lunch this afternoon .

Dinner **is going to be cooked** by Samah tonight .

- Iman **is going to write** the rules of the passive voice .

- The rules of the passive **are going to be written** by Iman .

- I **am not going to give** you more rules .

More rules won't be given to you by me .

4-The present perfect tense

Present perfect tense	Present perfect tense
Active voice	passive voice

S + has / have + v3+O Has (he / she / it) Have (I , we , they , you) .	New subject (old Object)+ has / have been + v3 + Rest
---	--

- The mechanic **has repaired** the car since Monday .
The car ***has been repaired*** since Monday .
- The mechanic **hasn't repaired** the car since Monday .
The car ***hasn't been repaired*** since Sunday .
- **Has** the mechanic **repaired** the car ?
Has the car **been repaired** ?
- Jane **has tidied** up the rooms for three days.
The rooms **have been tidied** up for three days .

5-الماضي التام Past perfect tense

past perfect tense	Past perfect tense
Active voice	passive voice
S + had + v3 +O+Rest	New subject(old object) + had +been + v3 + Rest

- **The boy had eaten three apples yesterday .**
Three apples **had been eaten** by the boy yesterday .
- **The boy hadn't eaten three apples yesterday .**
Three apples **hadn't been eaten** by the boy yesterday .
- **Had the boy eaten the apples yesterday .**
Had three apples **been eaten** yesterday ?

6-Present continuous tense

Present continuous tense Active voice	Present continuous tense passive voice
S+is/am /are + v1+ ing+O+R (he / she / it) is (we , they , you) are (I) am	S(old O) + is / am / are + being + v3 +R

- I am not irrigating the flowers nowadays .

The flowers are not being irrigated by me nowadays?

- Are the farmers irrigating the crops nowadays ?

Are the crops being irrigated by the farmers nowadays?

7- past continuous tense

Present continuous tense Active voice	Present continuous tense passive voice
S +was/were+ v1 +ing +O (he / she / it /I) was (we , they , you) were	S (old O)+ was/were + being + v3

- She was not cleaning the rooms last night .
- The rooms were not being cleaned by her last night .
- Was she cleaning the rooms last night ?
- Were the rooms being cleaned by her last night ?

8 – The future perfect tense

Future perfect tense Active voice	Future perfect tense passive voice
S +will + have + v3 was (he / she / it /I) were (we , they , you) .	S +will + have + been + v3

- Students **will have finished** exams by the end of August.
→Exams will have been finished by the end of next June .
- Will the students **have finished** exams by the end of August.?
→Will the exams **have been finished** by the end of August.?

• **Present infinitive in which we have to :**

- She **has to help** her mother in housework .

Her mother **has to be helped** with housework .

- Does she **have to help** her mother with housework ?

Does her mother have to be helped with her housework ?

9 – **They say that it will rain tomorrow .**

↙ ↘
Independent clause / dependent clause .

- They say something .

It is said

Say / believe / think→ **It is said / believed / thought .**

- He says he won't come today .

It is said that he won't come today .

- They thought** that the Earth was global .

It was thought that the Earth had been global .

Lecturer : Can all sentences be changed into passive voice?

Students : Of course , no .

If you'd like to change a sentence into passive, you should use a **transitive verb** and **an object**, they are so closely interrelated.

- A **transitive verb** is a verb that takes an object and can be transformed into passive.
- An **intransitive verb** is a verb that doesn't take an object

They cannot be transformed into the passive voice except

(was born).

- Shakespeare **was born in** 1554 .

Subject+ bi-transitive verb+ Indirect O+ Direct object such as:

- The teacher offered the student a prize . → can be changed either into : sentence A
- The prize **was offered** to the student by the teacher .

or sentence B:

- The student **was offered** a prize by the teacher .

Why do we use the passive ?

1-If we are interested in what happened(the action itself) rather than the doer or the agent of the action .

- A man **was killed** in the street .
- A man **was eaten** in the zoo .

Here , the listener would perceive that the man was killed and eaten by the forest animals whether it is a lion or a tiger.

2- When the doer of the action is not known .

- His watch **was stolen** from the room .

We don't know the doer of the action.

3- When the doer of the action is known but the speaker or the writer doesn't want to name the person who did something wrong.

- The glass **was broken** .

4- When the doer of the action represents a large group of people .

- Petrol **is produced** in Saudi Arabia.
- Good tomatoes **are grown** in Daraa.

1- When the doer of the action is clear and obvious .

- The thieves **had been arrested** .

Lecturer : I'd like to draw your attention to something important which is doing the exercises in your book of the first year .(Understanding Grammar) .

Ex 2 / page 209

EXERCISE 2, p. 209. Forming the passive. (Chart 11-1)

- PART I ANSWERS:*
2. Customers are served by waitresses and waiters.
 3. The lesson is going to be explained by the teacher.
 4. A new idea has been suggested by Shirley.
 5. Ann will be invited to the party by Bill.
 6. That report is being prepared by Alex.
 7. The farmer's wagon was being pulled by two horses.
 8. The book had been returned (by Kathy) to the library (by Kathy).
 9. By this time tomorrow, the announcement will have been made by the president.
 10. That note wasn't written by me. It was written by Jim.
 11. That pie wasn't made by Alice. Was it made by Mrs. French?
 12. Is that course taught by Prof. Jackson? I know that it isn't taught by Prof. Adams.
 13. Those papers haven't been signed (yet) by Mrs. Andrews (yet). Have they been signed by Mr. Andrews?
 14. Is your house being painted by Mr. Brown?

15. I won't be fooled by his tricks.

=====

PART II ANSWERS:

16. Omar wrote that sentence.

17. The teacher is going to collect our papers.

18. Did Thomas Edison invent the electric light bulb?

19. Most drivers don't obey the speed limit on Highway 5.

20. Has the building superintendent informed you of a proposed increase in our rent?

=====

Chapter 6

Beyond the sentence

- Finite and non-finite verbs .
- Types of English Clauses .
- Main or independent clauses .
- Subordinate or Dependent Clause.
- Types of English Sentences :
- **Simple sentences**
- **Complex sentences .**
- **Compound sentences .**
- **Compound – complex sentences .**
- Joining Clauses : Subordination and Co-ordination .
- Co-ordination .
- **Using coordinating conjunctions .**
- **Using correlative conjunctives.**
- **Using conjunctives.**

- Subordination
- **Noun Clauses**
- **Adverbial Clauses .**
- **Relative clauses .**
- **Conditional clauses .**
- Reported clauses .
- Reporting questions .
- Reporting orders and requests .
- Reporting suggestions , advice , promise , etc .

Finite and non-finite verbs

A verb can be used in a clause in a finite and an infinite way .

They are completely different .

A **finite verb** can be changed . It can have inflections . It can be changed . Example :

- I **want to** explain a new topic.

The verb (**want**) is a finite .

A finite verb is a verb which can be changed .

I want – they want - you want – she wants-she wanted .

Non-finite verbs cannot be changed or affected .

- She **wants** to **ask** you a question .

Finite Non-finite

- She **wanted** to **ask** you a question two days ago.

Finite Non-finite

- She **will leave** for Paris .

Finite Non – finite

- A **non-finite verb** doesn't have an (s) – (ing) – (to)-(ed)
- A **non-finite verb** cannot be changed and affected .
- A **finite verb** can be changed , where a non-finite cannot be changed .

- She leaves for Paris . (finite verb)
- She will leave for Paris . (nonfinite verb)
- She wanted to leave for Paris.

Examples :

- She seems happy .

He comes to see me every morning .

Finite non-finite

- I come to see him every morning .

Finite non-finite

Infinitive verbs are non-finite .

In clauses , we have two main types :

- 1- Dependent clauses . (subordinating clause / secondary – minor clause)
- 2- Independent clauses .(major clause or main clause) .

I met the man/ who won the race .

Main or independent clause / subordinate or dependent clause .

- An independent clause is a clause which has a subject and a verb . It can stand alone and it has or conveys a full meaning .
- A dependent clause is a clause which has a subject and a verb . It cannot stand alone and it doesn't have or convey a full meaning .
- Whenever I walk in the park , I meet little boys playing .

Subordinate(dependent) clause

main (independent clause)

A subordinate clause depends on the main or the independent clause to stand and to convey its meaning.

Types of English sentences

- 1- Simple sentences :

- **A simple sentence** is a sentence which has **a subject** and a **verb** at least and it conveys a **complete meaning** .

- Birds fly .
- People walk .
- A rabbit jumps .
- People think but animals never do that .
- Man thinks .
- Time is money .
- I have been learning English here for two years.
- He likes walking quickly .
- Malek is a student .
- I am hungry at the moment.
- I feel happy today.

=====

2- Compound sentences :

We have two simple sentences joined by a co-ordinating conjunction (**FANBOYS**)(for – and –nor- but–or –yet- so).

- Iman seems happy **and** Samah seems excited these days.
- I come to university early **and** I leave home on time.
- Some students understood the lectures , yet they never passed the exam .
- I like okra **but** I hate eggplants .
- You are good students **but** you seem too shy .
- The weather was sunny , **so** Samah went for a walk .
- She doesn't like coffee **nor do I** .
- You can give me examples **or** you can get low marks .

=====

- Ali , Ahmad and Jane went for a walk . (This is a simple sentence) .

She dressed and fed the baby .(This is a simple sentence).

=====

- **Complex sentence** : A **complex is a sentence is a sentence which has one independent clause and one or more subordinate clauses which are connected by subordinate**

conjunctions like (**because , although , when , where , who , whenever**) any conjunction except the FANBOYS .

S+ V1 + Complement → subordinate conjunction → S+V + C .

- **Although** he was sick , he remained cheerful.
- He remained cheerful **although** he was sick .
- **Although** it was cold , I went swimming .
- I stayed at home **because** I was tired .
- **When** I have enough time , I will visit you .
- **Because she didn't study well , she failed the exam .**

Lecturer : What is the difference between so and because ?

- She studied very hard , **so** she passed the exam .
- She passed the exam , **because** she studied hard .
- The driver had an accident **because** he was driving **so fast** .
- The driver was driving so fast , **so** he had an accident .

Examples about the complex sentence :

- I was sleeping **when** the phone rang .
- Abeer won't give examples **although** she has understood the lecture .
- She talked to her friend **although** she was angry with her.
- She would not give examples **because** she doesn't like English .

We can use **subordinating conjunctions like (although – because – however – when – whenever – wherever – who – whose – whom – in spite of – in addition to)**

The co-coordinating conjunctions : Fanboys

1-and : We use for addition .

- Iman chops the potatoes **and** Samah cooks the meal .
- Iman cleaned the whiteboard **and** Malek carried the table .

2- nor : It is used for addition in the negative .

- You don't like fish nor do I . (When we use nor , we use inversion . That is , we put the verb before the subject).

3-Or : it is used for choice or alternative .

- You can have tea or you can have coffee.
- You can give examples or you can go out . (This is a kind of threat , but I am joking here 😊).
- You can read books or you can do sports in your leisure time .

4-But : we use but when we **have contrast or two ideas which are opposite** . Examples :

- Tom is clever but Jane is foolish .
- Tom is a genius but Jane is a fool.

- **Fool** (n) أحمق و ليس فول نابت 😊

beans فول نابت •

- **Boiled Chickpeas** (حمص حب مسلوق) بليلة
- **Foolish** (adjective)

Lecturer : Samah will have beans or chickpeas for lunch today .

Samah : No , I hate beans 😊 . I will have cheese burger or pizza 😊.

5- yet : it is used to express **contrast** .

Lecturer : Samah's mother cooked rice and meat, yet she ate them .

- He was sick , **yet** he ate them .
- You are clever students , **yet** some of you never give me examples.
- She **met** her friend , **yet** she was not happy .
- Time is over , **yet** the lecture continues .
- The weather was cloudy , **yet** it didn't rain .
- It was very cold , **yet** he went swimming .
- It is dangerous , **yet** you come to attend the lectures.
- They are hungry , **yet** they are still attending the lecture .

6- For : it is used for **reason or cause** .

- He failed the exam , **for** he didn't study hard .
- He passed the exam , **for** he studied hard.
- I ate a sandwich , **for** I was hungry.
- She comes here , **for** she likes lectures.
- Abeer doesn't like grammar , for it is difficult .

7- So : It is used for **results** .

- You like the lecture , so you come early .
- I was hungry , so I had a sandwich .

=====

Next time , we are going to discuss the kinds of clauses .

Thank you .



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Good morning everybody .

Chapter 6

Sentences , Clauses and conjunctions

Last lecture , we discussed **finite** and **non- finite verbs**. We have also discussed the **types of sentences** : **simple , compound , complex** . Besides , we have discussed how to connect clauses or sentences and we have explained the **FANBODYS** : the **seven coordinating conjunctions** .

Lecturer : What are they ?

Students : For , and , nor , but , or , yet , so .

Of course , we have neither and we have either .

For **simplification** , they consider them **seven** , but they are more than seven. But the most important ones are seven .We also have **either** and **neither** . For example ,

- You either study from the books ,or you study from the lectures .
- You can neither come here on Friday ,nor can you on Saturday .

We explained the use of **coordinating conjunctions** and they are used , of course , between **parallel** or **equal** sentences ; whereas for the **subordinating conjunctions**, they are not used between **parallel** or **equal** sentences . So in the case of the **subordinating conjunctions** , we join one sentence which is the **subordinating** and the other sentence is subordinated .

For example ,

- The man had a terrible accident because he was driving too fast .

This is a complex sentence.

In a **complex sentence** , we have two clauses , one is independent or main subordinating or controlling, and the other is dependent , subordinated ,or controlled . For example,

- The man had a terrible accident **This is the main or the central clause**

Lecturer : What type of conjunction do we have here? Is it coordinating or subordinating ?

Students : Subordinating .

Lecturer : What subordinates the other clause ?

Students : **Because** . And it is related to the main clause ,and this clause (because he was driving too fast)cannot stand alone .

So , here , in in the case of **subordinating conjunctions** , there are no **unequal** or **unparalleled** clauses because they are not the same , whereas in the case of the **coordinating conjunctions** , the two sentences which are connected are **parallel** or **equal** . Examples :

- Ali played football ,**and** Ahmad walked in the park .

So , here , we have two **parallel** or **equal** sentences .

Of course , we have a lot of **subordinating conjunctions**, but we have limited number of **coordinating conjunctions** the most famous ones are seven , they are the FANBOYS , whereas the subordinating **conjunctions** , and there is a difference between them .

Both of them can be used in **the middle** between the two clauses ,
but for the **subordinating conjunctions** , they can be used at **the beginning** of the sentence . Examples

- **Because** he was driving too fast , the driver of the van had a terrible accident.

So , in the case of the **subordinating conjunctions** , there is a shift or a change in the position , sometimes they may come at the beginning or at the end of the complex sentence , whereas in the case of the **coordinating conjunctions** , they only come in the middle of a compound sentence . **Examples :**

- Tom plays on the right wing , **but** Jim plays on the left wing.

We cannot shift the position of the coordinating conjunction at the beginning .

We use (because) to express **reason or cause** .

- The man had a terrible accident **because** he was driving fast .

Conjunctive adverbs of contrast .

They are (**however , still , nevertheless , on the contrary**)

- Life in the city is fantastic . **However** , life in the countryside is more fantastic . (Here , we have a contrast) .
- Life in the city is noisy . **Nevertheless** , life in the countryside is quiet .

Or we can have a **shift** of the conjunction **at the end** .

- Life in the city is noisy .Life in the countryside is quiet, **nevertheless** .

Sometimes , we use (whereas / while) to express **contrast** .

We have the same thing in the case of the coordinating conjunctions .

Example :

- Life in the city is noisy , **but**(while,whereas) life in the countryside is quiet .

Example about **subordinating conjunctions** :

- Some students are listening to me .**However** , other students are playing with the leaves of the roses.

We have also **conjunctive adverbs** of **addition** :

(**moreover , furthermore , in addition , besides , in fact**) .

- Students attend the lectures **and** the professor answers their questions .
- Students attend the lectures . **In addition** , the professor answers their questions.
- Some students come to the lecture late. **Besides** , they waste time in class.

=====

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3- Conjunctions of cause and result :

(Therefore, consequently , as a result , hence , thus) .

- Some students never attend lectures . Consequently / As a result / Therefore / Thus) , they may fail.

The man was driving too fast . Thus ,Consequently / As a result / Therefore / he had a terrible accident .

أختَر حرف العطف In the exam ٧٥ , you may be asked to choose the **proper** subordinating conjunction .(some of you may add (so) ,it's المناسب correct but it is not required by me , you are not required to do that) , but if you are asked to supply the missing conjunction ,you can add (so).

4- Conjunctions of adverbs of condition :

If / otherwise /

- You should study hard .Otherwise , you would fail.

5- Adverbs of time sequence :

then , afterwards , later

- The thief got into the house through the window . **Then** , he got into the bedroom .



time sequence

6 – Adverbs of concession تعطى معنى التنازل .

(**Although – in spite of – despite – even though – though**)

- **Even though** he was sick , he attended the lecture.

بالرغم من مرضه ، حضر المحاضرة . (فكرة تنازل)

Subordination : ربط الجمل بين جمل مستقلة و غير مستقلة

It means joining or connection two **independent** clause(s) with **dependent** one(s) .

The main kinds or of subordinating clauses :

- Noun clauses (reported clauses)
- Adjective (relative) clauses
- Adverb clauses (conditional clauses)

Lecturer : What is a noun a clause ?

It is a kind of a **subordinate clause** which depends on a main clause and if we omit it , it can be replaced by a **noun** .

Examples :

- He says **that he will win the match** .

Lecturer :What does he say ? He will win the match .

Lecturer :What is the main clause ? He says .

Lecturer :What is the **subordinate clause** ? That he will win the match .

The two clauses have **subjects** , each one has its own **subject** . The same thing is for verbs , we have (**says** and **will win**) .

- (Will) is a modal verb .
- (Win) is main verb .
- (Will) is a finite
- (Win) (non-finite) .

Lecturer :How do we know that it is noun clause ?

Students : We replace the noun clause with a noun . It becomes :

- He says **something** .

Lecturer :What is the function of the noun clause in the sentences ?

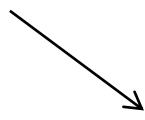
- **What he said** was true .

→**What he said** is a noun clause functioning as a **subject** .

- He said **that he was late for work** .

→**that he was late for work** is a noun clause functioning as an **object** .

She talked about what she had seen.



Main clause

subordinate clause .

We can replace the noun clause with a noun . So we say :

- She talked about the accident / film / the party .

So we enlarge the noun into a noun clause. So what is the **function** of the **noun clause** ? It is an object to the preposition .

Note : The prepositions at the end of your book in the first year are required in the exam . Memorize them well.

4- It can be a complement of the adjective :

- I am not sure when you are going to have the exam.
- I am not sure how much money the car will cost.
- I am not sure about the expensive price of the car .

Lecturer :So what are the words that are used with a noun clause ?

The most important ones are (that , what , who , why , when)

- He didn't know why the accident happened .

We can replace the noun clause with a noun?

→He didn't know the reason of the accident .

2- Adjective or relative clause :

They are clauses that describe the noun . They define the noun .

I met the kind man



Adjective noun

- I met the man who is kind . It is an adjective clause because it describes the noun . It is a relative clause شبه جملة موصولة وصفية
- Who is a **relative pronoun** which describes people.
- This is the man who won the race .
- I saw the cat which was mewing .
- Which is a **relative pronoun** which describes non- person .
- Whom is a **relative pronoun** which is used with objects
- Tom helped the man who was hungry .

That : with people and thing . So we can use (that) instead of (who) and (which) .

- Tom helped the cat that was mewing .
- Tom helped the man who was hungry .
- I met the man who is kind .

(That) is less formal .

Whose is a relative pronoun which refers to possession.

We replace the possessive pronouns like (his , her , our , their , your , my).

- I talked to the girl **whose** house is very near .
- I thank the girl . **Her** mobile is on the table.

We relate or connect these sentences by using **whose**

- I thank the girl **whose** mobile is on the table.

What are the functions of the relative clauses ?

1- They can be **subject** :

- The man **who is speaking is my friend.**

2- They can be an **object of a verb** .

- I met the man who was speaking

3- They can be an **object of a preposition** :

- The man to **whom I am talking is my friend.**(an object of a preposition) .

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We'll resume discussing clauses .We have two main types of adjective relative or adjective clauses , either defining restrictive clauses or non-restrictive or non-defining adjective or relative clauses

.Examples :

- All students **who attend the lectures** will answer well in the exam .

Lecturer : What do we mean by restrictive and non-restrictive clauses ?

In **restrictive clauses** , here we restrict or we define the students only who attend . We restrict them or we limit them , we put them into a group . We say only students who attend , and not all the students . So we have restrictive or defining or modifying or describing relative clauses . Here , this clause is describing some students although we have the word (all) .

Lecturer : Who can give me more examples ?

- All students , who cheat in the exam , will be punished severely. (جميع الطلاب الذين سيغشون في)
الامتحان سيتم معاقبتهم بشدة

So , here , it **restricts** only , not all the students , but just the students who are cheating , whereas in the case of non-defining clauses , there is no defining for the noun , while in the first case in the restrictive , we define the subject or the noun or the object . For example :

- Malek who always attends lectures is a decent student.
- Malek , who always attends lectures, is a decent student.

Lecturer : What is the difference between these two ?

In the first sentence, we restrict the student by this clause ,so here, we are defining , restricting or describing the student who attend lectures. In the second, one it is **non- restrictive**. Here, we are not restricting, we are not limiting, we are not describing Malek .

In **non-defining or non-restrictive** relative clause, we have commas before the noun .

In the **defining** relative clause , commas are not necessary .

- All students , who cheat in the exam , will be punished .
(non-restrictive relative clause) .
- All students who cheat in the exam will be punished .
(restrictive relative clause)
- All students who do not attend will lose marks .
(restrictive relative clause)
- Iman and Samah, who participate in lectures , are silent today . (non-restrictive relative clause) .

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Subordinating conjunction :

They are categorized into four groups :

1-wh- question words : like what , where , when , how , why , etc...

- I don't know why some students come late .

(Why) connects the two clauses . It connects the main clause (I don't know) with the subordinate clause (some students come late).

- (why some students come late) is a noun clause .
- (I don't know) is the main clause .

- Monday is the day when we have off . إجازة
- Friday and Saturday are the days when we have holidays .
- You come to the hotel school where you attend lectures .
- I don't know how students will pass the exam .
- I know the guy who is wearing the white jacket .
- I know why my friend was crying .
- I am sure why you are a good student .
- I don't know why Samah is laughing .
- I wonder why some students would not like to have exams .
- I don't know why some students understand quickly .
- I don't know why some students find grammar difficult .

2- We have words like (since , if , when , because) .

Since you are good students , you can answer the questions.

Since life is meaningless , nothing deserves to be sorry for .

- You would pass the exam if you studied hard.
- Some students cannot give examples , because they don't study at home.
- When you go home , study lectures .
- The moment we finish lectures , I am leaving .

Here , we never depend on time , we depend on duties .

- The moment we finish topics , I will stop lecturing .
- She went to the doctor because she was sick.

3- Words like (so , so that)

There is a difference between (so , so that) .

Examples :

- The man was driving fast so he had a terrible accident .

So it is a coordinating conjunction .

Fanboys are coordinating conjunctions .

So that :

- The man was driving so fast that he had a terrible accident.
- The man was driving fast so that he had a terrible accident.
- Using **not only , but also** . ليس فقط و لكن أيضاً .
- Ibn Sina was a doctor . He was a scientist, too . (Join these two sentences using **not only / but also**) .
- Ibn Sina was not only a doctor ,but **he was** also a scientist .

Sometimes we may not use an auxiliary or a modal .

- Some students not only stay here without answering questions but they **also make** some noise.
Notice , here , if there is an auxiliary , the word (also) comes after the auxiliary , if there is not an auxiliary , it comes before the verb .
- She doesn't only attend the lectures , but she also never studies at home.
- Some boys not only broke the windows , but they also lied to their fathers .
- Some students not only smiled but they also laughed.
- Some students not only make noise , but they are also in a hurry .
- Salam is not only absent on Sundays , but she is also absent on Thursdays .

As soon as :

- I **will stop** lecturing **as soon as** we **finish** the last topic .
- Please **phone** me **as soon as** you arrive at home.
- Salam will leave **as soon as** her passport is ready .
- **As soon as** you read the whole lectures , you will understand the whole grammar.
- You will study grammar **as long as** you survive .
- Shakespeare's beloved will be eternal **as long as** people read Shakespeare's poetry .

Next time , we are going to have adverb clauses and reduction of clauses.

Good morning everybody . How are you ? Nice to meet you again .Prior to attempting our main topic, clauses, I would like to remind you of some items related to passive voice; they are **some special passive cases**

1-Using verb to get instead of verb to be

- Adam **threw** the ball.
- The ball was thrown.
- The ball was thrown **by Adam**.

The above example uses the verb *to be* (in the past tense form *was*) to make the passive. It is often possible to use the verb *to get* as an alternative (possibly with slightly different meaning); for example, the active sentence "The ball hit John" may be transformed in either of the following forms:

- The ball **hit** John.
- John **was hit** by the ball.
- John **got hit** by the ball.

2-Prepositional passive

It is also possible, in some cases, to promote the object of a preposition. This may be called the **prepositional passive**.

- They listened to the news last night. → The news was listened to last night.

In the passive form here, the preposition is "stranded"; that is, it is not followed by an object.

Exceptions occur with certain idiomatic combinations of verb+ object+ preposition, such as *take advantage of*:

- I feel people have taken advantage of me. → I feel I have been taken advantage of. (acceptable)

3- Stative and adjectival uses

A type of clause that is similar or identical in form to the passive clauses described above has the past participle used to denote not an action, but a state being the result of an action. For example, the sentence *The window was broken* may have two different meanings:

- The window was broken, *i.e.* Someone or something broke the window. (action, event)
- The window was broken, *i.e.* The window was not intact. (resultant state)
- *The window **got** broken.* *i.e.* Someone or something broke the window. (action, event)

When *get* is used to form the passive, there is no ambiguity: *The window got broken* cannot have a stative meaning.; this is the case with the verb *open*, for which there exists an adjective *open*, so the sentence *The door was opened* more likely refers to the action rather than the state, since in the stative case one could simply say *The door was open*.

4- Passive constructions without an exactly corresponding active

Another situation in which the passive uses a different construction than the active involves the verb *make*, meaning "compel". When this verb is used in the active voice it takes the bare infinitive (without the particle *to*), but in the passive voice it takes the *to*-infinitive. For example:

- They **made** Jane attend classes.
- Jane **was made** to attend classes.

5- Double passives

The construction called **double passive** can arise when one verb appears in the *to*-infinitive as the complement of another verb.:

- We expect you to complete the project. (*you* is raised from subject of *complete* to object of *expect*)
- You **are expected** to complete the project. (passive voice used for *expect*)
- We expect the project to **be completed**. (passive voice used for *complete*; now *the project* is raised to object)
- The project **is expected to be completed**. (double passive)

6-Additional passive constructions

A *bare passive clause* is similar to a typical passive clause, but without the passive auxiliary verb (so it is a non-finite clause consisting of a subject together with a verb phrase based on a past participle with the passive construction). These can be used in such contexts as newspaper headlines:

- City hall damaged by hail
- and as modifiers (adverbial phrases), i.e. nominative absolutes:
- **Our work done**, we made our way back home.
 - **That said**, there are also other considerations.

The causative verb to have in which a passive past participle clause is used, even though it is not introduced by the auxiliary *be* or *get* (or is introduced by *get* with a direct object):

- I had my car cleaned by a professional.
- Jane had her car stolen last week.

In the concealed passive, the present participle or gerund form (*-ing* form) appears rather than the past participle. This can appear after *need*, and for some speakers after *want* (with similar meaning). For example:

- Your car needs washing. (meaning "needs to be washed")
- His hair wants cutting.

(An idiomatic expression with the same construction is ... *doesn't bear thinking about*.) The verbs *need* and *want* also have similar uses with an object:

- I need/want my room painting.

7-Middle voice and passival

The term *middle voice* is sometimes used to refer to verbs used without a passive construction, but in a meaning where the grammatical subject is understood as undergoing the action. The meaning may be reflexive:

- Fred shaved, *i.e.* Fred shaved himself
- These cakes sell well, *i.e.* [we] sell these cakes [successfully]
- The clothes are soaking, *i.e.* [the water] is soaking the clothes

Such verbs may also be called *passival*.

Another construction sometimes referred to as *passival* involves a wider class of verbs, and was used in English until the nineteenth century. Sentences having this construction feature progressive aspect and resemble the active voice, but with meaning like the passive.

Examples of this would be:

- The house is building (modern English: The house is being built)
- The meal is eating, (modern English: The meal is being eaten)

A rare example of the passival form being used in modern English is with the following phrase:

- The drums are beating, *i.e.* the drums are being beaten

We are still discussing clauses and , of course , today we are going to attempt a new subtopic which is reported or indirect speech . So there are two kinds of speech : direct and indirect or reported .

What do we mean by direct ? You remember last time when I told you something . I said we would discuss the noun clause , so someone would say , would report , would tell what I said. Who can report that ? You report that to your friend . Our instructor of grammar said that he would discuss noun clause .

Abeer : Do you remember when I asked you where you lived ? What was your answer ? I live in Al Kashef in Daraa.

- Ghazal told me that she lived in Al Kashef in Daraa.
(reported or indirect speech) .

What is the speech or the statement that Ghazal told me when she said , " I live in Al Kashef in Daraa? Direct or indirect ?

Lecturer : Aktham , where do you live ? I live in Daraa .

Lecturer : Who can tell me ? What did he say ? He says he lives in Daraa .

Student : " I live in Daraa "

Lecturer : She said she lived in Daraa . (reported or indirect speech)

There should be agreement between the subject and the verb and there should be agreement for the whole sentence and the tense . Did you get the idea?

Lecturer : Ask me a question ?

Student : Where do you live ? (Direct speech)

Lecturer : She asks me where I live .

So there is a difference between direct speech and indirect speech .

Samah : " Why are you late ?" (direct speech) face/ to face .

→He asked Ammar why he was late . (indirect speech) .

" I am late because I have overslept ." (direct speech)

→He said that he was late because he had overslept .

(indirect or reported speech) .

What are we going to do when we have indirect questions? We should change or transform some

pronouns :

- I → she / he

I go to school everyday .

→He / She says she goes to school everyday .

- We → they

We are late .

→They said they were late .

- me → her / him

- my → her / his

- My mother helps me at home. →She said her mother helped her at home.

He is my brother . →She said that he was her brother .

- us → them

- our → **their**

- I → **you**

- You → I / we

"Why are you coming to the university" ? (direct question)

→The professor asked us **why we were** coming to the university .

The professor asked why we were / I was coming to the university .

In indirect (reported) speech , We get rid of quotation marks and question mark and we have a full stop.

In Indirect (reported) speech , we have the following structure :

Wh-word + S+ V + R+ full stop .

- **"We are coming to the university to study English ."**

→The students said / answered / told that they were coming to the university to study English .

→We said that we were coming to the university to study English .

Lecturer : "What are you doing ?"

The teacher asked her what she was doing .

Student : "I am writing . "

→She said that she was writing .

Lecturer : What's your name ?

→The teacher asked the student what his name was .

My name is Hussam . →He said that his name was Hussam .

Lecturer

When we change into indirect speech and the introductory verbs are (asked , told , said) , we change the tenses in the sentence :

- is / am →was
- are →were
- v1→ v2
- v2 / have/ has + v3 → had v3
- is / am / are + v1 + ing→ was / were + v1 + ing
- do / does + v1 → ~~do / does~~ + v2
- will → would
- can →could

Adverbs of time also change in the reported .

last – the previous

yesterday →the day before

next month →the following month

tomorrow → the day after

We also change the demonstrative pronouns and adverbs of place in the reported speech .

this → that

here → there

Note : If the introductory verbs are in the present tense , tenses

" Why did you come late last week ?"

The teacher asked Iman why she had come late the previous week .

This is the structure of the question in the indirect question :

Wh-word + S + V+ rest + full stop

"Where did you live ?"

The teacher asked Sulaf where she had lived .

" I live in Damascus ."

She says she lives in Damascus .

She said that she lived in Damascus .

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Changing yes / no questions into indirect / reported questions :

" Do you always come late on Sundays ?" (direct question)

The teacher asked Iman if / whether she always came late on Saturdays .

NOTE in reporting **yes / no questions** , we follow the following structure :

If / (whether) + S + V + Rest

" Do you live in a city ? "

→The teacher asked Mohammad if / whether he lived in a city.

" Have you understood the reported speech or not ?"

→The teacher asked us if / whether we had understood the reported speech or not .

" I won't lecture you next Tuesday ."

→The teacher said he wouldn't lecture us the following Tuesday / next Tuesday .

"What time is it now ? "

→The teacher asked us what time it was .

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Lecturer : Before commencing our last lecture , as I suppose , I'd like to draw your attention to the topics we have discuss before . We have discussed :

- Nouns clauses
- Adjective clauses
- Relative pronouns
- Reported speech .

Right now , we are going to discuss **adverb clauses** .

Lecturer : What do we mean by **adverb clauses** ?

You know **adverbs** in general , as phrases , are divided into types ; for examples , **adverbs of time** , **adverbs of place** , and **adverbs of manner** .

- **Adverbs of time** : we have **frequency adverbs** like (**always** , **often** , **usually** , **sometimes** , **rarely** , **seldom** , **never**, etc...)

Adverbs of place :

They are introduced with a **preposition of a place** .

S+V+ Complement introduced by an adverb

- We come **to the university** to study .

Adverb of place

- You are listening to me **carefully** .

Adverb of manner (which answers the question **how**)

So whenever we have an adverb ,we ask questions .

- **Where** do we come every morning ? **To the university** .
- **When** do we come ? **In the morning** .
- **How** do you come ? **on foot** , **by bus** , **fast** , **slowly** .

These are **adverbs** , but they are **phrases** , **not clauses** .

Lecturer : Today , we are going to talk about **adverb clauses** . We should

- You come to the university **where you have lectures** .

An adverb clauses of place

- Tuesday is the day **when we have English grammar** .

An adverb clause of time

- **Whenever I ask you a question** , you think very long .

An adverb clause of time

- I will tell you **how the questions are going to be in the exam** .

Adverb clause of manner

- I don't know **how you are going to pass the exam** .

An adverb clause of manner which is introduced by the word (**how**)

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Stop talking when we are listening to the lecture .

↙

An adverb clause of time

- I forgot where I put the markers .

↙

An adverb clause of place .

- You look as if you were surprised by this lecture .

↙

Adverb clause of manner

Subordinating conjunctions of reason come at the beginning of the **adverb clause**. Examples :

- The driver had an accident because he was driving too fast .

↙

An adverb clause of reason or cause which asks the question (**why**)

you are good students , you come لأنكم – بما أنكم **Because /As/ Since** to the lectures every Tuesday .

↙

Adverb clause of reason

Lecturer : What are the words that introduced by the adverb clause of reason ?

Students : Since, as and because .

Subordinating conjunctions of purpose / result :

- You study very hard in order that you get high marks .



Adverb clause of result or purpose

- You are saving a lot of money in order that you buy a new car .



Adverb clause of result or purpose

- You have to study the lectures twice **in case** you don't understand them.
- You have to reset to (retake) a new exam **if** you have failed .
- You come to the university **so as** you can learn .

Note : In the case of (**so as to / in order to**) we **omit** the **subject** of the adverb clause .

- You come to the university **in order that** you study .
- You come to the university **in order to** study . (We omit the subject) .

Note : In case of using (to) , we **omit** the **subject** .

So we have (**so that** , **in order that** , **in case** , **lest**) .

- She never walks at night **lest** خشية أن she meets thieves
- You should study the whole grammar **lest** you miss some questions .
- I come to the university by my car **lest** I will be late .

Adverbs of result :

- The man was driving fast **so** he had a terrible accident .

This is not considered as a complex sentence . This is a compound sentence because we have the coordinating conjunction(so) . It is one of the **Fanboys** .

- The man was driving too fast **so that** he had a terrible accident .

In this case , we have an **adverb clause of result introduced by a subordinating conjunction (so that)** .

Lecturer : What is the difference between (so) and (so that) ?

Student : (**So**) is a **coordinating conjunction** which connects two **independent clauses**

- **So that** : is a **subordinating conjunction** . It connects two clauses , one is a main clause or **independent clause** and the other is **dependent clause** or **subordinate clause** .

Lecturer : What are the **subordinating conjunctions** ?

So that / such that /

- He drives **such** a modern car **that** everybody looked at it .
- The criminal committed **such** a cruel crime **that** everyone in the city condemned it .
- It is **such** a sunny day **that** everyone can walk in the park .

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Adverb clauses of contrast introduced by **subordinating conjunctions** of **contrast** such as (**Although – even though – the fact that – in spite of – even if – much as .**)

- **Although** you are good students , you never participate in the lecture .
- **Although** she was very poor , she studied hard .
- **Although** I don't have markers to write , I can explain the lecture to you .
- **In spite of the fact** that you are hardworking students , you are reluctant to give me examples.
- **Although** we have grammar lectures , Zainab reads composition .
- **Although** Iman comes late , she is smiling .
- **Although** Iman likes English , she doesn't want to give me even one example.
- **Although** we got up late , we got to the class on time.
- **Although** Malek can give me examples, he is shy .

- **Although** it was cold , I went swimming .
 - **Although** she was a skillful employee , she was not employed by any company .
 - **Although** my house is very far , I come on time.
 - **Although** she lives in a distant place , she comes early .
 - **Though** / **Although** it is the last lecture , many students are absent.
 - **Even though** Abeer is a good student , she doesn't like to give us examples.
 - **While** I was lecturing , two girls were talking together .
 - **After** you leave , you should study the whole grammar topics .
 - **As soon as** you get to your house , you should have a nap , and then you can start studying .
- Note** : Sometimes we omit the (**subject**) when we use (**after**) .
- **After finishing** the lecture , you will go home .

Conditionals sentences are required in the exam.

The four types of conditional sentences

1- **Zero / general conditional:** شرط الصفر – أو الشرط العام

If +S+ V0 +→ S+ V0

- **If** I **am** a millionaire , I **buy** a plane .

2- **First type :**

If +S+ v1 → S+modal (will / shall) + VO

- **If I am** a millionaire , I **will buy** a plane .

3- Second type

If + S + V2 → S+ would / could / should + v0

- If I **were** a millionaire , I **would / might / could buy** a plane .

4- Third type :

If + S+ had +v3 → would (might / could) + have + v3

- If I **had been** a millionaire , I would / might / could have bought a plane
-

The Unreal Past

The Unreal Past Tenses can be categorized into main tenses :

1-The Unreal Past Simple, which is used for something wished or unreal for now.

I wish I were a king .(now I am not a king .I am a professor.)

If only I passed the exam.(today I have failed the drama exam.)

2-The Unreal Past perfect, which is used for something wished or unreal or supposed in the past.

I wished I had been a king .(now I am a professor. I am not a king .I wished that when I was a student in the past.)

If only I had passed the exam.(yesterday I failed the poetry exam.)

The following expressions can be used with the unreal past :

I wish, he wished, if only, it's time, it's high time, as if, suppose, I'd rather
Would to God, it's about time

Thank you for your patience. See you in the **EXAM** .