

### the rules for when to use "A, An or The":

**A = indefinite article** (not a specific object, one of a number of the same objects) with consonants

Eg: 1- She has a dog. 2- I work in a factory.

**An = indefinite article** (not a specific object, one of a number of the same objects) with vowels (a,e,i,o,u)

Eg: 1- Can I have an apple? 2- She is an English teacher.

**The = definite article** (a specific object that both the person speaking and the listener know)

The car over there is fast.

The teacher is very good, isn't he?

The first time you speak of something use "a or an", the next time you repeat that object use "the".

I ate in a Chinese restaurant. The restaurant was very good.

### DO NOT USE AN ARTICLE:

- 1- with countries, states, counties or provinces, lakes and mountains except when the country is a collection of states such as "The United States".
- 2- when you are speaking about things in general
- 3- when you are speaking about meals, places, and transport (eg: university, taxi, home)

### 1« Providing that / as long as ( Express : condition) »

1- Providing that = as long as = but only if = if

- Providing that = provided that
- As long as = so long as.

**The rule:** providing that/as long as + présent simple = future simple.

Eg: providing that you work hard, you will succeed.

### 2« I wish, it's high / about time : »

#### 1- Expressing wishes :

**The rule :**

- I wish + past → a regret about a présent situation (by imagining it's opposite)

Eg: I wish I had a car ( but I have not ).

- I wish + past perfect → a regret about a past situation

Eg: I wish I had listened to your advice.

- I wish + would → a desire for change in the near future.

Eg: I wish you would stop talking

- I wish + could → to express wishes about ourselves

Eg: I wish I could be older.

#### 2- It's high / about time :

**The rule :**

- It's high/ about time + present simple → (it is the right times to do something)

Eg: it's high time our country takes measures to stop corruption

- It's high/ about time + past simple → ( this action should be done before now)

Eg: it's high time the bad leaders went to jail.

### 3« had better/ had better not( Express : advice) »

Had better = should = ought to

**The rule :** had better / had better not + the verbe into infinitive without « to »

Eg: you'd better visit the doctor.

### 4« 'so...that' 'such...that' »

**The rule :**

1- So + adj +that

Eg: businessmen are so honest that their consumers feel confident with them.

2- Such + noun phrase+ that

Eg: developed countries have organized such economic structures that they never stop making progress.

### 5« 'the active/passive voice : ' »

**The rule :**

**The active :** s + v + o (the subject is the most important )

**The passive :** o + to be (in the tense of verbe ) + verb in to p.p + by + agent(s)

Eg: the teacher explain the lesson

The lesson is explained by the teacher.

### Table of tense showing active and passive forms :

tense	active	passive
Present simple	Cleans	Is Cleaned
Present continuous	Is/are cleaning	Is/are being cleaned
Simple past	Cleaned	Was/ were Cleaned
Past continuous	Was/were cleaning	Was being cleaned
Present perfect	Has/have cleaned	Has/have been cleaned
Past perfect	Had cleaned	Had been cleaned
Futur	Will clean	Will be clean
Present conditional	Would clean	Would be clean

### 6« 'Affixes : ' »

**1-prefix :** is a syllable added in the begining of word to derive its opposit like : im , il , in , ir , dis ,un

Eg: legal ≠ illegal , agree ≠ disagree

**2-Suffix :** is a syllable added at the end of a word to derive another word like : y , ty , ness , ance , tion

Eg: legal → legality , happy → happiness , important → importance

### 7« degrees of certainty »

Degrees of certainty	expressions
Categorical certainty 100%	Will certainty / it is impossible
Probability 70% —	It is probable that
Possibility 50%	It is possible/ can / may
Remote possibility 30 %	Could/might

### 8« the 'ing' form »

We can use the 'ing' form as :

1-At a part of verbe :

Present continuous : am/ is / are + verb + ing

Past continuous : was/were + verb + ing

2-an adj : Eg : organic food is less damaging

3-a noun : Eg : the smoking

### 9« the use of the present simple : »

We use the present simple :

1-to express facts that are true all the times (expositry text)

2-habitual action : eg : he always gets up at 7 :00

3-permanent truth : he works in a factory

4-declaration : i like honest actions

5- instruction : go ahead

6-future references : the match begins at 8 Monday

### 10« the conditionl 'if' : »

Type :

0- if + present → present (sure)

1- if +present → futur ( if you work , you'll succeed)

2- if + past simple → would (imaginary)

3- if+ past perfect → would have + p.p

### 11« the quantifiers : »

- many , much , a lot of = an axcessive amount

- few , littel = an insufficient amount

we use :

\*many, few , a lot of (countable nouns).

\*much, littel , a lot of (uncountable nouns) .

### 12« cause / result: »

\*express cause = reason : because (of) , sience ,owing to ,due to

\* express result= effect : as a result , so , consequently.

1-



### 13« used to / used for ( Express: purpose) »

#### The rule :

1- Used to + verb into infinitive


Eg : internat is **used to** give information

2- Used for + verb into infinitive + ing

Eg : internat is **used for** giving information

3- The interrogative form : used only used for

### 14« 'Dimension ; size ; distance : ' »

**1-dimension :**  Long : How long is + s... ?  
Wide : How wide is + s... ?  
Height : How heigh is + s.... ?

**2-size :** How weigh is + s.. ?

**3-distance :**  How far .. ?  
How long .. ?

**The adj :** How far is home from school ?

\*-adjective is after the measumrement

Eg : it is **30 mn** far from school  


\*- adjective is before the preposition

Eg : it is **far** from school  


### 15« 'the stative verbs / the dynamic verbs : ' »

<u>the stative verbs</u>	<u>the dynamic verbs</u>
-dscribe states -unlimited period -conjugue only the simple form	-dscribe actions -limited period -both simple and progressive form (continous)

\*the groups of stative verb (refering)

<b>feeling</b>	<b>thinking</b>	<b>pereption</b>	<b>wants</b>	<b>having</b>
Like ,love Hate..	Think ,know..	See , hear ,smell	Prefer, want	Seem , own , bloy

# a concise english grammar

by Mr Ali Tahri

## COMPOUND ADJECTIVE

1. Adjective-noun "round table" as in "round-table discussion" "red light" as in "red-light district"
2. Verb-adjective /or adverb "feel good" as in "feel-good factor"  
"buy now", "pay later" as in "buy-now pay-later purchase"
3. Verb-preposition "stick on" as in "stick-on label" "walk on" as in "walk-on part"
4. Adjective-noun-ed "light-hearted banter", "heavy-handed treatment",  
"loud-mouthed boy", "middle-aged lady", "rose-tinted glasses".
5. Noun, adjective or adverb-present participle "an awe-inspiring personality"  
"a ground-breaking plan" "a long-lasting affair" "a far-reaching decision"
6. Number OR Numeral-singular noun "seven-year itch" "five-sided polygon"  
"20th-century poem" "30-piece band" "tenth-storey window"
7. Colours in compounds "a dark-blue sweater" "a reddish-orange dress".
8. Comparatives and superlatives in compound "the highest-placed competitor"  
"a shorter-term loan"
9. Compounds including two geographical modifiers: "Afro-Cuban"  
"African-American" "Anglo-Asian"
10. Number-year-old "a ten-year-old boy" "a fifty-year-old lady"
11. Adverb-past participle "a well-known personality" "a highly-equipped school"
12. Noun-past participle "a man-made table" "a tree-bordered street"

## SUFFIXES





Noun Suffixes	Adjective Suffixes	
1. -age: marriage (n)	1. -al: national (adj)	17. -ly: friendly/ manly
2. -ance, -ence: assistance (n)	2. -ar: circular/ familiar (adj)	18. -ous: mysterious (adj)
3. -cy: accuracy (n)	3. -ary: secondary/ necessary	19. -some: tiresome/ troublesome
4. -dom: wisdom(n)/kingdom(n)	4. -ant/ ent: brilliant/ obedient	20. -y: healthy/ wealthy
5. -er, -or: fighter (n) / actor (n)	5. -able/ ible: practicable/ visible	
6. -hood: childhood (n)	6. -ate: fortunate/ temperate	<b>Verb Suffixes</b>
7. -ing: (gerund) reading(n)	7. -ed: (p.p) satisfied/ excited	1. -ate: activate(v)
8. -ion: action / expression (n)	8. -ed: (from n) bearded/ talented	2. -en: brighten (v)
9. -(i)ty: capability(n)/ loyalty(n)	9. -en: wooden (adj)	3. -ify or -fy: simplify(v)
10. -ice: service(n)/ cowardice(n)	10. -ic: heroic (adj) / economic	4. -ize: publicize (v)
11. -ism: socialism(n)	11. -ful: hopeful (adj)	<b>Adverb Suffixes</b>
12. -ist: violinist (n)	12. -ish: foolish/ bookish	-ly: quickly (adv)
13. -ment: contentment(n)	13. -ive: extensive(adj)	
14. -ness: toughness (n)	14. -al: financial (adj)	
15. -ship: friendship(n)	15. -y: hairy (adj)	
16. -th: truth(n)/ health(n)	16. -less: powerless (adj)	

## THE COMPARISON

### 1/ Comparative

#### A- Adjective + er + than:

This form is used with adjectives of one or two syllables (fast, big, heavy, clever...)

- \* The rabbit is faster than the hen.
- \* The elephant is heavier than the horse.

#### B- more + adjective + than:

This form is used with adjectives of two OR more syllables (famous, important, expensive...)

- \* This dress is more expensive than that shirt.
- \* Messi is more famous than Ronaldo.

### 2- Comparison of equality

#### A- as + adjective + as: (positive type)

- \* Jane is as clever as her sister.
- \* Money is as important as education.
- \* You are as slow as a tortoise.

#### B- not so + adjective + as: (negative type)

- \* My father is not so rich as my uncle. → My uncle is richer than my father.
- \* John is not so tall as Tom. → John is shorter than Tom.
- \* This mountain is not so high as Mount Everest.
- \* Mount Everest is higher than this mountain.

### 3- Comparison of degree

This form is used to show the degree of comparison between two different sides (people or things). Some adverbs are used: twice, three times, four times...

E.g: twice as + adjective + as:

- \* This building is twice as high as that house.
- \* I've got four times as much money as you have.
- \* Our school is three times as big as your school.

### 4- The Superlative

the + adjective + est + of all:

- \* The Quran is the greatest book of all.
- \* China is the most populated country in the world.
- \* Ahmad is one of the cleverest students at the university.

## THE CONDITIONAL

### Type One

General truth and scientific data. High degree of certainty about the result.

- \* If we mix oil and water, the oil floats.
- \* If you keep ice in the sun, it turns into water.

If + Simple Present (verb+s) ——— Simple Present (verb+s)

### Type Two

Probability and uncertainty in the future.

- \* If you come to the party, you'll enjoy the music.
- \* If I get this job, I'll be grateful to you.

If + Simple Present (verb+s) ——— Future (will+verb)

### Type Three

1- Impossible wish in the present time(now).

- \* If I had money, I would buy a car.

2- Unfulfilled present action.

- \* If I were you, I wouldn't accept this.

If + Simple past (verb+ed) ——— would + verb

### Type Four

Unfulfilled past action(regret – certainty – blame)

- \* If I had studied hard, I would have succeeded.
- \* If you had paid attention, nothing would have happened.

If + Past perfect (had+p.p) ——— would have+ p.p

## THE PASSIVE VOICE

**Active Voice:** When a verb form shows that the subject has done something. The sentence begins with the subject:



Paul wrote a letter.

Sub. V Obj

**Passive Voice:** When a verb form shows that something has been done to the subject- the sentence begins with the object:

A letter was written by Paul.

Obj. V Sub.

Active Tense	Passive Form
1-Simple Present	1-am/is/are + past participle
2-Present Continuous	2-am/is/are + being + p.p
3-Present Perfect	3-have/has + been + p.p
4-Simple Past.	4-was/were + p.p
5-Past Continuous	5-was/were + being + p.p
6-Past Perfect	6-had + been + p.p
7-Future 1	7-will + be + p.p
8-Future 2	8-is/are going to be + p.p
9-Modals	9-can / could / must / would / shall / should + be + p.p

#### Examples

- 1-Tom catches a fish.
- 2-Ted is repairing the car.
- 3-Mona has posted the letter.
- 4-Jack bought a new car.
- 5-Mary was cooking a nice meal.
- 6-Mike had paid all the bills.
- 7-The doctor will cure the patients.
- 8-You must achieve this job today.

- \*A fish is caught by Tom.
- \*The car is being repaired by Ted.
- \*The letter has been posted by Mona.
- \*A new car was bought by Jack.
- \*A nice meal was being cooked by Mary.
- \*All the bills had been paid by Mike.
- \*The patients will be cured by the doctor.
- \*This job must be achieved today.

#### VERB FORMS

##### 1- The infinitive (to+verb)

A-When a verb succeeds another, the main verb takes a tense form while the second takes the 'to-infinitive' form.

Examples: \* George likes to drink juice. / \* Joe wants to travel by plane.

B-The 'to-infinitive' is used to express a purpose Examples:

\* Mary went to London to visit her grandfather. / \* He works hard to succeed.

\* To be or not to be, that is the question.

C-The 'bare infinitive' becomes a 'to-infinitive' in the passive voice.

Examples: \*Bob made me work overtime. / -I was made to work overtime.

\* I have never known him interfere in others' affairs.

##### 2 - The bare infinitive/ base form (verb)

A-The bare infinitive is used after some verbs such as: make, know, let, hear, see, feel, notice, observe, watch.

Examples: \* They let me go. / \* I heard her shout last night

\* They watched you dance with Susan.

B-The bare infinitive is used after modals such as: must, can, should...

Examples: \* You should listen to the teacher. / \* Tom couldn't arrive on time.

C-Requests and Commands.

Examples: \* Give me some water, please. / \* Be careful when you cross the street.

##### 3 - The gerund (verb+ing)

A-The gerund is used after some verbs such as: remember, mind, hate, like, dislike, resent, go, enjoy, avoid Examples: \* I don't mind my pupils criticizing me.

\*He resents being criticized / \*Let's go swimming.

B-It is used after some expressions such as: be used to, look forward to...

Examples: \*I'm looking forward to having a quick reply.

\*He is used to walking every night.

C-It is used as a noun. Examples: \*My hobby is travelling overseas.

D- Adjective (v+ing): exciting/ interesting

##### 4-The past participle (verb+ed)

A-The main verb of the active voice is turned into the past participle in the passive voice.

Examples: \*The mechanic is repairing my car. / -My car is being repaired.

B- Adjective (v+ed): excited/ interested

#### VERB TENSES

##### 1/ The Simple Present verb+s

- What does this man do?

• This man is a mechanic.

// He always repairs cars.

Indicators: never, usually, always, sometimes, often.

E.g.: \*Tom always travels by plane. \*We never go to school on Friday.

He	never usually always sometimes often	drinks milk .
She		
It		
I		drink milk.
We		
You		
they		

Use: Indefinite present state

The Negative Form:

verb + s	doesn't + verb
Mary usually drives fast.	Fred doesn't drive fast.
Verb	don't + verb
I love Mummy and Daddy.	I don't love this song

##### 2/ The Present Continuous be + verb(ing)

- What is this man doing now?



- This man is talking on the telephone now.

**Indicators:** now, today

E.g.: \*We are learning English now.

He She It	is ('s)	playing	<u>now</u> .
I	am ('m)		
We You they	are ('re)		

**Use:** An active movement is taking place now at the same time of speaking.

**The Negative Form:**

He/She/It	is playing <u>now</u> .	isn't playing <u>now</u> .
I	am playing <u>now</u>	am not playing <u>now</u>
We/You /they	are playing <u>now</u>	aren't playing <u>now</u>

### 3/ The Present Perfect

- Have you watched this film?

- Of course, I've already watched it three times.

**Indicators:** Yet, already, just, since, for, so far...

E.g.: \* Jane has just arrived. / \* We have already finished the test.

**The present Perfect Form:** has/have + past participle p.p

He She It	has	<u>already</u>	seen this film.
I We You they	have		

**Uses:** 1-Indefinite past action / 2- Past action related to the present

3-Recent past action

**The Negative Form:**

He/She/It	has passed his exams.	hasn't passed
I/We/You /they	have passed his exams.	haven't passed

### 4/ The Present Perfect Progressive

- ❖ Have you finished reading these books?

- ❖ Not yet. I've been reading these books for two weeks now, and I'm still reading.

**Indicators:** still, up to now...

E.g.: \*I've been working in this factory for 30 years now, and I'm still working here.

\*Mary has been living in London since 1950, and she's still there.

**The Present Perfect Progressive Form:** has/ have + been + verb(ing)

He She It	has	been learning English <u>for many years</u> .
I We You they	Have	

**Use:** An action started in the past and continued up to now and it's still going on further into the future.

**The Negative Form:**

He/She/It	has been driving ...	hasn't been driving...
I/We/You /they	have been playing....	haven't been playing...

### 5/ The Simple Past

- ❖ George Washington was the president of the USA in 1779.

- ❖ Washington led the American independence war against Britain in 1776.

**Indicators:** yesterday, last(week- month- year), ago...

E.g.: \*Last week, John went to Britain. / \*My uncle visited me yesterday.

\*Mary got her degree in 1995.

**The Simple Past Form:** verb+ed

He She It	watched a nice film, <u>last night</u> .
I We You they	<u>went</u> fishing, <u>yesterday</u> .

**Use:** Precise and definite past action.

**The Negative Form:**

He/She/It/I/We/Y ou/they	Verb + ed	didn't / did not
	invited me for lunch yesterday.	didn't invite me for lunch.

### 6/ The Past Continuous



❖ When did you see Peter? // I saw him while he was playing music.

**Indicators:** when, while...

E.g: \* I saw Paul, while he was swimming. \* When Bob arrived, David was sleeping.

**The Past Continuous Form:** was- were+ verb(ing)

He She It I	was	reading a story when John came in.
We You they	Were	

**Use:** 1- Past continuous action. / 2-Two past simultaneous progressive actions.

3- Interrupted past continuous action.

**The Negative Form:**

	Was / were +Verb + ing	Wasn't / weren't
He/She/It/I	<u>was reading</u> a story	<u>wasn't reading</u> a story
We/You/they	<u>were reading</u> a story	<u>weren't reading</u> a story

### 7/ The Past Perfect

**Action 1:** I sent a letter.

**Action 2:** I went to the dentist.

**Action 1 before Action 2**

E.g: \*George had visited me, before he went to his office.

\* Mike went to L.A, after he had got his degree.

\* I had sent a letter before I went to the dentist.

**Indicators:** before, after...

**The Past Perfect Form:** had+ past participle (p.p)

**Use:** An anterior past action. Two past successive actions. The first action is in the past perfect tense.

He She It I We You they	had	gone to the park <u>before</u> I came here.
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**The Negative Form:**

had+p.p	hadn't / had not
I had visited me before he flew to Paris.	I hadn't visited me before he flew to Paris.

### 8/ The Future

❖ I'm going to fly to Rome next week

❖ I'll travel to Rome next week.

**Indicators:** tomorrow, next week/ month/ year...

E.g: \* Brazil is going to play against Italy tonight

\* My father will buy a new car next year.

**The Future Form:** 1- am/is/are+verb+ing 2-will+ verb

**Use:** 1. A planned action in the future.

2. A neutral/- probable action in the future.

**The Negative Form:**

	will+verb	won't+verb
He/She/It/I/We/ You /they	will visit Manchester tomorrow.	won't visit Manchester tomorrow.

### THE REPORTED SPEECH

**Tense Changes**

1-The Simple Present

Simple Present -----Simple Past

"I always go to the cinema on Sunday," said Adam.

Adam said that he always went to the cinema on Sunday.

2-The Present Continuous

Present Continuous-----Past Continuous

"Mary is coming tonight," John told me.

John told that Mary was coming that night.

3-The Present Perfect

Present Perfect-----Past Perfect

"Paul has got his degree from France," informed me Susan. Susan informed me that Paul had got his degree from France.

4-The Present Perfect Progressive

Present Perfect Progressive-----Past Perfect Progressive

"I've been playing with Real Madrid for years," declared Raoul.

Raoul declared that he had been playing with Real Madrid for years.

5-The Simple Past





Simple Past----- Past Perfect

"My brother bought a new house last week," said Bill.  
Bill said that his brother had bought a new house the previous week.

6-The Past Continuous

Past continuous-----Past Perfect Continuous

"I saw this man while he was robbing the bank," said the policeman.  
The policeman said that he had seen that man while he had been robbing the bank.

7-The Past Perfect

Past Perfect----- Past Perfect

"I had lost all my money," said Peter.

Peter said that he had lost all his money.

8-The Past Perfect Progressive

Past Perfect Progressive----- Past Perfect Progressive

"I had been thinking of marrying a rich girl," said Peter.

Peter said that he had been thinking of marrying a rich girl.

9-The Future

Future: will + verb----- Present Conditional: would + verb

"Tony Blair will visit Baghdad next week," announced the BBC.

The BBC announced that Tony Blair would visit Baghdad the following week.

Modal Changes

Will Would	Must Had to	Ought to .....
May Might	Shall Should	Used to .....
Can Could	Had better .....	Should .....
		Could .....

Time & Place Changes

This That

These Those Now Then

Ago Before

Last night The previous night / The night before

Next week The following week

Today That day

Tonight That night

Here There

Tomorrow The following day/The next day/The day after

Yesterday The previous day / The day before

The day before yesterday Two days before The day after tomorrow In two days

Question Changes

a- Some reporting verbs must be used when direct questions are turned into the reported speech: ask/ inquire/ demand/ wonder/ want to know/ question/

E.g: \* "Where do you want to go now?" John asked me.

John asked me where I wanted to go then.

\* "Why do you waste your time?" Mary asked me. Mary asked me why I wasted my

time.

b-The interrogative form of the sentence must be turned into a statement.  
E.g: \* "How did you come here?" John inquired.

John inquired how I had come there.

c- 'Whether' or 'if' must be used when Yes / No questions are turned into the reported speech. E.g: \* "Is your father sleeping now?" Peter asked her. Peter asked her if her father was sleeping then.

\* "Do you like coffee or tea?" Jane asked me.

Jane asked me whether I liked coffee or tea.

Imperative in Reported Speech

a- Some reporting verbs must be used when imperative statements are turned into the reported speech: command/ tell/ order

E.g: \* "Don't beat the child like that," said Paul.

Paul told his wife not to beat the child like that.

\* "Go and get me a piece of paper," Jack shouted.

Jack ordered him to go and get him a piece of paper.

b- Reported verbs are changed into the infinitive.

\* "Stop and throw your gun," shouted the policeman.

The policeman commanded him to stop and throw his gun.

Suggestion in Reported Speech

Suggestions can be turned into the reported speech in 3 different methods:

a- suggest/propose + gerund(verb+ing)

b- suggest/propose + infinitive(to+verb)

c- suggest/propose + that + clause

E.g: "Let's go to the cinema," said Paul.

OR "What about going to the cinema?" said Paul.

"Why not go to the cinema?" said Paul.

a- Paul suggested going to the cinema.

b- Paul proposed to go to the cinema.

c- Paul suggested that we should go to the cinema.

Request in Reported Speech

Some reporting verbs must be used when requests are turned into the reported speech:

request / beg / ask / implore / entreat / desire / beseech / solicit + infinitive (to+verb)

E.g: "Would you give me a pen, please?" said Paul.

Paul requested me to give him a pen.

Advice in Reported Speech

Some reporting verbs must be used when pieces of advice are turned into the reported speech: advise/ urge/ exhort/persuade

E.g: "If I were you, I would marry her," said Paul.





Paul advised me to marry her.  
 a- "You should tell them the truth," said Mary.  
 b- Mary advised me to tell them the truth.  
 OR Mary said that I should tell them the truth.

### Exclamation in Reported Speech

The reporting verb "exclaim" must be used into the following manner : exclaim + with +  
 joy/ fear/ sorrow/ wonder/ surprise/ pain/ regret + that  
 E.g: a- "What a beautiful girl Susan is!" said Paul.  
 Paul exclaimed with wonder that Susan was a very beautiful girl.  
 b- "Oh! What an excellent idea you gave me!" said Tom.  
 Tom exclaimed with joy that I gave him an excellent idea.

### Wish in Reported Speech

The reporting verb 'wish' must be used.  
**IRREGULAR VERBS**

#### group 1: end changes to ent

bend bent bent  
 build built built  
 lend lent lent  
 send sent sent  
 spend spent spent

#### group 2: the verbs have and make

has had had  
 make made made

#### group 3: regular in US English, irregular in UK English

learn learned \ learnt learned \ learnt  
 burn burned \ burnt burned \ burnt  
 dwell dwelled \ dwelt dwelled \ dwelt  
 smell smelled \ smelt smelled \ smelt  
 spell spelled \ spelt spelled \ spelt  
 spill spilled \ spilt spilled \ spilt  
 spoil spoiled \ spoilt spoiled \ spoilt

#### group 4: ay ending changes to aid

say said said  
 lay laid laid  
 pay paid paid

#### group 5: \*ee\* / \*e\*t / \*e\*t

creep crept crept  
 feed fed fed  
 feel felt felt  
 keep kept kept  
 kneel knelt \ kneeled knelt \ kneeled  
 meet met met  
 sleep slept slept  
 sweep swept swept  
 weep wept wept  
 \*leave left left

#### group 6: different pronunciation of the same vowel + d or t ending

deal dealt dealt  
 dream dreamed \ dreamt dreamed \ dreamt  
 lean leaned \ leant leant \ leant  
 leap leapt leapt  
 mean meant meant  
 hear heard heard

#### group 7: different pronunciation of the same vowel

read read (/red/) read (/red/)

E.g: "Wish you a happy journey," said Paul.  
 Paul wished me a happy journey.  
 b- "Happy birthday," said Tom.  
 Tom wished me a happy birthday.  
**12-Congratulation in Reported Speech**  
 The reporting verb "congratulate" must be used.  
 E.g: "Congratulations! You've got your degree," said Paul.  
 Paul congratulated me on getting my degree.

#### group 8: ell turns to old

sell sold sold  
 tell told told

#### group 9: vowel change with ought (or \*aught) ending

bring brought brought  
 buy bought bought  
 fight fought fought  
 seek sought sought  
 think thought thought  
 \*catch caught caught  
 \*teach taught taught

#### group 10: V2 with long /o / sound - and V3=V2+n

break broke broken  
 choose chose chosen  
 freeze froze frozen  
 speak spoke spoken  
 steal stole stolen  
 awake awoke \ awaked awoken \ awaked  
 wake woke \ waked woken \ waked  
 weave wove woven

#### group 11: V2 long /o/ sound, V3= V+n

arise arose arisen  
 rise rose risen



\*ride rode \*ridden  
drive drove driven  
\*write wrote \*written

**group 12: V — V2 (random) — V3= V+n**

\*bite bit \*bitten  
\*hide hid \*hidden  
eat ate eaten  
give gave given  
forgive forgave forgiven  
forbid \* forbade forbidden  
\*bid bade \*bidden  
\*forget forgot \*forgotten  
get got \*gotten (AmE) \ got (BrE)  
shake shook shaken  
take took taken  
see saw seen  
beat beat beaten  
fall fell fallen  
\*lie (tell a lie) lied lied  
lie (down to rest) lay lain  
lay (the table, eggs) laid laid

**group 13: the ear-ore-orn pattern**

bear bore born  
swear swore sworn  
tear tore torn  
wear wore worn

**group 14: V1 with ow, V2 with ew, V3 with own**

blow blew blown  
grow grew grown  
know knew known  
throw threw thrown  
\*fly flew flown  
\*draw drew \*drawn

**group 15: regular as well as irregular verbs**

show showed showed \ shown

sow sowed sowed \ sown  
mow mowed mowed \ mown  
swell swelled swelled \ swollen  
sew sewed sewed \ sewn  
\*shine (the shoes) shined shined  
\*shine (brightly) shone shone

**group 16: vowel change pattern**

dig dug dug  
stick stuck stuck  
spin spun spun  
sting stung stung  
strike struck struck  
swing swung swung  
\*hang (a man) hanged hanged  
\*hang (a picture) hung hung  
slide slid slid  
light lighted \ lit lighted \ lit  
shoot shot shot

**group 17: vowel change pattern i - ou - ou**

bind bound bound  
find found found  
grind ground ground  
wind wound wound

**group 18: vowel change ee - e - e**

bleed bled bled  
feed fed fed  
flee fled fled  
\*lead led led  
\*speed speeded \ sped speeded \ sped

**group 19: vowel change pattern i - a - u**

begin began begun  
drink drank drunk  
ring rang rung  
shrink shrank shrunk  
sing sang sung  
sink sank sunk  
spin span \ spun spun

spring sprang sprung  
swim swam swum

**group 20: o — a — o**

come came come  
become became become

**group 21: miscellaneous**

the verb to be  
am  
is  
are was  
was  
were been  
go went gone  
\*dive (jumped head first) dove dived  
\*dive (scuba-diving) dived dived  
do did done  
can could  
may might  
hold held held  
stand stood stood  
understand understood understood  
sit sat sat  
babysit babysat babysat  
win won won  
lose lost lost  
run ran ran

**group 22: Verbs that do not change**

bet bet bet  
bid (to offer) bid bid  
burst burst burst  
cost cost cost  
cut cut cut  
hit hit hit  
hurt hurt hurt  
let let let





put put put  
set set set

shut shut shut

spread spread spread  
quit quit quit

## RELATIVE PRONOUNS

defining relative clauses	Subject	- The person <b>who</b> phoned me last night is my teacher. - The person <b>that</b> phoned me last night is my teacher.	<b>That</b> is preferable
		- The car <b>which</b> hit me was yellow. - The car <b>that</b> hit me was yellow.	<b>That</b> is preferable
	Object	- The person <b>whom</b> I phoned last night is my teacher. - The people <b>who</b> I phoned last night are my teachers. - The person <b>that</b> I phoned last night is my teacher. - The person I phoned last night is my teacher.	<b>Whom</b> is correct but formal. The relative pronoun is optional.
		- The car <b>which</b> I drive is old. - The car <b>that</b> I drive is old. - The car I drive is old.	<b>That</b> is preferable to <b>which</b> . The relative pronoun is optional.
	Possessive	- The student <b>whose</b> phone just rang should stand up. - Students <b>whose</b> parents are wealthy pay extra.	
		- The police are looking for the car <b>whose</b> driver was masked. - The police are looking for the car <b>of which</b> the driver was masked.	<b>Whose</b> can be used with things. <b>Of which</b> is also possible.
n	S	- Mrs Pratt, <b>who</b> is very kind, is my teacher.	

	Object	- The car, <b>which</b> was a taxi, exploded. - The cars, <b>which</b> were taxis, exploded.	
		- Mrs Pratt, <b>whom</b> I like very much, is my teacher. - Mrs Pratt, <b>who</b> I like very much, is my teacher.	<b>Whom</b> is correct but formal. <b>Who</b> is common in spoken English and informal written English.
	Possessive	- The car, <b>which</b> I was driving at the time, suddenly caught fire.	
		- My brother, <b>whose</b> phone you just heard, is a doctor. - The car, <b>whose</b> driver jumped out just before the accident, was completely destroyed. - The car, the driver <b>of which</b> jumped out just before the accident, was completely destroyed.	<b>Whose</b> can be used with things. <b>Of which</b> is also possible and more commonly used.

## CONJUNCTIONS

*Conjunctions are words that join two or more words, phrases, or clauses*

**I/ Coordinating Conjunctions:** *for, and, nor, but, or, yet, so.* Coordinators can join sentences and begin sentences. When they join sentences, place a comma before the coordinator. E.g. Kim likes heavy metal, but Tom prefers classical music. // Kim likes heavy metal. But Tom prefers classical music.

**N.B.** Transition words (however, nevertheless, therefore.....) do not join sentences; you have to use a semicolon (;) to join the sentences or begin a new sentence with the transition word. E.g. Kim and Tom have different tastes in music and food; however, they both like to dance. // Kim and Tom have different tastes in music and food. However, they both like to dance.





2/ **Subordinating Conjunctions:** they are conjunctions that join dependent clauses to independent clauses.

- (1) **PLACE:** *where, wherever, whither, whereto, whithersoever, whence, etc.*
- (2) **TIME:** *when, before, after, since, as, until, whenever, while, ere, etc.*
- (3) **MANNER:** *how, as, however, howsoever.*
- (4) **CAUSE or REASON:** *because, since, as, now, whereas, that, seeing, etc.*
- (5) **COMPARISON:** *than and as.*
- (6) **PURPOSE:** *that, so, so that, in order that, lest, so. .. as.*
- (7) **RESULT:** *that, so that, especially that after so.*
- (8) **CONDITION or CONCESSION:** *if, unless, so, except, though, although; even if, provided, provided that, in case, on condition that, etc.*

Subordinators join dependent clauses to sentences. When the dependent clause comes first, place a comma after it; if the dependent clause follows the independent clause, don't use a comma.

While Kim likes prime rib, Tom prefers rice and vegetables.

Kim likes prime rib while Tom prefers rice and vegetables.

Conjunction	Sentence
Although	Although he's very famous he is still nice.
And	I like tea and coffee.
As	As I came she was leaving. As you couldn't see the film, we'll tell you something about it.
Because	She goes to the tennis club because she likes to play tennis.
But	He reads magazines but he doesn't like to read books.
Either	I'm sorry, Peter is ill and I can't come either. We can either go to the cinema or to the café.
Even	She likes swimming, even in winter.
even if	Don't drink any alcohol even if you drive carefully.
even so	This book is very popular; even so, I don't like it.
How	Do you know how to ride a snowboard?
However	However we've lost the match. They worked hard for the test, however, they failed.
If	If they were older, they could go to the party.

in case	Take your mobile with you in case you miss the bus.
in spite of	He looks very fit in spite of his age.
Neither	They didn't go to the party, and neither did I. Neither drinks nor food are allowed in this room.
Or	Do you like tea or coffee?
Otherwise	Look at the map, please. Otherwise you'll get lost.
Since	Since he's lost his money, he couldn't go to the restaurant.
Unless	Her baby cannot fall asleep unless she stays in the room.
What	I don't know what to say.
When	When you're in London, write an e-mail to me.
Whether	I'm going home whether you like it or not.

3/ **Correlative Conjunctions:** *both... and // either... or // neither... nor // not only... but also // whether... or*

### Quantifiers

- **a lot of/lots of + countable & uncountable**  
A lot of water is wasted. // Lots of water is wasted.  
A lot of computers are needed at schools. // Lots of computers are needed at schools.
- **Much + uncountable nouns (milk, marmalade, money, time etc.)**  
How much money have you got?
- **many: countable nouns (bottles of milk, jars of marmalade, dollars, minutes etc.)**  
How many dollars have you got?
- **a little: non countable nouns (milk, marmalade, money, time etc.)**  
He has a little money left.
- **Few / a few: countable nouns (bottles of milk, jars of marmalade, dollars, minutes etc.)** He has a few dollars left.
- "A few" or "a little" means "some" or "a handful" // "Few" or "little" means "virtually none" or "almost zero". Few and little mean not many/much-- they are negative in





connotation. I am sad because I have few friends.

A few and a little mean some-- they are positive in connotation. I just moved here, but I am happy because I have a few friends.

- some: affirmative statements, offers, requests and in questions when you expect the answer "yes"

- any: negative statements, questions

Have you got any bananas? No, we haven't got any. But we've got some oranges.

### Intensifiers

Intensifiers are adverbs that enhance adjectives and adverbs. In English, they come before the words they modify.

Examples: 1/ It's quite hot today. 2/ Ms. Stress is really busy right now. 3/ He's my very best friend. 4/ I'm a little tired today. 5/ That was a pretty good shot. 6/ Sam just got a brand new car. 7/ I know her fairly well. 8/ It's extremely hot outside. 9/ You're absolutely right!

We use words like *very*; *really* *extremely* - *amazingly* - *exceptionally* - *incredibly* - *remarkably* - *particularly* to make adjectives stronger:

It's a very interesting story. // Everyone was very excited.

It's a really interesting story. // Everyone was extremely excited

We also use *enough* as an intensifier, but *enough* comes after its adjective:

If you are seventeen you are old enough to drive a car.

I can't wear those shoes. They're not big enough.

When we use strong adjectives, we do not use *very*. We do not say something is "very enormous" or someone is "very-brilliant".

With strong adjectives, for intensifiers we normally use: *absolutely* - *exceptionally* - *particularly* - *really* - *quite*

The film was absolutely awful.

He was an exceptionally brilliant child.

The food smelled really disgusting.

- Intensifiers with comparatives: much - far - a lot - quite a lot - a great deal - a good deal - a bit - a good bit - a fair bit

He is much older than me.  
New York is a lot bigger than Boston.

We use *much* and *far* as intensifiers with comparative adjectives in front of a noun:  
France is a much bigger country than Britain.  
Messi is a far better player than Ronaldo.

We use these words as intensifiers with superlatives: *easily* - *by far* - *far*  
The blue whale is easily the biggest animal in the world.  
This car was by far the most expensive.

### Use of too and enough

1. Enough precedes adjectives and adverbs:  
He isn't old enough to watch this program.  
We're not walking quickly enough.

2. Enough may also precede nouns:  
We have enough money.  
I have not got enough money to buy this computer.

3. Too comes before adjectives and adverbs:  
It's too hot to wear that coat.  
I was driving too fast.

4. Too may also come before nouns when it is used with the expressions *too much* and *too many*:  
a. Too much is used before uncountable nouns: There is too much salt in this food.  
b. Too many is used before countable nouns: There are too many students in this classroom.

### Use of I wish / if only:

1. Expressing a wish: Form: If only / I wish + simple past  
If only I knew how to use a computer. (I don't know how to use a computer and I would like to learn how to use it)

- To express a wish in the present or in the future.





- The simple past here is an unreal past.
- When you use the verb to be the form is "were".

Example:

I wish I **were** a millionaire!

2. **Expressing regret: Form: If only / I wish + past perfect**

If only I had woken up early. (I didn't wake up early and I missed my bus.)

- To express a regret.
- The action is past.

3. **Complaining: Form: I wish / if only + would + verb**

I wish you wouldn't arrive so late all the time (I'm annoyed because you always come late and I want you to arrive on time)

- To complain about a behavior that you disapprove.
- Expressing impatience, annoyance or dissatisfaction with a present action.

**Used to, be used to, get used to**

1. **Used to** shows that: a particular thing always happened or was true in the past. But it no longer happens or is no longer true now:

Examples: David **used to** live in Madrid. // She used to exercise every morning, but since she had that terrible accident she doesn't exercise anymore. // Why don't you come and see me like you used to?

2. **Be used to** is used to say that something is normal, not unusual.

Examples: I'm **used to** living alone. // Don't worry, John **is used to** driving for long hours. He has worked as a professional driver for 20 years.

3. **Get used** shows that something is in the process of becoming normal.

Examples: He doesn't like that small town, but he'll **get used to** it. // She found the heels too high, but she **got used to** them. // I **got used to** living in Canada in spite of the cold weather.

used to + base form	Get used to + noun	Get used to + gerund (verb+ing)
David <u>used to</u> live in Madrid. I <u>used to</u> smoke heavily.	I <u>got used to</u> the noise I'm <u>used to</u> the cold weather	I <u>got used to</u> waking up early I'm <u>used to</u> working late at night



Tenses:

(1)

17-4-2013

Vbs: a - tense.

b - Singular / plural.

c - active / passive.

Form: a - adj → modifies the pronoun.

b - adv → modifies the Vb.

c - noun → singular / plural.

Adv → adjective + ly -

fluent → fluently.

Tenses:

1/ The present simple: a - General truth.

b - daily routines.

a - The sun rises from the East.

b - I always get up early.

2/ The present Continuous: Subj + is / am / are + Ving





- c - to express disapproval.

He is always playing the piano at night.

3/ The future a/ Subj + will + bare inf.

- b- the present continuous + future time expression

4/ The simple past : Definite <sup>finished</sup> past action -  
Regular → Verb + ed.

- 5/ The past continuous: subj + was/ were + V-ing -  
we were listening to music the whole night.

6/ The present perfect: Subj + has / have + past participle  
take - took - taken ←

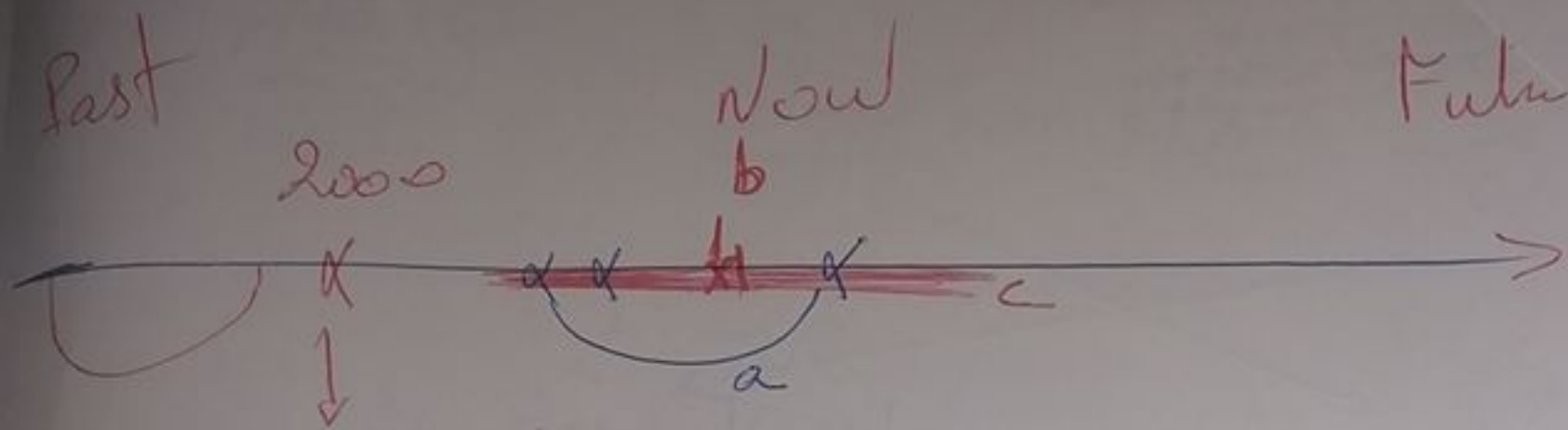
- a - Indefinite past action.  
I have sent the letter.

- b - A recent past action -

He has just left.

- c - A past action ~~that~~ continues up to now.





Simple past.

✓ Past perfect : subj + had + past participle.

The Conditional :

1/ Type (1) : If + present simple  $\begin{matrix} \nearrow \text{present} \\ \searrow \text{future} \end{matrix}$

2/ Type (2) : If + simple past  $\rightarrow$  would + bare inf.  
 If he ~~was~~ invited her, she would come.

3/ Type (3) : If + past perfect  $\rightarrow$  would have + pp.  
 If he ~~had~~ invited her, she would have come.





Circle the right tense/form

I ate an apple.

↙ ↘  
An apple was eaten by me.  
subj agent





(14)

+ 10

## General Review - Grammar

Relatives: who - whom - whose - which - when - where

- For some people, a friend is someone ... you chat with on the net,  
and ... family knows you very well.

G.E allows the creation of plants ... produce various  
The students ... study engineering are very bright

Comparatives

- short adj + er: • slower than
- \* flow + {long adj + er / adv + er}: • more important than
- \* as + adj + as: • as important as
- \* as + adv + as: • as quickly as
- \* as + many + plural N → • as many sisters as
- \* as + much + uncountable N: • as much sugar as
- twice as many books as.
- 4 times as much time as.

long adj  
adv +  
↓  
uncountable N  
sugar ...  
↑  
er + plural N.

e + c The + Comparative

- \* The older he gets, The less he works
- \* The faster he works, The more mistakes he makes.

C + comparative: • he is getting better and better  
• it more and more expensive  
- less and less interesting.

Superlatives

(in group): • The + short adj + est: The oldest  
• The most + long adj: The most expensive.

good  
bad  
far  
little  
much  
many

CP  
better than  
worse than  
farther  
less  
more  
more

SUP  
The best  
The worst  
The farthest  
The least  
The most  
The most.

\* he is the same  
Noun + as

→ He is the same height  
as his friend





# Unit 1 / Holidaying

(20)

- Summer outings : going out
- host ≠ guest - المضيف ≠ الضيف

- The landscape = المنظر

Used to → habit in the past.  
would + inf

be used to + v-ing = اعتاد على  
plain = simple.

## \* Lesson 2 : Space travel

Take a deal : agreement - إتفاق

- space ship = مركبة فضاء = space craft

- flight package = holiday organized by a travel agency.

- emerge = appear / become noticeable - ظهر

- well-to-do = rich ≠ broke (poor) - غني ≠ فقير

- to travel into space.

- remote destination = very far - بعيدة

- space shuttle = مركبة فضائية

- to afford = avoir les moyens. se permettre.

- it is worth + v-ing => ça vaut le coup.

- be widespread (adj) - منتشر

- exorbitant price = ثمن باهظ

- suborbital flight : سفر في الفضاء

- rival = المنافس

- face-off : fight / argument.

- useful ≠ useless (inutile)

- widespread : منتشر

- foothold = strong position in business (قوة، أساس)

## \* Lesson 3 : Art shows

- performance = show - عرض

- to book : make reservations.

- free = at no cost - مجاني

- gadgets = small tool / device.

- dive = jump in the air - القفز

- Refurbished = cleaned / decorated.

- foyer = entrance hall or large open space.

## \* Compound adjectives

• bright-coloured umbrellas

• naturally-produced cotton

• stones-walled streets.

• one million-year old tree.

• Elephant-training centre

• flowers-ornamented Park

- a ten-minute talk.

- science-inspired program

• Low-roofed house.

to do the sights (idiom)

= go sightseeing

- to afford = se permettre = avoir les moyens.

- it is worth + v-ing = يستحق





## Introductory unit

disappointed / disappointment (= deception)

= dissatisfied, frustrated

↓  
= delighted, pleased, satisfied

talented = gifted ≠ clumsy  
maladroit

efficiency / be efficient

= competence, improvement

≠ incompetence

accurate = exact = correct ≠ inaccurate  
wrong

formal = official ≠ informal, colloquial  
casual

anxious = stressed = nervous = worried

≠ Relieved = reassured.

idle = lazy ≠ hard working / serious

tool = unutilized . if = a device

leaf through a book = تَفَهِقُ

put aside = بَضَعْ (economise)  
save

put forward = suggest.

put off = delay = postpone.

Sens figure

**Idiomatic expressions** : e.g.

To burn the candle at both ends  
work hard & stay up very late  
to burn the midnight oil.

so far, so good => things going well

you can hear a pin drop = it's  
very calm

to kick the bucket = to die

staggering = يَدْعُو لِلْجَب

to assist = to help.

mother tongue =  $\bar{p}$   $\bar{v}$   $\bar{a}$   $\bar{a}$   $\bar{v}$   $\bar{v}$

native language

p 30 → examples of British English  
U.S.A

**Homophones** : have the same  
(one-won / see-sea) sound.  
(sun-son / j-eye)

**Homographs** : have the same  
written form.

**Homonyms** : words with same  
form but different sens.

pole - Pole = rounded piece of  
wood  
N / south descriptive

**Text types**

- argumentative
- narrative
- Biography
- advertisement
- descriptive

Alien = stranger.

to clarify / clarity (v)

formal english ≠ colloquial  
(in conversation)

**Phrasal verbs** : verb + adv / preposition  
→ new meaning  
run after / run away / along..

come about = happen

made up = invented

give up = stop

call off = cancel = delay = put off

follow ... in = imitate

put aside = save - reserve.

put away → dis-card - get rid of  
يتخلل

save / store → put back - return  
يخزن





(14)

+ 10

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staggering = يَدْعُو لِلْعَجَب

to assist = to help

mother tongue = اُمُّ لِسَانٍ

native language

p 30 -> examples of British English / U.S.A

**Homophones** : have the same (one-won / see-sea) sound.  
(sun-son / j-eye)

**Homographs** : have the same written form

**Homonyms** : words with same form but different sens.

pole - Pole = rounded piece of wood / descriptive  
N / south

**Text types** :  
argumentative  
narrative  
Biography  
advertisement  
descriptive

Alien = stranger

to clarify / clarity (N)

formal english ≠ colloquial (in conversation)

**Phrasal verbs** : verb + adv / preposition  
-> new meaning  
run after / run away / along

come about = happen

made up = invented

give up = stop

call off = cancel = delay = put off

follow ... in = imitate

put aside = save - reserve

put away -> discard - get rid of  
يتخلَّصُ مِنْ

save / store -> put back - return  
يُخْزِنُ





## VERBS + PREPOSITIONS

Here are some common verbs with their related prepositions

agree	with	disapprove	of
apologize	for	discourage	from
apply	for sth	distinguish	between
apply	to sb	dream	about / of
approve	of	exclude	from
associate	with	experiment	on / with
be allergic	to	focus	on
be attached	to	get accustomed	to
be based	on	help	with
be entitled	to	hope	for
be fond	of	insure	against
be included	in	listen	to
be inherent	in	look (= observe)	at
be intended	for	look (= search)	for
be interested	in	look forward	to
be involved	in	object	to
be prejudiced	against	participate	in
be reduced	to	pay (someone)	for
be representative	of	prevent (someone)	from
be satisfied	with	protest	against
be subject	to	react	against / to
belong	to	refer	to
borrow	from	rely	on
choose	from / between	reply	to
coincide	with	respond	to
comment	on	search	for
communicate	with	select	from
compare	to / with	separate	from
compete	against / with	subscribe	to
comply	with	suffer	from
concentrate	on	sympathize	with
conflict	with	take part	in
confuse	with	taste	of
consist	in / of	thank someone	for
contrast	with	think	of / about
cope	with	vote	for
count (= rely)	on	wait	for
decide	on	warn	against / about
differ	from		

The following verbs take no preposition in their most common uses: tell, answer, discuss, study, investigate, call, phone.



opposition Contrast	Addition	Linkers (x10) Cause	Consequence
however, / But Although (brinque) whereas (khalaf) <sup>comparing</sup> while (waka) <sup>supra et</sup> meanwhile dependant M Despite / in spite of / malgré Unlike / <sup>ya</sup> yet / <sup>la</sup> in contrast nevertheless <sup>aw</sup>	- Besides - moreover - in addition to - and - too <del>→</del> - also <del>→</del> - either <del>→</del> <sup>also for</sup> y don't like x and y don't like y either	Because That's why due to (→) thanks to (+) owing to (+) as = (comme) since = (puisque) - for (not stopping) because of + n - provided = à condition que - for this reason, now that because	so = donc - thus = donc hence = <sup>donc</sup> consequently as a result Therefore (donc)

<u>Purpose</u> = الغاية to + v so as to + v in order to + v so that + phrase.	<u>examples</u> such as for instance for example	in fact in deed in reality } en effet
---	---	---

<u>Time</u> as soon as = <sup>كالم</sup> when before = قبل after = بعد - until still = encore Finally = eventually. = أخيرا (ultimately)	- while = <sup>بينما</sup>	provided providing that } <sup>شريطة</sup> à condition - unless = exceptif إلا
---	----------------------------	--



# First Conditional

Lisa: Shall we go by bus or by train?

Sarah: **If** we **go** by bus, it **will** be cheaper.  
For Sarah, it is **possible** that they will go by bus

so she says: If we **go** by bus, it **will be** ...

a possible or probable situation in the future

If we **go** by bus,  
it **will be** cheaper.



- If it **rains**, we **will stay** at home.

Present simple      Future simple

- If you **study**, you **will pass** the exam.

Present simple      Future simple

If I **have** time,  
I **will help** you.



Normally **WILL** is used in the main clause of first conditional sentences. However you can also use the modal verbs **MAY**, **MIGHT** and **COULD** when something is a possible consequence (and not a certain one) in the future. → If he **doesn't** do his work, he **could get** fired.



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# English Verb Tenses

	Form	Usage	Example
Present Simple	verb+ s/es on third person singular	general action, habitual action, general truth	He <b>works</b> in a hospital.
Present Continuous	am/is/are + ing form	actions continuing at the moment of speaking	Sorry, I can't talk right now. I <b>am working</b> .
Past Simple	verb+ed or irregular verbs	completed action in the past	I <b>worked</b> for ten hours yesterday.
Past Continuous	was/were+ ing form	action continuing at a particular past time	Yesterday at this time, I <b>was sitting</b> at my desk at work.
Simple Future	will + infinitive. I/we shall also possible	rapid decisions / prediction make an offer or a promise	It <b>will rain</b> tomorrow.
Present Perfect	has/have + past participle	past action with some present connection	I <b>have worked</b> with children before, so I know what to expect.
Past Perfect	had + past participle	past action that happened before another past action	I <b>had</b> already <b>worked</b> for several years before I got married.
Future Perfect	will have + past participle	future action that will happen before another future action	I <b>will have worked</b> here for five years next July.
Present Perfect Continuous	have / has been + ing form	past action started in the past and continues to the present	I <b>have been working</b> on that project for the last two weeks.
Past Perfect Continuous	had been+ing form	continuation up to a particular past time	I was tired because I <b>had been working</b> all day.
Future Perfect Continuous	will have been + ing form	future ongoing action that will occur before another action	In June I <b>will have been working</b> here for ten years.
Future Continuous	will be + ing form	continuing situation at a particular future time	This time tomorrow I <b>will be lying</b> on the beach.



# Second Conditional

It is **unlikely** that I will win the lottery, but I'm going to **hypothetically imagine** that I did win.

If I **won** the lottery,  
I **would travel**  
around the world.



When we are thinking about a situation in the present or future that is **hypothetical**, **unlikely** or **impossible**, we use:

**If + Past Simple, ...Would + infinitive**

If my parents **were** alive, they **would be** very proud of me now.

Past Simple

Would + infinitive

To talk about a present situation which is impossible :  
a **hypothetical situation**.

The condition cannot be fulfilled because my parents are not alive.

If I **knew** his  
name, I **would**  
**tell** you.



Note that with the verb **To Be** we use **IF + I / HE / SHE / IT + WERE**

The reason we use WERE instead of WAS is because the sentence is in the Subjunctive mood.

● If I **were** not in debt, I **would quit** my job.

● If he **were** taller, he **would be** accepted into the team.





# Third Conditional

- Last month Gary was in hospital for a few days. Sarah didn't know this so she didn't go to visit him. They met a few days ago.

If I **had seen** you,  
I **would have said**  
hello.



Sarah said:

If I **had known** you were in hospital, I **would have gone** to see you.

**Past Perfect**

**would have + past participle**

Sarah said: If I **had known** (=If I had known) you were in hospital.  
This tells us that she didn't know.

- If you **had studied** all of these grammar pages, you **would have passed** the exam.

**Past Perfect**

**would have + past participle**

- If you **had been** more careful, you **wouldn't have had** an accident.

**Past Perfect**

**would have + past participle**

Notice how this tense can be used to say that you regret doing something or when you are telling someone off (reproaching someone). This type of conditional can also be used when making excuses.



Tunisie  
DEVOIR.IN

# Writing

Essay 1: About the environment (2 examples) Let's save our environment

The earth is suffering from the imbalance due to humans activities. *Unfortunately*, many natural resources such as wood, iron, fuel and mainly water are menaced because of the over-exploitation. *Consequently*, the earth's resources and energy are limited. *Above all*, chemical products affect the climate change which results from the burning of toxic gases in the atmosphere. *Moreover*, it can cause global warming which is another serious problem. There are many casualties for this issue which endangers not only the human beings existence, animal ecological system but also plants' life and efficiency. All these examples damage our vital global system. So it's high time we should look for solutions to save our environment and the lives of millions of people. To do so, we should sensitize people about these dangers and make them aware of their real environmentally friendly actions.

I think by doing so, we will be able to save our environment and make it cleaner and healthier. We should all act now and immediately because everyone is responsible for protecting the earth as we all depend on it.

Essay 2: Our environment is suffering, let's save it....

Over the 21<sup>st</sup> century, technology has become a curse to nature. First of all, the excessive use of vehicles that emit lots of CO<sub>2</sub> in the air contributes in the great amount of smog. Then, the furniture companies are over-exploiting forests and leading us to deforestation. As a matter of fact, we are killing ourselves without thinking and endangering the existence of all living creatures. So, let's be reasonable, think wisely and act together immediately to save the gift of God by following simple tips: Above all, remember that your golden rule must be "Recycle, Reduce and Reuse". Furthermore, saving energy with simple actions is the first step everyone is asked to take. So, switch off the taps while you brush your teeth and turn off the lights, the computer or any appliances before you leave the room! We should be philanthropist and give old clothes to charities; they will be useful to needy people. Eventually, try to use organic material and economy-saving gadgets. Thus, let's consider the earth a fortune borrowed by the next generations and protect it to them to live in a better quality of life.



## The essays : Lifelong learning:

➤ Lifelong learning is the concept that "it's never too late or too soon for learning". It's related to people's attitudes that one can and should be open to new ideas, skills or behaviors.

It throws the axiom "you can't teach an old dog new tricks" out the door. It helps citizens to be provided with learning opportunities at all ages and in numerous contexts; at work, at home, and through leisure activities, not just through normal channels such as school and higher education.

Lifelong learning is accomplished through distant learning, e-learning, continuing education, home schooling or correspondence course. It also includes postgraduate program for those who want to improve their qualification. It's used by organizations to promote more dynamic employees. In later life, especially in retirement, continued learning takes diverse forms, crossing traditional academic bounds and including recreational activities.

## The role of Education:

Every girl and boy is entitled to education regardless of their social or economic status.

➤ Enabling girls to access the intellectual and social benefits of basic education ensure that their rights are protected and fulfilled and greatly enhances the range of choices available to them as women. Furthermore, girls' education has profound and long-lasting benefits for families and entire communities.

Woman with some formal education are more likely to delay marriage and childbirth. In fact, they ensure that their children are immunized, be better informed about their own and their children's nutrition requirements.. As a result, their children have higher survival rates and tend to be healthier and better nourished.

# Adverbs

## Adverbs.

Quick (adj) → quickly (adv)

→ **adjective + ly**

## Exceptions

Adjectives	Adverbs
Hard	Hard
High	High
fast	Fast
good	well

✓ Adverbs formed from adjectives ending in -y change the y to i:

\*easy → easily, lucky → luckily,

✓ Adverbs formed from adjectives ending in -l have double l:

\*beautiful → beautifully, careful → carefully, hopeful → hopefully,

✓ Adverbs formed from adjectives ending in -e delete the e:

\*wise → wisely, gentle → gently

✓ Adverbs ending in -ic, add -ally.

Exception: public → publicly

\*basic → basically, tragic → tragically  
economic → economically





# Adjectives

## The comparative:

Cheaper **than**

→ Short adj + er + than

**More** interesting **than**

→ more + long adj + than

## The superlative:

**The** cheapest

→ The + Short adj + est

**The most** interesting

→ The + most + long adj

## Exceptions

Adjectives	Comparatives	Superlatives
Good	better	The best
Bad	Worse	The worst
Far	Farther / further	The farthest / the furthest
Little	Less	The least
Many/ much	More	The most
Old	elder	The eldest (for people)





# a concise english grammar

by Mr Ali Tahri

## COMPOUND ADJECTIVE

1. Adjective-noun "round table" as in "round-table discussion" "red light" as in "red-light district"
2. Verb-adjective /or adverb "feel good" as in "feel-good factor"  
"buy now", "pay later" as in "buy-now pay-later purchase"
3. Verb-preposition "stick on" as in "stick-on label" "walk on" as in "walk-on part"
4. Adjective-noun-ed "light-hearted banter", "heavy-handed treatment",  
"loud-mouthed boy", "middle-aged lady", "rose-tinted glasses".
5. Noun, adjective or adverb-present participle "an awe-inspiring personality"  
"a ground-breaking plan" "a long-lasting affair" "a far-reaching decision"
6. Number OR Numeral-singular noun "seven-year itch" "five-sided polygon"  
"20th-century poem" "30-piece band" "tenth-storey window"
7. Colours in compounds "a dark-blue sweater" "a reddish-orange dress".
8. Comparatives and superlatives in compound "the highest-placed competitor"  
"a shorter-term loan"
9. Compounds including two geographical modifiers: "Afro-Cuban"  
"African-American" "Anglo-Asian"
10. Number-year-old "a ten-year-old boy" "a fifty-year-old lady"
11. Adverb-past participle "a well-known personality" "a highly-equipped school"
12. Noun-past participle "a man-made table" "a tree-bordered street"

## SUFFIXES



## Irregular Adjective

Adjective	Comparative	Superlative
Good	better	The best
Bad	worse	The worst
Much	more	The most
Many	more	The most
Little	less	The least
far	Farther/further	The farthest /furthest

Superlative \*The +Short adjective +est \*The most/least +long adjective

\*The sun is **the hottest** place ever.// The most comfortable place for everyone is his country.

### \*Addition

**\*Both .....and.....**

You'll find information which is **both** useful **and** important.

You'll find information which is **not only** useful **but also** important.

**\*Not only .....but also...../Not only.....but.....as well**

Travelling abroad **not only** broadens our sphere of knowledge **but also** provides us with new acquaintances.

**\*Travelling abroad both** broadens our sphere of knowledge **and** provides us with new acquaintances.

\*Compound Adjective: These are only a few examples of compound adjectives

Adjective +noun	Ordinary-level exam
Adjective + part of a whole + ed	A blue-eyed girl /a four-day conference
Adjective +past participle	Ready-made clothes
Adv Noun + verb + ing	Hard-working pupils
Noun + verb + ing	A car- producing company
Noun + adj	Olive-oil shirt/ snow -- white dress

### \*Negative Prefixes

<u>im</u>	impossible / immature
<u>un</u>	Unforgettable / uncertain
<u>Dis</u>	Dislike / disadvantages
<u>ir</u>	Irresponsible / irregular
<u>il</u>	illegal / illiterate
<u>In</u>	Incapable / insufficient
<u>ab</u>	abnormal
<u>mis</u>	misunderstand



# Grammar

## Need/Needn't/Needn't have

absence of necessity in the present	Needn't+ verb	You needn't come early. We don't have much work.
*absence of necessity in the past *you did s.th but it wasn't necessary	Needn't+ have + past participle	You needn't have cooked. There's plenty of food in the fridge
Obligation/ necessity	Need+to +verb	I need to get some sleep

## Conditional Types

### Conditional Type 1

Form: if+ simple present, will + infinitive

The first type conditional is used: -When the situation in the if clause is likely to happen.

If I have time, I will study English.

If I have time, I am going to study English. (I don't know if I will have time or not.)

If I have time, I study English. (Sometimes I have time.)

### Conditional Type 2

Form: if+ simple past, would+ infinitive

The second type conditional is used:

1- When the situation in the if clause is unlikely to happen or is the expression of a hypothetical possibility Ex: If I won the lottery, I would stop working (but I don't believe I will win).

2- When referring to an unreal or highly improbable present or future situation.

EX: if it rained every day of the year, the earth would be flooded.(but it doesn't rain every day of the year)

NB: We don't say If I was you .....we usually say if I were you.....

# Grammar

if + negative verb = unless + positive verb

Unless we help poor children, they can't have a good future.

If we don't help poor children, they can't have a good future.

If they don't get on education, they won't have a decent life.

Unless they get on education, they won't have a decent life.

Too + Adjective + to + verb (inf) / + adj + enough

So + adjective / adverb + that + clause → Cause / result relationship

Such + noun + that + clause

Adjective + enough + to + verb (inf)

They are such poor families that they can't send their children to school.

You are too busy to finish all you planned to do.

You are so busy that you can't finish your plans

Adjective + preposition

	on	in	About	from	For	of	With	To	at	by
Proud / conscious / aware / Ashamed / independent / made / deprived / jealous						X				
Good / bad / skilled		X							X	
Interested / successful / engaged		X								
Dependent / based / keen / imposed	X									
Responsible / sorry / qualified					X					
Used / accustomed / similar / eager / likely / addicted / indebted / able								X		
Pleased / angry / compared / familiar							X			
Free / different				X						
Appointed / written										X

The Negative Adverbs:

Never – Seldom – By no means – hardly – on no occasion – no sooner ... than ...

Not only ....but also....-Rarely → Whenever used at the beginning of the sentence, we should use the inversion



I/we/you/they + **haven't/have not** + past participle

Use: The present perfect relates past actions/states to the present

1. Action/state that started in the past and continues to the present
2. Recent happening
3. Personal experience
4. Past action/state with a present result

\*since + point of time

\*recently/already/ lately

\* Just/never /ever /yet

\* for+ period of time

\*throughout the last decade

\* my lifelong

E.g: We have never dreamed of visiting the space.

\*Since his childhood, he has planned to follow his father's steps to be an astronaut.

### Past perfect

**The Past perfect:** Form: Subject + **had** + past participle

Negative Form: subject + **hadn't /had not** + past participle

\*Before another past action

\* After a past action

\*3<sup>rd</sup> type of the conditional: Had he worked hard, he wouldn't have failed.

If he had worked hard, he wouldn't have failed.

### The Future

**The Future:** Form: subject + **will /be going to** + verb (infinitive)

Negative Form: subject + **won't /will not** + verb (infinitive)

\*Later /soon

\*Next week/year / month

\*In +date in the future (in 2050)

\*I hope +subject

EX: I feel I will be a very successful person.

We can use the present progressive for future arrangement

### Modals

Can /could (ability) + infinitive → They can enjoy watching this film with a 3D screen.

Must/ have to (obligation) + infinitive → She must respect her parent

Should /had better /ought to (advice) + infinitive → You should tour the different parts of Tunisia.

### Comparison

**Comparatives** \*Short adjective +er +than : He is taller than his brother.

More or less +long adjective + than : A plane ticket is more expensive than train one.

# Grammar

## \*The tense system:

### *Present Simple*

Present simple : Form: Singular Subject + verb + s

Plural Subject + verb

Negative Form: singular subject + **doesn't/does not** + verb (infinitive)

Plural Subject + **don't/do not** + verb (infinitive) \*Adverbs of frequency:  
sometimes

\*General truth /habits /

/usually/always/ often

Traditions

\* Automatic results

\*Every day/month/week/year

\* Habitual action in general

E.g: She lives in London and works as a teacher.

\* A future based on a timetable

E.g: The train leaves at 9 pm

### *Simple Past*

Simple Past: Form: all Subjects + verb + **ed**

Negative Form: Subject + **didn't/did not** + verb (infinitive)

\*Don't forget to revise your irregular verbs

\*Last year /month/week \* number + months/years ago Two years ago

\* Yesterday

\*the previous days

\* In+ date in the past(in 2004)

E.g: They travelled a lot last year. They went to several countries and visited many monuments.

### *Present Perfect*

The present perfect: Form: He/she/it + **has** + past participle (regular verb + ed)

I/we/you/they + **have** + past participle

Negative Form: He/she/it + **hasn't /has not** + past participle



**Exp:** Nowhere can you find such high qualified staff. // In no case will I forgive him.

Verb + Verb (ing)	Verb + to + Verb (infinitive)	Verb + Verb infinitive & to
<ul style="list-style-type: none"> <li>• enjoy – like – love – admire – hate dislike – keep (on)</li> <li>• be fond of – be interested in – be worth – get / be used to – get / be accustomed to – look forward to – devote to</li> <li>• <u>verb+verb (infinitive)+ verb(ing)</u></li> <li>• Would you mind helping me?</li> <li>• I can't stop thinking about you</li> </ul>	<ul style="list-style-type: none"> <li>• want</li> <li>• decide</li> <li>• promise</li> <li>• would like</li> <li>• try</li> <li>• permit</li> <li>• allow</li> <li>• used to (habit in the past)</li> </ul>	<p>Modals like</p> <ul style="list-style-type: none"> <li>• must</li> <li>• can / could</li> <li>• will / would</li> <li>• should</li> <li>• may / might</li> </ul> <p>Other verbs</p> <ul style="list-style-type: none"> <li>• let (he lets me play)</li> <li>• make (she makes me clean the car)</li> </ul>

## A letter of application

**Write the name and address of the person or company you are writing to on the left-hand side, below the date**

The manager  
Market Street Malvern  
WR12 6DQ

**Write dear... next to the left-hand margin, followed by a comma.**

Dear Sir or Madam,

**End your letter yours faithfully, or your sincerely, followed by a comma.**

HAZEL SMITH (M)

23 Oxford Road Cheltenham  
Gloucestershire GL50 4QZ

4<sup>th</sup> August 201...

**I am interested in your advertisement in today's edition of the "Evening Mail" and I would like to apply for the position of part-time sales assistant.**

I am 19 years of age and have recently returned from six months' travelling in the United States. I have 'A' levels in French and Art History and I have gained some work experience since leaving school, both as a waitress and as an assistant in a newsagent's shop.

**My reason for applying for this position is that I hope to go to University next year and I would like to combine part-time work with studying for a further 'A' level. I feel that the work would be very interesting and that I would enjoy the opportunity to meet people and help them with their enquiries.**

**I would be free to attend for interview on...**

Write your name clearly after your signature.

**Write your address on separate lines in the top right hand corner.**

**Do not write your name**

**Write the date below your address.**

**Use separate paragraphs to:**

- Give details of extra information
- conclude your letter.



I consider myself /experience /widely / as you will see / hardworking / fluently /I am writing in response /advertisement /CV/ I look forward to hearing /deadlines

World watch Europe IPA

56 Meritts Avenue

Dear David Benton,

.....to your ..... In today's Guardian for a journalist based in Geneva .

.....from the enclosed.....I studied journalism and modern languages at University college ,London ,and went on to do a master's in journalism at Queen Mary's College, London.

.....the ideal candidate for the job because I have all the relevant

.....  
In my present job I am in charge of Eastern Europe publications for intertec publishing. I have travelled .....in South America and Europe. In my present job ,I frequently go to Japan.I speak French, German and Spanish

.....  
I am enthusiastic and .....person. I am good at organizing people and can meet

.....  
.....from you in the near future .

Yours sincerely,

Mary Mann

# Grammar

Be Used to = Be Accustomed to + Verb + ing VS Used To = Would + Verb (inf)

\*I **used to smoke** a packet a day but I no longer smoke now.

\*He **used to travel** a lot in his job but now, since his promotion, he doesn't.

\*I **didn't use to like** him but now I do. → **past habit**

\*Hans has lived in England for over a year so he is **used to driving** on the left now.

\*I'm **used to living** on my own. I've done it for quite a long time. .

\*He is not **used to giving** speeches. → **Something you are familiar with**

So That + clause → purpose. So ..... That → cause / result relationship

\*We use **so that** to introduce a clause indicating a purpose. So that is often used with can or could. ( **In order to** is also used for purpose.)

## Action

## Purpose

We stayed out all night **so that** we could watch a meteor storm. / **in order to** watch...

We brought some blankets **so that** we could keep warm.

\*We use **so ... that** to place emphasis on the the cause. Use an adverb or adjective after so.

## Cause

## Effect

We stayed out **so long** (adv) **that** we were cold and tired in the morning.

The starts were **so bright** (adj) **that** we were amazed.

(Verb) eg: He **so** loves his children **that** he keeps buying them presents every day.

The Subjunctive Example: I suggest that he **study**. // Is it essential that we **be** there?

## Verbs Followed by the Subjunctive

## It is best (that)

to advise (that)

It is crucial (that)

to ask (that) / to urge that

It is essential (that)

to insist (that) / to recommend that

It is important (that)

to suggest (that)

It is recommended (that)

It is imperative (that)



### Conditional Type 3

Form: if+ past perfect , would+ have +past

participle

The third type conditional is used: - When the situation in the if clause was unlikely to happen or not to happen in the past

If I had had time, I would have studied English.(I didn't have time.)

Had I had the time, I would have studied English.

### Parallelism

The +Comparative.....,the +comparative .....

The more .....The more ..... /The less.....,the less.....

The harder you work the more chances of success you get. / The sooner, the better.

### Contrast

We use although, though and Despite to express: contrast

Despite / in spite of + noun, clause.

Ex: Despite my tiredness, I will

help you.

Although+ clause (subject +verb),clause .

Ex: although I am tired, I will

help you .

We can also use: but, however, nevertheless, in spite of....



# Writing

## **Non-Linear Texts: Graph Analysis:**

The countries that are suffering most from exclusion of children in primary education are: South Asia because of many reasons: there are 36% of children out of school. Then, we find West and central Africa because there are 20.8% of children out of school.

\*overpopulation   /\*lack of schools and good quality of education   /\*poverty  
/\* child labor   /\*malnutrition   /\* illiterate parents

The Increase of illiterate pupils is due to different reasons : \* Diseases. /

\* Unemployment   /\* Civil wars   /\*revolutions

## **Virtual Schooling : Pros and Cons**

<b><u>Advantages</u></b>	<b><u>Drawbacks</u></b>
<ul style="list-style-type: none"> <li>-No rushing, no heavy bags</li> <li>-Not being hustled about by large, intimidating crowds.</li> <li>-Option for bullied children, families abroad who want their children to have an English education, children with physical or personal health problems, home educated children.</li> <li>-students may share their views with other learners all around the globe.</li> <li>-students can set their own schedules.</li> </ul>	<ul style="list-style-type: none"> <li>-Sitting at a computer for 5 hours a day may lead to health problems.</li> <li>-with little verbal and physical communication, online learning can hamper social and verbal communication skills.</li> <li>-No chance to learn how to handle the bustle and bullying in the playground.</li> <li>-students don't always get immediate feedback from online teachers.</li> <li>-young pupils may miss the atmosphere of the school playground.</li> </ul>

## **Attractive Features Of an Advert:**

**Grade 2 + \$1 = Grade 3**

Give to UNICEF and you give children a chance. For example just \$1 can provide 8 children with pencils and exercises' book. Or \$225 can buy a recreation kit containing toys, games, and physical education supplies for an entire class of girls and boys. To learn more or to give please visit . [WWW.UNICEF.ORG](http://WWW.UNICEF.ORG)  
Save a Child and The Future Will Follow.

➔ There is an equation : it's shocking to the reader and challenging to those who want to decode it

➔ Start with the easiest demand to reach your goals

➔ To facilitate contact with UNICEF



**The drawbacks of the internet:** It is universally acknowledged that the internet has invaded the whole globe .It enslaves lots of its surfers and distracts them from their duties. In addition, it turns them into passive consumers of its programs, some of which are rubbish if not detrimental.

**\*Essay2:** About the characteristics of an inventor:

Everyone dreams of being famous and remembered forever .Some are known for their skills in inventing and designing new things to facilitate humans 'life. In fact, there are many characteristics required to be a successful inventor .First, an inventor imagines, designs and refers many times to previous results to build on them. Second, inventors are determined to work intensively and at any time to reach a result. Moreover, an inventor is committed to his work, that is, he dedicates his time, his money as well as his effort to creating a useful appliance, medicament or even an item of clothes..In this context, I may mention the work of Alfred Nobel who devoted his wealth to sponsoring students only to show that his invention was for the benefit of humanity. All in all, we should encourage all the inventors and support them financially to create more fruitful gadgets

## The essays : Lifelong learning:

➤ Lifelong learning is the concept that "it's never too late or too soon for learning". It's related to people's attitudes that one can and should be open to new ideas, skills or behaviors.

It throws the axiom "you can't teach an old dog new tricks" out the door. It helps citizens to be provided with learning opportunities at all ages and in numerous contexts; at work, at home, and through leisure activities, not just through normal channels such as school and higher education.

Lifelong learning is accomplished through distant learning, e-learning, continuing education, home schooling or correspondence course. It also includes postgraduate program for those who want to improve their qualification. It's used by organizations to promote more dynamic employees. In later life, especially in retirement, continued learning takes diverse forms, crossing traditional academic bounds and including recreational activities.

### The role of Education:

Every girl and boy is entitled to education regardless of their social or economic status.

➤ Enabling girls to access the intellectual and social benefits of basic education ensure that their rights are protected and fulfilled and greatly enhances the range of choices available to them as women. Furthermore, girls' education has profound and long-lasting benefits for families and entire communities.

Woman with some formal education are more likely to delay marriage and childbirth. In fact, they ensure that their children are immunized, be better informed about their own and their children's nutrition requirements.. As a result, their children have higher survival rates and tend to be healthier and better nourished.



# Writing

## Advantages And Drawbacks of Video Games;

Benefits	Drawbacks
<ul style="list-style-type: none"> <li>*Entertainment/ Concentration</li> <li>*Sharpen reflexes</li> <li>*Promote attention to details</li> <li>*Interactivity/ Adaptability</li> <li>*Develop analytic ability</li> <li>*Develop cognitive function</li> <li>*Use of imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Aggressive behaviour</li> <li>• No physical activities</li> <li>• Addiction</li> <li>• Not enough sleep</li> <li>• Negative influence</li> <li>• Neglect studies</li> <li>• No social interaction</li> </ul>

## Reasons For migration:

<u>Pushing Factors</u>	<u>Pulling Factors</u>
Poverty – natural disasters – religious /political persecution - war -unemployment	The lure of a better life –more job opportunities –carry on one's education –get a better salary

**Brain Drain** is the movement of highly skilled and qualified people from developing nations to developed countries to earn more money.

## The Essays:      \*The use of Linkers:

Starting a general statement: Generally speaking/It is undeniable that

Enumeration: First/second/ third....First and foremost/Lastly /finally.....

Addition: Further/Besides/Moreover.....

Emphasizing an already mentioned idea: In fact/In reality/As a matter of fact....

Emphasizing a New idea: Above all/Most importantly...

Further Explanation: In other words /that is.....

Giving Examples: For instance /such as ....

## \*Essay1:                      About the Internet:

**The benefits of the internet:** No one can deny the benefits of the internet.

First of all, the net is very informative .**Secondly**, it facilitates communication between people all over the world .**Thirdly**, it allows us to save time and energy. Last but not least, the internet helps boost the world economy.

# English Verb Tenses

<b>Present Simple</b>	<b>Usage:</b> habitual action, general truth <b>Example:</b> I <b>work</b> in a hospital.
<b>Present Continuous</b>	<b>Usage:</b> ongoing or temporary action <b>Example:</b> I <b>am reading</b> a book right now.
<b>Past Simple</b>	<b>Usage:</b> completed action in the past <b>Example:</b> I <b>worked</b> for ten hours yesterday.
<b>Past Continuous</b>	<b>Usage:</b> past ongoing action <b>Example:</b> I <b>was working</b> when you called.
<b>Future</b>	<b>Usage:</b> planned or unplanned future action <b>Example:</b> I <b>will</b> go to the cinema tonight.
<b>Present Perfect</b>	<b>Usage:</b> action that happened at an indefinite time in the past and continues to the present <b>Example:</b> I <b>have worked</b> at the bank for three years.
<b>Past Perfect</b>	<b>Usage:</b> past action that happened before another past action <b>Example:</b> I <b>had</b> already <b>worked</b> for several years before I got married.
<b>Future Perfect</b>	<b>Usage:</b> future action that will happen before another future action <b>Example:</b> I <b>will have worked</b> here for five years next July.





# Grammar

## Reported Speech Part One

Dz Page

### Direct speech

#### Present Simple

He said, "I **eat** cheese."

#### Present Continuous

He said, "I **am eating** cheese."

#### Present Perfect

He said, "I **have eaten** cheese."

#### Past Simple

He said, "I **ate** cheese."

#### Past Perfect

He said, "I **had eaten** cheese."

#### Will

She said, "I **will** eat cheese."

#### Can

She said, "I **can** eat cheese."

### Reported speech

#### Past Simple

He said that he **ate** cheese.

#### Past Continuous

He said that he **was eating** cheese.

#### Past Perfect

He said that he **had eaten** cheese.

#### Past Perfect

He said that he **had eaten** cheese.

#### Past Perfect

He said that he **had eaten** cheese.

#### Would

She said that she **would** eat cheese.

#### Could

She said that she **could** eat cheese.



# Grammar

## Reported Speech Part One

Dz Page

### Direct speech

#### Present Simple

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#### Present Continuous

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### Reported speech

#### Past Simple

He said that he **ate** cheese.

#### Past Continuous

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#### Past Perfect

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#### Past Perfect

He said that he **had eaten** cheese.

#### Past Perfect

He said that he **had eaten** cheese.

#### Would

She said that she **would** eat cheese.

#### Could

She said that she **could** eat cheese.

