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**Support Pédagogique pour  
l'Obtention de Grade de  
Professeur.**

**Module Enseigné : Anglais.**

**Niveau : Master II Espagnol.**

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## **PREFACE**

*For our Hispanic Philology students, it is important to write and speak English correctly. Of course, classes in English as a foreign language for postgraduate students are essential within their curricular design to develop their language skills and acquire a good language repertoire.*

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## Introduction

\*Ce support pédagogique du module « Anglais » est conçu pour les étudiants de Master en Espagnol afin que l'étudiant soit en mesure d'utiliser la langue anglaise d'une manière fonctionnelle pour dire clairement, exactement et correctement ce qu'il a à dire. L'anglais devenu ainsi outil de communication, ne sera plus une matière en soi mais un outil opératoire que l'on pourra mettre au service d'autres savoirs.

Ce programme offre une masse d'information, use de diverses règles, et a pour but de donner aux étudiants la meilleure façon d'utiliser au mieux leur anglais à lire et à comprendre mais aussi à communiquer et à s'expérimenter en anglais contemporain.

Tous les exercices sont accompagnés de règles et de notes explicatives renvoyant aux cours afin d'aider l'étudiant à mieux s'appliquer.

### Les objectifs :

Cette préface présente les objectifs et les contenus du support à travers Les exercices de manipulation de la langue qui sont repartis en trois chapitres suivants :

**-Grammaire**

**-Oral, orthographe et prononciation**

**-Vocabulaire**

En mettant à leur disposition ce modeste outil de travail, on espère avoir rendu service aux étudiants.

\*This program of English language as a foreign language is well designed for the students of Master2 in Spanish Language.

These courses give to the students a wealth of information, using various typefaces which have a goal to help the students to read and understand the modern English, as well as communicate and express themselves clearly, exactly and correctly in the language. English, having thus become a communication tool, will no longer be a subject in itself but an operational tool that can be put at the service of knowledge.

This program offers a wealth of information, uses various rules and aims to give students the best way to best use their English to read and understand but also to communicate and experience themselves in contemporary English.

All the exercises are accompanied by rules and explanatory notes referring to the courses in order to help the student to apply them better.

**Objectives:**

This preface presents the objectives and the contents of the program through the exercises which are divided into three followings chapters:

**1-Grammatical structures**

**2-Vocabulary building**

**3-Oral, pronunciation, and spelling**

To put this program at student's disposal, we hope that its help them to develop and to master more their English.

## The auxiliary to be / to have

« To be » and « to have » have special forms.

### 1/To be<sup>1</sup>

#### To be in the present

#### To be in the past

<b>Affirmative form</b>	<b>Interrogative form</b>	<b>Negative form</b>	<b>Affirmative form</b>	<b>Interrogative form</b>	<b>Negative form</b>
I am	Am I?	I am not	I was	Was I?	I was not / wasn't
You are	Are you?	You are not/aren't	You were	Were you?	You were not / weren't
She is	Is She?	She is not / isn't	She was	Was She?	She-He-it wasn't
He is	Is He?	He is not / isn't	He was	Was He?	We weren't
It is	Is It?	It is not / isn't	It was	Was It?	You weren't
We are	Are we?	We are not	We were	Were We?	They weren't
You are	Are you?	You are not	You were	Were you?	
They are	Are they?	They are not	They were	Were they?	

#### To be in the future

<b>Affirmative form</b>	<b>Interrogative form</b>	<b>Negative form</b>
I will / shall be	Will I be / shall I be?	I will / shall not be / won't be
You will be	Will you be?	You will not be
She will be	Will She be?	She will not be
He will be	Will He be?	He -It will not be
It will be	Will It be?	We will/shall not be
We will be / shall be	Shall / will we be?	You will not be
You will be	Will you be?	They will not be
They will be	Will they be?	

**Ex:** -she is a doctor

- Are you at home?

- I am not sick.

-She will be present at the meeting.

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<sup>1</sup> - Betty Schramper Azar, Stacy A. Hagen, Basic English Grammar, Third edition Work book, Pearson longman,2006, P1.

## The auxiliary to have<sup>2</sup>

### To have: In the present

### To have in the past

<b>Affirmative form</b>	<b>Interrogative form</b>	<b>Negative form</b>	<b>Affirmative form</b>	<b>Interrogative form</b>	<b>Negative form</b>
I have	Have I?	I haven't	I had	Had I?	I had not / hadn't
You have	Have you?	You haven't	You had	Had you?	You hadn't
She	She	-She, He, it	She	She	You hadn't
He has	Has He?	hasn't	He had	Had he?	-She, He, It
It	It	-we, You, they haven't	It	It	hadn't
We have	Have we?		We had	Had we?	-We, You, they had not
You have	Have you?		You had	Had you?	
They have	Have they?		They had	Had they?	

### To have in the future:

<b>Affirmative form</b>	<b>Interrogative form</b>	<b>Negative form</b>
I will /shall have	Shall I have?	I won't / shall not have
You will have	Will you have?	You will not have
She	She	She
He will have	Will he have?	He-it will not have
It	It	We will not have
We will have	Will we have?	You will not have
You will have	Will you have?	They will not have
They will have	Will they have?	

### Ex:

- She has not a good mark.
- Have you an umbrella?

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<sup>2</sup> - Betty Schramper Azar, Stacy A. Hagen, Basic English Grammar, opcit, P12.



## The Present Simple Tense

### The present Simple Tense

#### Rule:

The present is used to express action which is habitual, it is often used with adverbs or adverbial phrases of frequency ex: **today– often-Sometimes – seldom-always – never- on (on Sunday)-every (day – year – month)**

#### Affirmative form: In the affirmative, the present simple form is:

I, you, we, they + stem (infinitive without « to ») **ex:** I walk, we write, they eat...

He, she, it + stem + **S ex:** he walks, she writes, it eats.

**-Affirmative form** as the infinitive, except for she – He – it which take « s – es »

I – you -we – they = to work (work)

She – He – it = to work = (works).

We watch football every Saturday.

#### Interrogative form:

The present simple tense of the auxiliary verb **do / does** + subject + the infinitive of the main verb.

**In the interrogative**, « do » or « does » precedes the subject and the stem.

**Ex:** - **Do** + « I », « you », « we » or « they » + stem...? Do you know her?

- **Does** + « he », « she », or « it » + stem...? Does he work here?

#### Negative form:

The present simple tense of the auxiliary verb **do / does** +not (to express negation) + the infinitive of the main verb. **In the negative**, « not » is put after « DO » when the subject is « I », « you », « we », or « they »

**Ex:** I do not walk, you do not write, we do not know, they do not eat.

« not » is put after « DOES » when the subject is « he », « she », or « it »

**Ex:** He does not walk, she does not write, it does not eat.

**NB:** « **do not** » is contracted to « **don't** » and « **does not** » to « **doesn't** »

I – you – we –they do not / don't smoke.

She – He – it – does not / doesn't play.

- **Verbs ending in: (Ch-sh-ss-x-o)** take es for she – He – it

I teach = she teaches

You wash = He washes

We miss = He misses

I box = she boxes

They go = He goes.

- **Verbs of feeling and thinking are only used in the simple form ex:**  
**To see-to hear-to smell-to believe-to know-to understand-to think (when expressing an opinion).**  
**Ex: -Can you see it?**  
**-I don't believe you.**  
**-She thinks it's a good idea.**  
**-Do you understand?**  
**- Does she know him?**

### **The present simple tense is also used:**

\*To describe permanent or repeated actions (with or without adverbs of frequency)

**Ex: - I (always) drink tea after lunch.**

\*To tell a general truth

**Ex: - The sun rises in the east.**

**\*With verbs of perception, of possession, expressing feelings, emotions, and mental activities (see, hear, think, believe, love, want....)**

**Ex: She understands everything.**

\*And certain verbs such as: appear, concern, contain, consist, seem...

**Ex: That seems interesting.**

### **\* Exercises**

#### **Exercise1: Put the verbs between brackets in the present simple tense.**

**ex:** She ..... doesn't work..... (not work) eight hours.

1. .... (to find) you the exercise difficult?
2. She..... (to remember) our first meeting.
- 3.They ..... (not to believe) her story.
4. .... (to write) he poetry?
5. It ..... (to rain) a lot in London.
6. Water ..... (to boil) at 100°C.
7. They ..... (to have) lunch at 1.00 pm.

**Exercise2: Using these cues, make sentences with their verbs in the present simple.**

**Ex:** he / send / postcards / \_\_\_\_\_ Every year, he sends postcards to his family.

1. I / not / remember / anything /  
.....
2. They / live / far /  
.....
3. Be / you / older / ... /? /  
.....
4. She / work / not /  
.....
5. Forests / be / not / dense /  
.....
6. Agree / she / ... /? /  
.....
7. He / have / two brothers /  
.....

**Exercise 3: Spot the mistakes and correct them.**

**Ex:** She usually not works on Fridays. \_\_\_\_\_ She usually does not (doesn't) work on Fridays.

1. Parents deserves all our love.  
.....
2. How he knows that?  
.....
3. A pigeon fly but a hen don't.  
.....
4. They cook very well but their mother don't.  
.....
5. Silence was gold.  
.....

**Exercise4: Ask the questions suggested by the situations below; then answer them.**

**Situation 1:** You want to know how many tables this carpenter makes.

How many tables does this carpenter make? He makes ten tables a day.

**Situation 2:** Ask Mary where her parents live.

.....

**Situation 3:** You wonder if the boss is in his office.

.....

**Situation 4:** Ask Bob if he likes fish.

.....

**Situation 5:** You don't know the price of a new car. You ask your father

.....

**Situation 6:** You want to know the recipe of a dish. You inquire about it.

.....

**Situation 7:** you want to know which team Liz supports. Ask her friend.

.....

**Situation 8:** Ask Danny when the Carnival of Rio takes place.

## The Past Simple Tense:

### The Past Simple Tense:

#### Rule:

The past is used to describe an action which took place at a specific time in the past. And it is often used with time expressions in the past: **(yesterday – last week last year – ago « six days ago)**

**Ex: -I** went to Rome last month. (time stated)

- We saw a good film yesterday.

- The past simple is also used to describe an action which took place for a period of time but is now finished.

Ex: I lived in Australia when I was a child.

#### 1/affirmative form:

Regular verbs, we add **ed** or **d** to the infinitive.

Ex: I – you – she – He – it – we – you -they (to work) = worked

#### 2/interrogative form:

- We use the past simple of the auxiliary verb **do (did)**+ the subject + the infinitive of the main verb.

Ex: did I-you – she – he – it – we – you – they play?

#### 3/Negative form:

We use the subject + the past simple of the auxiliary verb **do (did)** + not (to express negation) + the infinitive of the main verb.

Ex: I – you - she – He – it – we – you – they **did not / didn't** smoke.

**Some verbs do not have -ed forms. The past form is irregular.**

#### PRESENT – PAST

*Come –came*

*eat - ate*

*get - got*

*see – saw*

*sit -sat*

*sleep - slept*

-I **come** to class **every day**.

-I **did** my homework **last night**.

- Ann **ate** fishes yesterday.

**\*Exercises:**

**Exercise 1: Change the sentences to the past.**

1. We have lunch every day.
2. I see my friends every day.
3. Hamid sits in the front row every day.
4. I sleep for eight hours every night
5. The students stand in use at the cafeteria.
6. I write a letter to my parents every week.
7. John comes to class late every day.
8. They go downtown every day.
  
9. Tom gets some mail today.
10. We do exercises in class every day.
  
11. I eat breakfast every morning.
  
12. I get up at seven every day.
13. Robert puts his books in his briefcase every day.

**Exercise 2: Correct the verbs between (...)<sup>3</sup>**

- 1- I (to feel) ill yesterday
- 2- The sick man (to get) better today.
- 3- The soldiers (to fight) the enemy last time.
- 4- She (to worry) about her children yesterday.
- 5- You (to eat) some fishes yesterday, which (not to be) so good.
- 6- The nurse (to do) the injection to the patient?
- 7- I (to buy) a new car six month ago.
- 8- She always (to take) notes in my note book.
  
- 9-Now, she (to play) tennis.
  
- 10-You (to leave) home yesterday.
  
- 11-They always (to begin) their work at 8o'clock.
  
- 12-He (to break) a glass an hour ago.
  
- 13-We (not to write) letters last Sunday.
  
- 14-You (to clean) the garage every week-end?
  
- 15-I (to visit) London 2years ago.

---

<sup>3</sup> - Raymond Murphy, Essential grammar in use, second edition, Cambridge University Press, P57.

16-Every year Muslims (to celebrate) the event of Aid El Fitr.

17-Algerians people (not to work) on Friday.

18-Every month workers (to receive) their salaries.

19-As soon as they (to find) the money, they (to move) to another house.

20-When he (to see) her, he (to tell) her the good news.

**Exercise3: Complete the following statements using verbs from the list below in the past simple. One example is given.**

(arrive / be / become / drop / meet / return / see / sing / start / write).

**Ex:** - She **arrived** early this morning.

1- When she ..... home, She .....her brother.

2- Shakespeare ..... more than thirty-five famous plays.

3-When he ..... the tiger he .....white.

4-The Algerian revolution.....in 1954.

5- She .....her first song in 1990.

6-The United States of America.....the first atomic bomb on Hiroshima on August 6, 1945.

7- Neil Armstrong .....the first man to walk on the moon

**Exercise 4: Rewrite these statements in the negative. An example is given.**

**Ex:** - She knew the answer to the problem.

**She did not (didn't) know the answer to the problem.**

1. Bob liked the way Mary acted.
2. The president signed the new law.
3. The shark attacked the fishing boat.
4. More than half the population voted for her.
5. The driver spent two hours to reach the village.

**Exercise 5: Ask questions to the following statements. An example is given.**

**(Don't forget the question mark)**

**Ex:** They learnt a lot of new words.

**Did they learn a lot of new words?**

1. She gave them a hand moving the furniture.
2. We accepted the proposition.

3. He didn't agree with her.
4. Many people watched the film yesterday.
5. The machine didn't wash the stains away.

**Exercise 6:** Using the statements below, write questions (with « when ») and answers (with « ago ») on the given model.

Ex: - He planned the trip last week.

**When did he plan the trip? He planned the trip a week ago.**

1. She became famous in 2000.
2. I smoked my last cigarette last year
3. Yuri Gagarin traveled in space in 1961.
4. She took her baccalaureate in 2005.
5. Dinosaurs appeared about 200 million years before our era.
6. El-Asnam earthquake happened in 1980.
7. England won the world cup in 1966.

**Exercise 7:** complete the sentences. use the words in parentheses. use simple PRESENT, PRESENT PERFECT, or SIMPLE past. pay attention to spelling and pronunciation.<sup>4</sup>

1. I (*get*) got up at eight o'clock yesterday morning,
2. Mary (*talk*) \_\_\_\_\_ to John on the phone last night.
3. Mary (*talk*) \_\_\_\_\_ to John on the phone right now.
4. Mary (*talk*) \_\_\_\_\_ to John on the phone every day.
5. Jim and I (*eat*) \_\_\_\_\_ lunch at the cafeteria two hours ago.
6. We (*eat*) \_\_\_\_\_ lunch at the cafeteria every day.
7. I (*go*) \_\_\_\_\_ to bed early last night.
8. My roommate (*study*) \_\_\_\_\_ Spanish last year.
9. Sue (*write*) \_\_\_\_\_ a letter to her parents yesterday.
10. Sue (*write*) \_\_\_\_\_ a letter to her parents every week.
11. Sue is in her room right now. She (*sit*) \_\_\_\_\_ at her desk.
12. Maria (*do*) \_\_\_\_\_ her homework last night.
13. Yesterday I (*see*) \_\_\_\_\_ Fumiko at the library.

<sup>4</sup> - Bernard Metzdorf, Daniel Autuglle, Jean Claude Ducrey, Lucien Lopatka, Hazel Baumann-Dyer, Grammaire Anglaise par les textes, Edition Marketing, Copyright 1993, P22.



14. I (*have*)..... \_\_\_\_\_ a dream last night. I (*dream*) \_\_\_\_\_  
 about my friends. I (*sleep*) \_\_\_\_\_ for eight hours.
15. A strange thing (*happen*) \_\_\_\_\_ to me yesterday. I couldn't  
 remember my own telephone number.
16. My wife (*come*) \_\_\_\_\_ home around five every day.
17. Yesterday she (*come*) \_\_\_\_\_ home at 5:15.
18. Our teacher (*stand*) \_\_\_\_\_ in the middle of the room right now.
19. Our teacher (*stand*) \_\_\_\_\_ in the front of the room yesterday.
20. Tom (*put*) \_\_\_\_\_ the butter in the refrigerator yesterday.
21. He (*put*) \_\_\_\_\_ the milk in the refrigerator every day.
22. Pablo usually (*sit*) \_\_\_\_\_ in the back of the room, but yesterday he (*sit*)  
 in the front row. Today he (*be*) \_\_\_\_\_ absent. He (*be*) \_\_\_\_\_ absent two days ago too.

## Used to +Stem /be used to +verb+ing<sup>5</sup>

### Rule:

- « **Used to** » is used to express past habits that are no longer done.  
**Ex:** She **Used** to work ten hours a day when she was younger but now, she doesn't work more than six hours.
- Note: « **Used to** » has no present form: we can't say « I use to ».
- **The negative is:** « didn't use to ».
- **The interrogative is:** did (you- he ....) use to...?
- Don't confuse **Used to +Stem** and **be used to +stem +Ing**  
**Ex:** -He used to drive a car when he lived in Algiers (he usually drove a car).  
-He is used to riding horses (he has no problem to ride horses).
- **Note:** « **be used to** » can also be followed by:
  - a **noun /a pronoun:** I am used to noise but my father is not used to it.
  - **an adjective + a noun:** She is used to difficult situations.
- **In the negative,** Not is put after « be »  
**Ex:** She **isn't used to riding horses.**
- **In the interrogative:** « be » (he, they...) used to ...?  
**Ex:** **Are they used to riding horses?**
- In the past, « be » becomes (was/were).  
**Ex:** Were they used to riding horses?

### \*Exercises:

**Exercise1: Betty was an air hostess but now she is working in an office. She longs for her past habitual activities. Read them and then write what she used to do.**

**Ex:** travelled a lot: She used to travel a lot.

- 1- Spent most of her time looking for curiosities.
- 2- Sent a post-card of every place she visited.
- 3- Brought back gifts to her sisters.
- 4- Took photos of famous monuments.
- 5- Made friends with people in the countries where she arrived.

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<sup>5</sup> Abdelfattah Cheni-Abdalah Benbouza, English Workbook 3AS, Chihab Edition2007, p7.

**Exercise 2: Put the verbs between brackets in their correct forms:**

**An example is given.**

**Ex:** - My father has given up smoking. He used to (smoke) **smoke** a lot, two years ago.

1. You have saved enough money this time. You used to (spend).....every Penny.
2. The young actress was not used to (act) .....before so many people.
3. These lorries are not used to (carry).....heavy loads.
4. The housemaid didn't use to (sweep).....the floor twice a day.
5. Are your children used to (watch).....horror films?
6. I am not used to (address).....my pupils in French.
7. Did you use to (solve).....such problems?

## The present perfect<sup>6</sup>

### Rule:

- **The present perfect simple:** Present Perfect = s + have/has + past participle of the verb.

**EX:** - I **have met** her at the cafeteria.

- She **has been** to New York.

- Positive form: the present simple of have + pp.
  - I – you – we – they + have + (to work) worked
  - She – He – it + has – worked.
- **Negative form:**
  - I – you – we – they + have not (to play) played
  - She – he – it + has not played
- **Interrogative form:**
  - Have +I – you – we – they opened?
  - Has + She – He – it opened?

- the present perfect simple is used to describe an action in the past when no time or date is stated.

**Ex :-I've been to America.**

**-He has seen that film before.**

- the present perfect simple is used with « **Since** » and « **for** » to describe an action which began in the past and is still continuing in the present.
  - **Since** is used for a specific point in the past.
  - **For** is used for a period of time.

**Ex: -He has lived here since 1955.**

**-I've been in London since 12th June.**

**-He is lived here for 25 years.**

**- I have been in London for two months.**

- **the present perfect simple** is used with « **Just** » to describe a recently completed action.

**Ex: -They have just written a letter.**

**-She has just left, I'm afraid you 've missed her.**

- **Time indicators:** The following time expression indicate the use of the present perfect:  
**Already, not yet, ever – (never – always -seldom – up till now – recently – often) to mean up to now.**
- **Note:** Pay attention to the position of the adverb (already, just, ever, never)!

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<sup>6</sup> -Michael Winter, Pocket English Grammar, Harrap London, P11.

- Ex:** - I've already done the washing up.  
 -I haven't finished yet.  
 - Have you done it yet?  
 -They 've never been abroad.  
 -She has always loved Garbo's film.

**\*Exercises:**

**Exercise1: correct the sentences**

- They (to discuss) it yet.
- I (to be) in Germany for two years.
- You (to see) this document ever?
- Recently, Data (to check) over and over again.
- It (to rain) up till now.
- Geese already (to migrate) to the southern hemisphere.
- Recently, we (to visit) a park of attraction
- You (to be) never at school?
- I (not to speak) a word of Spanish since last year
- She (not to see) him for ages.
- They, always (to love) titanic film.
- He, (to take) often a drink at home.
- you (to see) ever him acting?

**Exercise2: Put the verbs in brackets in the correct form.**

1. You ever (see) ..... a whale?  
 -No, I never (see) ..... one in my whole life!
2. You (meet) ..... Mrs. Jordan?  
 - Yes, we already (meet) .....
3. You (finish) ..... your homework yet?  
 - Not yet, mom. I just (start) .....
4. How long you (study)..... Swedish?  
 - I can't tell. I (start)..... about two or three years ago.
5. You (work) ..... for SONATRACH for 5 years, is that right?  
 -Yes, and then I (work) .....for British Petroleum for another 6 years.

**Exercise3: Spot the mistake and correct it:**

- 1- Most of the guests have arrived half an hour ago.  
.....
- 2- She have just flown to Quebec.  
.....
- 3- He's teached English for so many years.  
.....
- 4- I've known Betty since we have been children.  
.....
- 5- I knew Betty since we were children.

## The Past Perfect

### Rule:

The past perfect tense is « **had** » + **past participle** of the verb.

-The past participle of regular verbs is: stem + « ed »      **ex:** asked, worked.....

-For irregular verbs, consult the list. These verbs need to be learnt by heart. **Ex:**

- to think: **thought**. – to write: **written** - to be: **been**.

-In the negative, « **Not** » is put between « had » and the past participle. This construction is the same for all the subjects.

**Ex:** - I **had not** walked. – they **had not** written....

– « **had not** » is often reduced to « **hadn't** »: I **hadn't** walked.

-In the interrogative, « had » precedes the subject and the past participle. This form is the same for all the subjects.

**Ex:** - **Had he** walked? - **Had they** eaten?

**Note:** Be careful when the verb is « to have » as in ‘She **had** her dinner.’ In the past perfect we say: ‘She **had had** dinner.’

-The negative is: « She **hadn't had** her dinner. »

-The interrogative is: « **Had** she **had** her dinner? »

The past perfect simple is used to describe an action taking place before a specific point in the past about which we are already speaking.

**Ex:** - He died in 1957. His wife **had died** five years earlier.

-When she arrived, he **had just left**.

- She **had finished** the speech before it started raining.

- It is used with « **after** » to describe a sequence of actions.

**Ex:** -After I **had finished**, I went outside.

-After He **had made** the coffee, he sat down.

- Sometime conjunctions (**when, as soon as, until, before or after**) are often used to illustrate sequence of actions.

### \*Exercises:

**Exercise 1:** Consider these situations and write sentences using the cues between brackets.

**Ex:** - Last year, her exam results were worse than before.

(She / do better / in the first year) ----- **she had done better in the first year.**

1. I was pleased to see you again. (we / not meet / since 2005)
2. They were very bad yesterday: they were very tired. (they / play three matches)
3. He was not able to pay his workers. (he / lose all his money in gambling)
4. In 1997, the weather was hotter than ever before. (The climate situation / worsen)
5. She refused her parents' help. (She / earn enough money to start her project)
6. When I arrived to the station, the train was not there. (it / already / leave)
7. It was the first time she saw a lion. (She / never see one before)

**Exercise2: Put the verbs between brackets in the appropriate past tense.**

1. As soon as the band (to walk) onto the stage, the audience (to cheer).
2. When you (to phone) me, the plane already (to take off).
3. The fans (to leave) the stadium before the match (to end).
4. You (not to finish) your work when I (to ring) you up.
5. No one (to accept) the suggestions she (to make).
6. After he (to plough) the field, the farmer (to sow) the seeds.

**Exercise3: Join these pairs of statements using: when, as soon as, until, before or after.**

**Ex:** star raining / finish speech.

**As soon as she had finished her speech, it started raining.**

- 1- Graduate/find a job.
- 2- Have dinner/go to the cinema.
- 3- Repair the car/have another accident.
- 4- Not become famous/record her third single.
- 5- Write his biography/die.



## Must /have to<sup>7</sup>

- **Must = have to**  
We can use either Must or have to give our opinion, to say what we think is necessary, or to recommend someone to something.  
**Ex: -I haven't spoken to Ali for ages, I must phone him (I say this is necessary)**  
- **She is really nice person, you must meet her (I recommend this)**
- **Must = have to**  
We use « have to » not « must » to say what someone is obliged to do. The speaker is not giving his /her opinion.  
**Ex: I have to work every day. (a fact, not an opinion)**
- **Had to**  
We use « had to » instead of « must » to talk about the past.  
**Ex: we had to leave early last night. (not: we must leave)**

### \*Exercises:

#### Exercise1: complete the sentences with: have to, has to, had to

- 1- She starts work at 6am.She (to get up) early.  
.....
- 2- He broke his leg yesterday. He (to go) to hospital.  
.....
- 3- What time you go home this afternoon.  
.....
- 4- He (to travel) a lot when he was in England.  
.....
- 5- How long you (to wait) for the bus yesterday.  
.....

#### Exercise 2: in some of these sentences « must » is wrong or unnatural. Correct the sentences where necessary.

1. It's getting late. I must go.
2. I must work every day from 8 to 5 o'clock.
3. You must come and see us again.
4. She can't meet us tomorrow. She must work.
5. He must work late yesterday.
6. She wears glasses. She must wear glasses since her childhood.
7. We must leave early yesterday afternoon.
- 8.

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<sup>7</sup> - Abdelfattah Cheni-Abdalah Benbouza, English Workbook 3AS, opcit, P31.

**Exercise3: Tick the statements in which « must » does not express obligation.**

- 1- He's wearing a white coat. He must be a teacher.
- 2- You must be John. Jane has already told us a lot about you.
- 3- Have a drink. You must be thirsty.
- 4- I must finish that report for tomorrow.
- 5- Why must we accept all this condition.
- 6- Visitors mustn't feed the animals.
- 7- It must be four or five in the morning. The sun will rise soon.

## The conditional clauses:

### 1/ Conditional 0: if + present = present<sup>8</sup>

- It's a general conditional; it means that the situations are always true if something happens.
- This use is similar to a time clause using "when" ex when I am late, my father takes me to school / if I am late, my father takes me to school.
- **Conditional 0** is formed by the use of present simple in the if clause followed by a comma, the present simple in the result clause. You can also put the result clause first without using comma between the clauses.

**Ex: - if he comes to town, we have dinner. / We have dinner if he comes to town.**

### 2/ Conditional 1: if + present = future

Often called the real condition, because it is used for real and possible situations.

**Ex: if it rains, we will stay at home / bob will buy a new car, if he gets his raise.**

- **Conditional 1** is formed by the use of present simple in the if clause followed by a comma will verb (base form) in the result clause. You can also put the result clause first without using comma between the clauses.

**Ex: - if he finishes on time, we will go to the movies. / We will go to the movies if he finishes on time.**

### 3/ Conditional 2: if + past = would + inf<sup>9</sup>

Often called the unreal conditional, because it is used for unreal- impossible or improbable situations. it is contrary to the present situation.

**Ex: - If he finished on time, we would go to the cinema.**

- **If he studied more, he would pass the exam.**
- **I would lower taxes if I became the president.**

**Conditional 2** is formed by the use of the past simple in the if clause followed by a comma would verb (base form) in the result clause. You can also put the result clause first without using comma between the clauses.

**Ex: They would buy a new house if they had more money. /if they had more money, They would buy a new house.**

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<sup>8</sup> - Badra Lahoual, English Grammar, Volume One: the verb, Edition Dar El Gharb, P90.

<sup>9</sup> - Badra Lahoual, English Grammar, Volume One: the verb, ibid, P92-93.

#### **4/ Conditional 3: if + past perfect = would have + p p of the verb**

Often referred to as the “past” conditional because it concerns only past situation with hypothetical result. Used to: express a hypothetical result to a past given situation.

**Ex: - Jane would have found a new job if she had stayed in Boston.  
- If he hadn't driven too fast, he wouldn't have had an accident.**

**Conditional 3** is formed by the use of the past perfect in the if clause followed by a comma would have past participle in the result clause. You can also put the result clause first without using comma between the clauses.

**Ex: If Alice had won the competition, life would have changed/ life would have changed  
If Alice had won the competition.**

#### **Unless:**

- We use **unless** in first conditional sentences to mean “if not”. **Unless** is the equivalent of if.... not, is used to introduce conditional statements.

**Ex:**

1 - if you don't stop your bad behavior, I will tell your mother.

Unless you stop your bad behavior, I will tell your mother.

2- He will arrive late unless he hurries up.

If he doesn't hurry up, he will arrive late.

3- I will meet you tonight, unless you are busy.

I will meet you tonight if you aren't busy.

4- Unless we leave now, we'll be late.

If we don't leave now, we'll be late.

#### **\*Exercises:**

#### **Exercise 1: Use the right form of the verbs in the brackets.**

1. If you read this book..... , (you, to be) pleasantly surprised. ....
2. The boss will be angry if..... (We, to be) late.
3. Mary .....(To discover) the solution if she reads the final chapter.
4. I will pay Fred 100 euro if..... (He, to paint) my kitchen.
5. The captain ..... (To Lose) his job if the team don't win the match.

6. If..... (You, not, to stop) complaining, I will have to go.
7. Tom will not be disturbed if, .....(We, not, to make) a lot of noise.
8. You ..... (Not, to be) ready on time, if you don't hurry.
- 9 ..... (You, to help) me with my bags, if I pay you?
10. If..... (You, to pass) your exams, will you get a reward?

**Exercise2: Give the right form of each conditional<sup>10</sup>**

1. If I had more time, ..... (I, to teach) you how to play tennis.
2. If..... (I, to meet) a rap star, I would ask for his/her autograph.
3. Fred ..... (To be) rich if he won a million euro.
4. Ibrahim would be very excited if ..... (He, to find) a treasure.
5. The economy would fail if people .....(Not, to work).
6. People..... (Not, to say) you were lazy if you won the marathon.
7. If ..... (I, not, to have) any friends, I would join a club.
- 8..... (You, to sing) on TV if you were offered the chance?
- 9..... (you, to accept to be) the President? If you were offered the chance.
- 10.....(It, not, to be) great if everyone had enough to eat?

**Exercise 3: Correct verbs:**

1. If John ..... (To go) to the party, he would have met Mary.
2. If I had been here earlier, ..... (I, to hear) Jack singing.
3. You would have been amazed, if..... (You, to see) the goal I scored.
4. You missed the train. You would have caught it if..... (You, to be) on time.
5. If Mary. .... (Not to fall), she would have won the race.
6. Penny would have been late if..... (She, not to take) the train.
7. If Bob had made a greater effort,..... (He, not to Lose) the tennis match.
8. You ..... (not to fail) your exam if you had studied.
9. .... (Barney, to be elected) if he had been a candidate?

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<sup>10</sup> - Louise Hashemi with Raymond Murphy, English Grammar in use supplementary exercises, Cambridge, university Press, 1995, P52.

**Exercise 4: Give the correct form of each sentence:**

- If the whites (not to change) their behavior towards the blacks, the problem of racism (not to be) resolved (T1)
- You (to have) a heart attack, if you (not to stop) smoking (T1)
- If he (to drive) too fast, he (to have) and accident (T3)
- If she (to tell) me the truth, I (not to punish) her (T2)
- If he (to succeed), he (to study) biology (T1)
- If she (to can), she (to come)? (T1)
- If she (to know) she (to phone) to you (T2)
- If she (to go) to the dentist earlier. She (to have) a good tooth (T3)
- If she (to get) married, she (to have) only one child (T3)
- They (to move) if they (to find) a bigger flat (T3)
- He (to visit) me if they (to have) time (T2)
- If she (to have) to leave for country, she (to go) to Italy (T1)
- If she (to give) a big sum of money, she (to travel) to America(T2)
- If these shoes (to be) my size, I (to buy) them(T2)
- If you (not to have) a scholarship, you (not to study) abroad(T1)
- If he (to apologize) for being rude, I (to forgive) him(T3)
- If his speeches (not to be) boring, I (to attend) his meeting(T3)
- I (to be able) to help you if you (to explain) me the problem(T2)
- If the world population (to continue) to grow, the next generation (not to have) the opportunity to live in good condition. (T1)
- If she (not to watch) her diet, she (to be) fat(T2)
- Unless you (to wear) special glasses, it (to be) harmful to watch a solar eclipse.

**Exercise 5: complete the following statement using ideas of your own:**

1. If they had planted more trees.....
2. She would have done better if.....
3. If the sun had been nearer.....
4. If they had come earlier.....

## THE PASSIVE VOICE:

### 1. To construct the passive from the active

- Use the same tense of be as used in the active sentence, and add the past participle of the original verb.
- The object of the active sentence becomes the subject of the passive sentence.
- The subject of the active sentence becomes the agent of the passive sentence, preceded by “by”.

Ex:

1-active: Many people use this road to travel into London.

-Passive: This road is used by many people to travel into London.

2-active: Thieves stole the painting yesterday.

-Passive: the painting was stolen by Thieves yesterday.

- The passive is used when the object of an action is more important than the agent. Or needs to be emphasized.

Ex: - A crowd of 500 people welcomed the queen. (The agent is important).

-The queen was welcomed by a crowd of 500 people. (The object of the action is important).

### 2- Table of tenses showing active and passive forms in the third person singular.

<u>Tenses</u>	<u>Active</u>	<u>passive</u>
Present simple	watches	is watched
Present continuous	is watching	is being watched
Present perfect simple watched	has watched	has been
Past simple	watched	was watched
Past continuous watched	was watching	was being
Past perfect simple watched	had watched	had been
Future (will)	will watch	will be watched
Future (going to) watched	is going to watch	is going to be
Future perfect simple watched	will have watched	will have been

**Second conditional  
watched**

**would watch**

**would be**

**Third conditional  
watched**

**would have watched**

**would have been**

### **3.Indirect object:**

**Where there is both an object and an indirect object in the active sentence. The indirect object becomes the subject of the passive sentence.**

#### **Ex:**

**1-Active:** The class gave a teacher a present.

**Passive:** The teacher was given a present by the class.

**2- Active:** They told us nothing but lies.

**Passive:** we were told nothing but lies.

### **4-Passive infinitive:**

Infinitive constructions can be used in the passive as well as the active.

#### **Ex:**

**1-Active:** you must lock your car at night.

**Passive:** your car must be locked at night.

**2- Active:** You should water your garden regularly.

**Passive:** Your garden should be watered regularly.

- **Infinitive constructions** with verbs such as: **think- say- believe report- know.**

#### **Ex:**

**1- Active:** People say that he has left the country.

**Passive:** He is said to have left the country.

**Or:**

**It is said that he has left the country.**

**2- Active:** People believe that he bribed the police.

**Passive:** He is believed to have bribed the police.

**Or:**

**It is believed that he bribed the police.**

### **\*Exercises:**

**Exercise1: Fill in each gap with the appropriate verb in the passive. Use the three past tenses for each statement.**

Build / inaugurate / paint / perform / persecute / record / serve / sell off / take / unearth



**Ex:** Food ..... in the rooms.

Food was served / was being served / had been served in the rooms.

1. Houses ..... everywhere.
2. Photos of the victims.....by specialists.
3. One of Shakespeare's plays.....by the Royal Shakespeare Company.
4. The new university .....by the president.
5. The room ..... Green.
6. A fossilized dinosaur ..... by paleontologists.
7. A new single .....by their idol.
8. All the prophets ..... during the first days of the revelation.
9. Oil ..... In international marketplaces.

**Exercise2: Choose the correct form of the verbs between brackets.**

**Ex:** The proposal (had rejected / had been rejected).

The proposal had been rejected

1. The headmaster (had confirmed / had been confirmed) her appointment to the post.
2. We (were eyeing / were being eyed) by the watchman.
3. She (found / was found) guilty.
4. The book (had published / had been published) recently.
5. They (extinguished / were extinguished) the fire as it started.
6. I (appointed / was appointed) manager of the company.
7. He (carried / was carried) on shoulders for hundreds of meters.

**Exercise3: Turn the following statements from the active to the passive.<sup>11</sup>**

**Ex:** - They planted a lot of trees last year.

- A lot of trees were planted last year.

1. The jury had indicted her before the judge sentenced her to death.
2. The doctor had prescribed her dangerous drugs.
3. The children were flying kites just for fun.
4. She was driving the tourists through the park when an elephant attacked them.
5. The salesgirl was showing me the best product of the house.
6. Poverty was not making their life easier.

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<sup>11</sup> Ronald Mackin, Exercises in English Patterns and usage, the verb « tenses »  
Patterns and Idioms, London Oxford University Press, P35.

7. He took photos for his album.
8. Her young child had not allowed her to be absent for a long time.
9. People have not trusted her to do the right things.
10. The boa had swallowed a whole goat.
11. Some huge natural disaster had exterminated the dinosaurs.
12. The president invited the laureates.
13. The computer received the information and processed it.
14. Scientist will design more satisfied machine.
15. The doctor will prescribe some medicines to you.
16. He has received many prizes for his invention.
17. The shoemaker has mended my shoes.
18. He died in 1936.
19. The insurance agent is photographing the car.
20. They were paying her in dollars.

**Exercise4: Fill in the blanks with the given verbs then put them in the appropriate passive past tense to make meaningful sentences.**

**Allowed / attend / give / find / operate / sign / threaten**

**Ex:** When the treaty ....., further discussions would be out of the question.

Once the treaty was signed, further discussions would be out of the question.

- 1- Every session, before she asked her question, many answers .....to her.
- 2- They could see that the machine..... the right way.
- 3- As the climate was getting warmer many species.....
- 4- Her Monday lectures.....by most of the students.
- 5- The team played so well that no place..... the day of the match.
- 6- Nobody.....to go out during her examination.

**Exercise5:**

**A- Turn the following statements from the passive to the active or vice versa:**

1. Someone built the house ten years ago.  
.....
2. They grow this fruit in very hot countries  
.....
3. They pay the office workers weekly.  
.....
4. Someone bought all this cheese in France.  
.....
5. Someone found Emily's bike in the river.

- .....
6. She called him honey.  
.....
  7. Indians use spices in big quantities.  
.....
  8. More workers had already been employed by the company.  
.....
  9. An old lady was being attacked by a group of youths in the bus.  
.....
  10. Our organization needed financial help.  
.....
  11. Three surgeons were operating the patient.  
.....
  12. Technology had never been exported for free by developed countries.  
.....
  13. They have been refused by the casting director.  
.....
  14. A Spanish publishing house has edited her poems.  
.....
  15. The topic has already been dealt with by a radio commentator.  
.....
  16. They are installing him in an imposing palace.  
.....
  17. Some players are being encouraged to sign for a rival team.  
.....
  18. His speeches are seducing more and more electors.  
.....
  19. The colonists had demolished the Indian house.  
.....
  20. The pray has to be done.  
.....

**B- Rewrite these sentences, putting the verbs in the passive:**

1. The machines / make / in Scotland, (present)  
.....
2. The President / Kill / last night, (past)  
.....
3. The money / change into dollars / at the bank, (present)  
.....
4. Cheese / make / from milk, (present)  
.....
5. The children / give / some food, (past)

- .....
6. The beggar /not eat/ yesterday (past)  
.....
  7. Tolerance /not accept/ by egoist (present)  
.....
  8. Unauthorized people/not allow/to enter/in the site (past)  
.....
  9. Great damage /to cause/ to the plane after it had landed (past).  
.....
  10. A group of angry fans /to overrun/the stadium (present)  
.....

## Comparison (similarities)

### Expressing similarities:

#### Vocabulary of similarities:

- 1- Both.....and (verb in plural), is used to emphasize a combination  
.....and..... too / also  
.....and so.....

**Ex:** Both Algiers and jjel are seaside town.

My house is very large **and so** is my cousin's.

My neighbor is a dentist and his son is too / also.

- 2- Either..... or..... (verb in singular), and it is used to emphasize an alternative (choice).

**Ex:**

- Either you come with me now / or I go out alone.

- You can choose either a Ferrari or a Mercedes for your birthday.

- Either I or she lives in Oran.

- Either TV or Newspaper is an important mean of communication.

- 3- Neither..... nor.....is used to emphasize a negative alternative.

**Ex:**

-I think she's neither clever nor funny.

-Can neither you nor your wife come to the party?

- 4- .....and.... not either

**Ex:**

- My objective is not a salary and my friend isn't either.

- 5- .....and..... neither

**Ex:** - My objective is not a salary and neither is my friend

- 6- .....the same as .....

**Ex:** - our aims are the same as our parent.

- 7- ..... similar to .....

**Ex:** -her opinion is similar to mine.

### \*Exercises:

#### Exercise1: put the appropriate vocabulary in the following sentences.

- Mary doesn't like typing. Martha doesn't like typing.
- John works in a laboratory. His brother works in a laboratory.
- Wiliam of ten works at night. His sister often works at night

- Our country exports oil. Irak exports oil.
- She is not pleasant. Her sister isn't pleasant.
- France doesn't face the water problem. England doesn't face the water problem.
- Yesterday's film isn't interesting. Today's film isn't interesting.
- English is an important language. Spanish is an important language.
- Chicago is a large city. New York is a large city.
- She didn't realize the danger. I didn't realize the danger.
- Mr. brown is a secretary. His daughter is a secretary.
- Today it is cold. Yesterday it was cold.

Contrast (differences):<sup>12</sup>

Expressing contrast:

Vocabulary of contrast:

- 1- Unlike .....
- 2- Contrary to .....
- 3- .....more ..... than.
- 4- .....er than.....
- 5- ..... different from .....
- 6- .....but.....
- 7- .....while / whereas
- 8- ..... however, .....
- 9- .....on the other hand,
- 10-..... Less..... than.

11-In contrast to.....

- **Unlike, while, whereas, in contrast to: are contrastive connectors which are used to emphasize a contrast.**
- **The comparative of equality /Inequality**
  - Equality is expressed by the form: as+adj+as  
**Ex: He is as clever as her.**
  - Inequality is expressed by the form:
    - 1- not as+adj+as **Ex: He is not as tall as I am**
    - 2-not so+adj+as **Ex: You are not so old as me**
    - 3-less+adj+as **Ex: less expensive as**
- **The comparatives and superlatives of superiority:**
  - The comparative of superiority has three forms:
    - 1-Short adj+er: **shorter**
    - 2-More+ long adj: **more interesting**
  - The superlative of superiority has three forms:
    - 1-Short adj+est= **The shortest**
    - 2-The most+long adj=**The most interesting**
- **Irregular adjectives:**
  - Good-better-best**

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<sup>12</sup>- Sheila Dighen and Brigit Viney with elaine Walker and Steve Ellsworth, Grammar practice, for intermediate students, Pearson education limited 2007, P38.

**Bad – worse- worst**  
**Many-Much-more-most**  
**Little-Less-least**  
**Far-farther-farthest/further-furthest**  
**Old-older-oldest/elder-eldest**

**N.B:**

- farther and farthest can only be used for distance. While further and furthest can also be used in an abstract sense.

**Ex:** I would go further than that.

-elder and eldest are used mainly for comparisons within the family.

**Ex:** My elder brother.

- There are often adjectives ending in: y-e –er

**Ex:** - Silly- Sillier-Silliest  
-Pretty-Prettier-Prettiest  
- Clever-Cleverer-Cleverest  
- Simple- Simpler-Simplest

**\*Exercises:**

**Exercise1:** put the appropriate vocabulary in the following sentences:

- Wiliam speaks English. Billy speaks Spanish.
- She will study abroad. I will study in my town.
- Omar works in a big firm; Ahmed works in a hospital.
- Los Angeles is a seaside city. Atlanta is an inland city.
- South Caroline is hot. North Caroline isn't hot.
- Dallas is an urban town. los Angeles is a rural town.
- New York is a bustling city. Dallas is a quiet city.
- He makes a lot of mistakes. I make few ones.
- He was here before 9 o' clock. I was here at 8 Sharpe.
- We lost our way. They found theirs easily
- I miss the train. My mother misses the bus.
- The journalist is competent. His colleague is lazy.
- Her husband is rich. My father is richer

**Exercise2:** Fill in the gaps with the most appropriate connector: « while », « whereas », « unlike », « in contrast to ».

- 1- .....her husband, she always arrives early to the office.
- 2- I adore Hip-hop, my sister prefers pop music.
- 3- .....her blond hair, her eyes are shiny black.



- 4- Astronomers study stars for scientific purposes, fortune tellers use them to make prediction.
- 5- ..... he has a lot of things to revise, he spends most of his time Out.
- 6- She always raises her hand ..... she has no answer to give.
- 7- Money does not give happiness.....love does.
- 8- .....her strict attitude, she behaves in a very respectable way.
- 9- Her skirt is black ..... her stockings are white.
- 10- Blows don't hurt ..... words do.

**Exercise3: Supply the comparative form of the adjectives between brackets:**

- 1- Be careful! The street is (narrow) .....round the corner.
- 2- The weather here is much (bad).....than in London.
- 3- Yes, but Jil is (smart).....
- 4- There are (many) .....people in the street today.
- 5- Open your mouth (wide) .....
- 6- I feel much (good) ..... after a shower.
- 7- You'll have to walk (far)..... down the main street.

**Exercise4: Supply the superlative form of the adjectives between brackets:**

- 1- This is (extraordinary).....story I have ever heard!
- 2- This is (funny) .....music I have ever listened before.
- 3- Isn't my boy (smart) .....
- 4- Don't blame her for failing. She did her (good) .....
- 5- The Smiths have five sons; Robert is (old).....
- 6- The mosque of Kairouan in Tunisia is (old) .....one in the Maghreb.

## Question words:

### Who, whom, whose, what, which<sup>13</sup>

#### 1- Who

**Who** is used for the subject, and the positive form of the verb is used.

**Ex: - who's there?**

**-who gave you that necklace?**

**-who asked him to come?**

#### 2- Whom

**Whom** is used for the object and with prepositions, and the interrogative form of the verb is used.

-The preposition goes to the end of the question.

**Ex: -Whom is she talking about.**

**-Whom are you writing to.**

#### 3-Whose

**Whose** is used for the possessive, and the interrogative form of the verb is used.

**Ex: - whose car is that?**

**-whose are those books?**

**-whose party are you going to?**

#### 4-What

-what is usually used for things.

##### 1- What, Subject

What is used for the subject and the positive form of the verb is used.

**Ex: -what happened to you?**

- **What made you do that?**

##### 2- What, object

**What** is also used for the object and with prepositions and the interrogative form of the verb is used.

**Ex: -what car do you drive?**

**-what books do you like reading?**

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<sup>13</sup>- Michael Winter, Pocket English Grammar, opcit, P62.

## **5-Which**

Which is used for people and things when there is a limited choice

### **1-which, subject**

Which is used for the subject and the positive form of the verb is used.

**Ex: - which car is yours?**

**-which came first, the chicken or the eggs?**

### **2-which, object**

Which is also used for the object and with prepositions and the interrogative form of the verb is used.

**Ex: -Which do you like best, chocolate or vanilla?**

**-which house are you hoping to buy?**

### **3-which, what, the difference in use**

**-what car do you drive? (what type of car of an unlimited choice)**

**-which cars is yours? (which of these)**

**-what would you like to eat? (what food in general).**

### **\*Exercises:**

**Exercise: Ask questions that the underlined words answer:**

- 1- They generally go to school **on foot**.
- 2- It took **two hours** to get to the airport.
- 3- **The thunder** woke them up.
- 4- He plays in concerts **all over the world**.
- 5- The president **signed** the new law.
- 6- Yuri Gagarin traveled **in space** in 1961.
- 7- **England** won the world cup in 1966.
- 8- Our organization needed **financial help**.
- 9- **The book** had been published **recently**.
- 10- Photos **of the victims** were taken by specialist.
- 11- **All the prophets** were persecuted during the first days of the revelation.
- 12- The room was painted **green**.

## The suffixes and prefixes

### Form new words

#### **Antonymous prefix in adjectives (in/im/il/ir)**

- The suffixes: **il**, **in**, **im**, and **ir** are used to build antonyms (opposites) of Adjectives to mean ‘non’

**Ex:** inapt (non-apt)

- Nouns to mean ‘without’ / ‘lacking’

**Ex:** inaction (without action)

- ‘**il**’ is used before words starting with **L**.
- ‘**im**’ is used before words starting with **B, M, or P**,
- ‘**ir**’ is used before words starting with ‘**R**’ and
- ‘**in**’ is used before words starting with the remaining letters.

#### **Noun ending in « ment »**

- The suffix « Ment » is added to verb to form nouns that generally mean an action.  
**Ex:** to agree: agreement.

#### **Noun ending in « tion »**

- The suffix « tion » is added to verb to form nouns that generally mean an action or a process or the result of it. **Ex:** deduction.
- Unlike « ment » the suffix « tion » influences the ending of the verb and sometimes its pronunciation (deduce: deduction).
- **Note:** the suffixes: ion/ tion/ ation /ition generally have the same meaning.

#### **Adjectives ending in « al »<sup>14</sup>**

The suffix « al » is added to noun to form adjectives that generally mean « relating to » or « characterized by ».

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<sup>14</sup> - Angela Dowing, Philip Locke, English Grammar, a university course, Second edition, Routledge edition 2006, P475.

Ex: Centre: central

### Adjectives ending in « ed »

-The suffix « ed » is added to noun to form adjectives that generally mean « having, wearing, affected by or characterized by ».

Ex: A talented actor

### Adjectives ending in « ive »

-The suffix « ive » is used to form adjectives. It derives from French: if, ive

Ex: Diminutive

### Adverbs ending in « ly »

- Most adverbs in English are formed by adding the suffix « ly » to the adjective.  
Ex: Slow/slowly- Quick/quickly- careful/carefully
- Adjectives ending in « y » change « y » into « i » before the suffix « ly »  
Ex: Happy/ happily – except for: Shy: shyly
- Other adverbs, however, are formed without the suffix « ly » some of them are both adjectives and adverbs at the same time. Like: Hard- early- late- fast-far-much-little-high-low-near.  
Ex: 1- the latest news. (adj)  
- He arrived late (adv)  
2- It's hard life (adj)  
- He works hard (adv)  
3- I usually get the early train (adj)  
- She always gets there early (adv)
- Some adverbs change their meaning from the original adjective: hardly, lately, nearly, highly

Ex: - He hasn't been very well lately (recently)

- She spoke highly of him (very well)
- The situation is highly dangerous (very)
- I nearly died of shock (almost)

- Adjective Good becomes Adverb Well  
Ex: He's a good driver. He drives well

### \*Exercises

**Exercise1: Applying the above rules, give the antonyms of the following words.**

- Ability: .....
- Balance: .....
- Direct.....

- Calculable .....
- Fidelity .....
- Exact .....
- Humanity .....
- Glorious .....
- Judicious .....
- Imitable .....
- Legal .....
- limitable .....
- Mature .....
- Mobile.....
- Nominate .....
- Operable .....
- Possible .....
- Regular .....
- Reality .....
- Salubrious .....
- Tangible .....
- Valid .....

**Exercise2: What are the words (with the prefixes il, im, in, ir) that best answer the following definitions:**

1. Without access .....
2. Without capacity .....
3. lacking decency .....
4. non-efficacious .....
5. non-finite .....
6. lack of gratitude .....
7. having no logic .....
8. non-measurable .....
9. non-numerable .....
10. non-offensive .....
11. without precision .....
12. without resolution .....
13. not supportable .....

14. non-variable .....

**Exercise 3: Reformulate the following statements changing the words in italics. More than one answer is possible.**

1. Your behavior is not admissible.  
.....
2. There is inequality between the two candidates.  
.....
3. Your work is unfinished.  
.....
4. The book has never been edited.  
.....
5. The Prime Minister's position was not flexible.  
.....
6. Millions of people suffer from a lack of education.  
.....
7. The moon seems to be motionless.  
.....
8. Her story is unlikely to be true.  
.....
9. This idea is not appropriate.  
.....

**Exercise 4: form adjectives in « ed, ial, ual, or ic » from:**

Artifice, economy, heresy, obsess, realist, vocation, addict, habit, monarch, pessimist, senator.

**Exercise 5: Form nouns in (ion or ment) from:**

Bewilder, dissect, gradate, involve, move, place, addict, confuse, engage, indict, locate, opine, reduce.

**Exercise 6: Add the suffix « ive » to the following verbs to form adjectives:**

To exceed, to express, to extend, to produce, to imagine, to talk.

## REPORTED SPEECH

**REPORTED SPEECH** consists in telling somebody else what you or a person said before.

When reporting speech, a few changes occur:

### 1.Changes in Tenses

- **If the reporting verb is in the present; there is no change in tense.**  
Ex: - I'm tired. / She says she's tired.
- **If the reporting verb is in the past, which is more common; the following changes in tense take place.**

Tense in « Direct Speech »	Tense to use reported speech
<b>SIMPLE PRESENT</b>	<b>SIMPLE PAST</b>
Cindy asked: « <b>Do you like</b> watching TV? »	Cindy asked Giles if he <b>liked</b> watching Tv
Giles said: « <b>I don't mind</b> watching TV, but there <b>are</b> things I <b>like</b> better	Giles answered he <b>didn't mind</b> watching TV, but there <b>were</b> things he <b>liked</b> better.
<b>PRESENT continuous</b>	<b>PAST continuous</b>
Frank declared: « <b>I am thinking</b> about moving »	Frank declared he <b>was thinking</b> about moving
<b>PAST continuous</b>	<b>PAST PERFECT continuous</b>
He told them: « <b>I wasn't expecting</b> your visit »	He told them he <b>hadn't been expecting</b> their visit
<b>PRESENT PERFECT</b>	<b>PAST PERFECT</b>
She said: « <b>I have just seen</b> an old friend of mine »	She said she <b>had just seen</b> an old friend of hers.
<b>PRESENT PERFECT continuous</b>	<b>PAST PERFECT continuous</b>
He said: « She has been working too hard »	He said that she had been working too hard.

<b>Future (Will)</b>	<b>Conditional (would)</b>
There will be problems later on	He said would be problems later on.

- **Verbs used to report statements:** The most commonly used verbs are: Say-tell-promise-agree-complain-suggest-explain-whisper-shout-insist-claim-admit-exclaim-answer-reply.
- **Reported questions:** The word order for the question form of the verb in direct speech changes to word order for the positive form of the verb in reported speech.  
Ex: -what are you doing? / She asked me what I was doing.  
-where do you live? / He asked her where she lived.

If there is no question word (for example: what or where) if or whether is used.

**Ex:** -Are you feeling all right? / She asked me if I was feeling all right.

-Is there a direct train to Cardiff? /He asked me whether there was a direct train to Cardiff.



- **Reported commands or requests:**

**1-The infinitive to** is used to report positive commands and requests.

Ex: - Put your coat on! / She told him to put his coat on.

- Could you open the window? He asked her to open the window.

**2 -Not + the infinitive+ to** is used for the negative commands.

Ex: Don't be late again! / He told me not to be late again.

- Verbs commonly used with an infinitive in reported commands or requests are : tell-ask -warn- advise- recommend-invite-remind-order.

### Adverbs of time and place, demonstrative pronouns

Direct speech	Reported Speech
NOW	THEN
LAST (year, month, week)	THE (year, month, week...) BEFORE, THE PREVIOUS (year, month, week...)
YESTERDAY	THE DAY BEFORE THE PREVIOUS DAY
TOMORROW	THE NEXT DAY THE FOLLOWING DAY
NEXT (week, month, year...)	THE (week, month, year...) AFTER THE FOLLOWING (week, month, year...)
THIS	That
That	That
These	Those
THOSE	THOSE
HERE	THERE
THERE	THERE

**\*Exercises:**

**Exercise1:<sup>15</sup> Turn these sentences into the reported speech:**

1-Can you tell me the time?

He asked me.....

2-Have you read any book lately?

She wanted to know.....

3-When will we meet the new chairman?

They asked me.....

4-Don't point at people!

He ordered me.....

5-I don't feel well, so I am leaving the party.

She said.....

6-were you at home yesterday?

She wanted to know.....

7-No one knows the secret. It is well kept.

They told me.....

8-Why did you phone me so late last night?

He asked me.....

9-We are all tired. We must stop for the night.

She declared.....

10-Teach your children how to talk.

Our mother advises us .....

11-Who do you go running with?

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<sup>15</sup>- Ronald Mackin, Exercises in English Patterns and usage, the verb « tenses » Patterns and Idioms, Opcit, P10.

She asked me.....

12-Do they own a flat?

She asked me if.....

**Exercise2: Turn these sentences from the reported speech to direct speech:**

1-He asked me if I could come before 9 o'clock.

.....? He asked me.

2-My mother ordered me to have my shirt cleaned.

..... My mother ordered me

3-He said he had never seen such a boring play.

.....He said

4-He wanted to know how he could get to the football ground.

..... ? He wanted to know

5-She asked me where I had gone the week before.

..... ? She asked me.

6-He asked me why they were in haste.

..... ? He asked me

**Exercise: Turn the following passage into the direct speech:**

Some time ago, I applied for the post of private secretary to the manager of building company. I went for an interview. When I was led into the manager office, He told me to sit down and asked me if I smoked. I told him that I smoke occasionally, but I didn't like smoking while working. Then, he asked me where I had worked before. I told him that I had worked with an architect for five years. He wanted to know if I could type, and I replied that I could. He told me he would give me the job in a month's probation. I thanked him and asked him when I would start. He answered that I would start on Monday.

The manager :.....

The applicant :.....

The manager :.....

The applicant :.....

The manager :.....

The applicant :.....

The manager :.....

The applicant :.....

The manager :.....

## ORAL, SPELLING AND PRONUNCIATION

### Oral topics:

#### Topic 1:

Talk about **The Algerian Education System**?

- Give a general (historical) idea about the system?
- What are the different education stages/ levels/cycles?
- What measures or decisions are taken to stop illiteracy?
- What outlets are given to baccalaureate holders?
- How would you evaluate the progression of The Algerian Education System?

#### Topic 2:

Does your country have any well-known artists who are famous for cinema –theatre, ballet literature, opera, classical music or painting?

- What are your « Top three » art forms?  
Explain the reasons for your order of preference.
- Do you think there should be greater or less censorship of the arts in your country?

#### Topic3:

**The impact of globalization on our country.**

#### Topic4:

##### **Rules and laws**

Rules and laws affect our daily lives. They pervade our personal space at home and at work, our recreational activities as part of sports and games, and our interactions with others at the street corner, in the market place, at school, at the bank, in restaurants at the post office, and so forth. Most people would agree that rules and laws provide some degree of order, predictability, and security in our lives.

Law: a rule that must be followed by a government.

Rule: a statement, which controls what one, does and how one behaves

Questions:

- 1) Give three of the rules that you have to live by at home among your family or within your society.
- 2) Why is it important to understand the intended purposes of rules and laws?
- 3) Imagine a world without rules and laws. **Discuss.**

**Topic 5:**

Among the five physical senses: hearing, smell, touch, sight and taste, which one do you consider most important? Discuss and state your reasons.

**Topic 6:**

writing is a difficult skill for native speakers and nonnative speakers alike, because writers must balance multiple issues such as content, organization, purpose audience, vocabulary, punctuation, spelling, and mechanics such as capitalization. Writing is especially difficult for nonnative speakers because they are expected to create written products that demonstrate mastery of all the above elements in a new language.

What is the importance of an effective writing for either a native or a nonnative speaker especially in the domain of translation?

**Topic 7:**

**What is the difference between a human and a computer? Discuss.**

**Topic 8:**

**Women's work is at home or at work? Discuss.**

## How to write a summary<sup>16</sup>

Writing a good summary demonstrates that you clearly understand a text...and then you can communicate that understanding to your readers. A summary can be tricky to write at first because it's tempting to include too much and too little information but by following some preliminary steps in writing a summary, you will be able to summarize texts quickly and successfully for any class or subject.

- 1- **Divide ...and require:** Skin the text, noting in your mind the subheadings, if there are no subheadings; try to divide a text into sections (first of all we focus on headings and subheadings).
- 2- **Read:** Read the text highlighting important information and taking notes (to get feel for the author's tone, style and main ideas).
- 3- **Reread:** Reading should be active reading, underline topic sentence and key fact, identify areas that you want to refer as you write your summary.
- 4- **One sentence at a time:** You should now have a firm grasp on the text you will be summarizing, in steps 1-3, you divided the piece into sections and located the author's main ideas and points.  
Now, write down the main idea of each section in one well –developed sentence, and make sure that what you include in your sentences are key points, not minor details.
- 5- **Write a thesis statement (dissertation):** This is the key to any well-written summary. Review the sentences you wrote in step4, from then you should be able to create a thesis statement that clearly communicate what the entire text was trying to achieve.
- 6- **Ready to write:** At this point, your first draft is virtually done, you can use the thesis statement as the introductory sentence of your summary and your other sentences can make up the body Make sure that there are in order, add some transition words (then, however, also...) that help the structure of the summary.
  - ✓ Write in the present tense.
  - ✓ Make sure to include the author and title of the work.
  - ✓ Be concise: The summary shouldn't be equal in length to the original text.

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<sup>16</sup> - <http://Public.wsu./edu/ Mejia/Summary.htm>

- ✓ Don't put your own opinion, ideas or interpretations into the summary. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critic.

7- **Check for accuracy:** Read your summary and make certain that you have accurately represented the author's ideas and key points, and make sure that your text doesn't contain your own commentary on the piece.

8- **Revise:** You should revise your Style, Grammar and punctuation.



## Texts for applying:

### Text1:

#### LOYALTY

Most of us would agree that it is admirable to be loyal. We approve of loyalty to our family, loyalty to our friends, and loyalty to our country; in fact, to all those individuals and groups to whom we have reason to be **grateful**. When we speak of "loyalty" here we mean a readiness to help them when they are in difficulty or danger, and a constant interest in their well-being. It is often very clear when a person is disloyal - when he lets his parents suffer without showing any concern, for example, or when he fights in an army against his fellow-countrymen indiscriminately. For such people most of us would feel disapproval.

However, there often **arise** situations in which it is hard to decide if a person is being disloyal or not. A clever child may resist his parents' appeals to stop studying and begin work in order to help them financially. He may believe that he will be able to repay his parents more fully in the future if he continues his studies for a few years longer, whereas if he stops now his talents will be wasted and never serve anybody. **Unimaginative** people may sometimes condemn a boy or girl for making a decision like this; but often such a child, if he is conscientious and sensitive, may deserve help and encouragement rather than criticism. On the other hand, in certain circumstances - if, for instance, a boy's parents are in great poverty -- it might be disloyal for him to refuse to help them by going "out to work"; even if later he is successful, he may regret his disloyalty as a boy.

### I) COMPREHENSION

**EXERCISE 1:** Answer the following questions. (8)

- 1) What does the writer consider to be characteristic of a "Loyal" person?
- 2) When, according to the writer, is a person being disloyal?
- 3) In what circumstances is it disloyal for a boy to refuse to help his parents by going out to work?
- 4) The writer does not approve of the child who resists his parents' appeals to stop studying and begin work to help them financially. (TRUE or FALSE)
- 5) Disloyalty is easily discernible. (TRUE or FALSE)

**EXERCISE 2:**

Explain the underlined sentence using your own words as far as

Possible (No more than 3 lines).

**II) VOCABULARY:** Explain the underline words.

**III) Essay:** Write a summary of the text using your own words as far as possible. (6 to 8 lines)

**Text2:**

**Scarcity** is not created by war. It is a permanent characteristic of all human society and is the basis of the problem that faces, and always has faced, the human race whatever its form of organization. It **springs** from the fact that the material resources of the world are limited and that our ability to make use of those resources is even more limited by our ignorance. Everything that we need to satisfy our wants has to be derived finally from two sources - the natural resources that are available and the human ability to make use of them. As our knowledge grows and we increase our skill, we can exploit more of the opportunities that nature offers to us. The increase in communications, for example, has brought **within our reach** the resources of vast areas that were closed to us before. The development of scientific Knowledge has made accessible many valuable minerals from depths below the earth's surface. that could not be reached by earlier generations "neighborhood" on whose resources we can draw, and our increasing skill - both of techniques and organization – **enables** us to get more out of what we can reach. But whatever the **rate** of development, maybe there is, at any one time, a limit to the total of what can be produced.

Gertrude Williams (Economics of everyday life)

**I) COMPREHENSION: Write a summary of the text using your own words as far as possible. (6 to 8 lines)**

**II) VOCABULARY: Explain the underlined words and expressions.**

### **Text3:**

From the early days of the Industrial Revolution there has been an increasing tendency to separate great masses of mankind farther and farther from their natural surroundings, **to congregate** them in towns and cities where for the greater part of their lives they are **deprived** of the simple yet satisfying pleasures of the countryside.

In recent years, however, there **has arisen** a widespread recognition of the need for contact with the land from which many of us have been **uprooted**. Never have there been so many people taking every opportunity to escape from town to seek recreation in places where rural peace still **endures**.

Much of this **flight** from the ugliness we have created in cities is no doubt, to be explained by shorter working hours and increased facilities for travel. Yet the driving force behind it all is probably a growing realization of the need for closer touch with Nature for the full enjoyment of a healthy and happy life.

From *the Introduction*. By Tom Stephenson to the countryside Companion.

- I) **COMPREHENSION:** Write a summary of the text using your own words as far as possible (No more than 8 Lines).
  
- II) **VOCABULARY:** Choose the synonyms of the underlined words from the proposed list:
  - 1) come into existence
  
  - 2) granted
  
  - 3) act of fleeing
  
  - 4) existing in many places
  
  - 5) continue to exist

- 6) flock together**
- 7) deep-rooted**
- 8) remove forcibly**
- 9) prevent from enjoying.**
- 10) confer**

## Translation

### **1-Translate the following text from English into Arabic language:**

#### **Agreement and disagreement of Coran's Translation<sup>17</sup>**

The debate about the legitimacy of Coran's translation has appeared since a long time, especially for the Muslim legists. Some of them allow this translation because according to them the call of Islam which is included in Coran has to be transmitted to non-Arabs people in their own languages, since they couldn't read and understand it in Arabic language. Beside a part of them said that the translation of Coran is a religious duty. On the other hand, some legists forbid this translation with the argument that the Coran is inimitable in its words and meaning; so, it is impossible to produce a copy by translating it into another language, beside its translation make cause misinterpretation and miss understanding. This debate exists till now and has been extended to Muslim scientists of nowadays. That is why some Fatwah and legal opinions about forbidding and permitting the Coran's translation has appeared.

### **2-Translate these proverbs into Arabic language:**

- 1- Birds of feather flock together.
- 2- Still water runs deep.
- 3- Practice makes the master.
- 4- A penny saved; a penny gained.
- 5- Give and spend and God will send.
- 6- The error is human, the forgive is divine.
- 7- To the wise a word is enough.
- 8- The rewards of ups and down is patience.
- 9- Prevention is better than cure.
- 10- People who lived in glass houses wouldn't throw stones.
- 11- A man is known by the company he keeps.

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<sup>17</sup> -Abd el jabar Touama, El Moutarjim n°3, Dar El Gharb, Octobre-December 2001.

### Exercises on Vocabulary:

#### Exercise 1: Replace the underline words by their equivalent from the propose list:

- 1- She behaved in a queer way.
  - A- Violent.
  - B- Nice.
  - C- Strange.
- 2- The opponents of advertising say that it is an attempt to mislead people.

A-Adversaries.	A- Guide.
B-Supporters.	B- Deceive.
C- Defenders.	C-Influence.
- 3- Their families were foes.
  - A- Friends.
  - B- Enemies.
  - C- Crazy.
- 4- City dwellers are individualistic.
  - A- Cleanest.
  - B- Sellers.
  - C- Residents.
- 5- The secretary attempt to make out the note.
  - A-Correct.
  - B-Write down.
  - C-Understand.
- 6-That child was severely scolded.
  - A- Beaten.
  - B- Rebuked.
  - C- Spoiled.
- 7-The person seeking refuge and security hopes to find:
  - A- Heaven.
  - B- Haven.

C- Heating.

8-Something **edible** is something you can:

A- Hear.

B- Believe.

C- Eat.

9-The term **fetter** means:

A- Feast.

B- Features.

C- Hindrance.

10-Oil and Coal are **natural**

A- Essence.

B- Goods.

C- When Residue.

11-we spoke over the phone, her voice was so. ...that I could hardly hear her.

A- Faint.

B- Scarce.

C- Witless.

12-A **tedious** exercise is:

A- Boring.

B- Tiresome.

C- Interesting.

D- Easy.

13-A work **efficiency** is determined by

A- How often he does he work?

B- What he produces?

C- How effectively he performs his work?



14-**Warehouse** is a

- A- Huge house.
- B- A house of old people.
- C- A building for storing goods.

15-The **velocity** of the wind refers to

- A- Its direction.
- B- How often its blows.
- C- How fast the wind is blowing.

16-**To enroll** means:

- A- To become a number.
- B- To curve something.
- C- To play a role.

17-If you use the services of a doctor, you pay

- A- A fee.
- B- A commission.
- C- A tip.

18-**Weariness** means:

- A- Happiness.
- B- Willingness.
- C- Tiredness.

19-If you **get over** an illness you:

- A- Get contaminated.
- B- Recover.
- C- Relapse.

20-If you **look into** a matter you

- A- Try to understand it.
- B- Investigate it.

C- Make some researches on it.

**Exercise2: Replace the verbs between brackets by their equivalent phrasal verb:<sup>18</sup>**

- 1- The thief (to flee) and the policeman ran after him.
- 2- She was (To annoy) when I said that I wouldn't come.
- 3- He (To save) a part of money every month.
- 4- He is a good pupil, he (To advance) every year.
- 5- She (To despise) her neighbors.
- 6- Never (To postpone) till tomorrow what you can do now.
- 7- The meeting was (to cancel).
- 8- If you refuse to (To perform) my orders, you will be dismissed.
- 9- We had (To bear) her children.
  
- 10-She has (To withdraw) of the raise.
  
- 11-The teacher (To distribute) the papers.

**Exercise3: Fill in the gaps with the adjectives and adverbs derived from the cards between brackets:**

- 1- An.....photograph (Instant).
- 2- .....guidance (Parent).
- 3- A..... person in work (Conscience).
- 4- A..... boy (Mischief).
- 5- A..... secretary (To rely).
- 6- An ..... mixture (To explode).
- 7- An ..... quality (essence).
- 8- She behaves in a.....way (Mother).
- 9- He works ..... (leisure).
  
- 10-It is a .....business (Fruits).

**Exercise4: fill in the blanks with the appropriate word:**

- 1- We will do anything to help you to ..... your purpose. (Effect/ Affect).

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<sup>18</sup> - John flower, Mickael Berman, Build your Vocabulary2, Language teaching publications 1989, P57.

- 2- No increase in pay could.....his decision to leave the job. (Effect/ Affect).
- 3- Rewards and punishment are sad to be .....in children education. (affective/Effective)
- 4- In every language there are words that have strong ..... association. (affective/Effective)
- 5- Many young people refuse to.....their parent's view and to themselves to the demands of society. (Adopt/Adapt)
- 6- A profound study of an academic subject requires first of all the knowledge of it basic ..... (Concept/Conception)
- 7- Poets often find..... for their poems in nature. (Aspiration/Inspiration)
- 8- Many people prefer ..... novels to legends. (Historical/Historic)
- 9- Library keep records of the .....speeches of political leaders. (Historical/Historic)
- 10- It is hard to act according to .....which you don't believe in. (Principal /Principle)
- 11- The teacher was invited to a general meeting by a school..... (Principal /Principle)
- 12- When the government changes, people hope that the..... situation of country will improve. (economic/economical)
- 13- During the recent all shortage and increase in the prices of fuel more people began to buy..... cars. (economic/economical)
- 14- The trade union fight for better..... for the workers. (Sociable /social)
- 15- You'll find him easy to get on with, he is quite a..... person. (Sociable /social)
- 16- In winter some birds.....to other country. (Migrate/immigrate)
- 16- Democratic country allow dissatisfied citizens ..... (Migrate/immigrate)

**Exercise 5: Fill in the blanks with the appropriate preposition:**

- I hope you will succeed ..... finding a new job.
- You should rely ..... yourself.
- Don't answer your parent.....
- He was responsible ..... the damage.
- Her children take.....their father.

- He was shouting .....her.
- They blamed him .....what happened.
- Her mother doesn't approve.....her behavior.
- The student was provided.....books.
- Look..... the exclamation mark there is a car coming.

**Exercise 6: Rearrange the following words to form meaningful sentence:**

- 1- Program- fault-failure-it- no –was-was-hers-of-that-a-the.
- 2- Two-speaking-may-human-devided-broadly-beings-be-those-into-others-work-those-the-who-classes-and-who-exploit.
- 3- Offensive-such-offered-why-sale-were-object-being-for.
- 4- Base-have-jugement-their-people-outward-you-that-noticed-appearances-on.
- 5- Off-has-called-meeting-been-the-why-not-the-do-understand-workers.
- 6- Television-thing-a-happening-in-noteworthy-regard-is-to.
- 7- We- her-in-wait-to-late-this-be-she-case-for-may-ought.
- 8- Twenty years-which-machine-is-I-this-used-still-have-perfectly-working-for.
- 9- To- everyone-turned-man-suspected-whom-out-that-innocent-be.
- 10- Very- affair- are- fortunate-considering-whole-you-the.

**Exercise7: Some of the sentences are wrong correct them and justify your correction:**

- 1-I am sorry, I am late. Have you waited long.
- 2-They insisted on reading the document.
- 3-Iam used to stand in queue.
- 4-Neither of them complained. Do they?
- 5-She is looking forward to meet you.
- 6-Would you mind to repeat the question please?
- 7-physics is an exact science.

8-His physics are weak.

9-When he opens the windows. The vase had dropped.

10-Man is the only one to which the torture of his fellows is amazing.

**Exercise8: Rewrite the following sentences inserting the word between bracket in the right place:**

1-They write the report. I saw them doing it. (did)

2-(ever) have you had the courage to climb the mountain?

3-(a) I have never seen such beautiful painting.

4-Sort of person (what)would act like that.

5-(Was) she did not understand what the problem.

6-(all) The student admitted his friend did the work.

7-(enough) I think that he is tall to reach that self.

8-(too) She was frightened to concentrate on her work.

**Exercise9: Fill in the blanks with phrasal verbs:<sup>19</sup>**

1- He stopped to.....a Hitchhiker.

2- He offered her a part-time job but she .....it.....

3- He dictated it and I.....it.....in short hand.

4- I can't decide now. I will.....it.....with my colleague.

5- You must .....and make plans for the future.

6- He was.....in his researches by a lack of money.

7- She .....a beauty contest and she got a price.

8- You can't.....your promise now, we are depending on you.

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<sup>19</sup> -Bourk Kenna, Verbs and tenses intermediate, Oxford University Press,2006, P83.

**Exercise10: Write the opposites of these adjectives:<sup>20</sup>**

Bent- Dark- Smooth- Dry- Heavy- Sharp- To satisfy –lucky -literate- embark-To stand-  
healthy- late – To land.

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<sup>20</sup> -Ghennis Pye, vocabulary in practice,40units of self-study vocabulary, exercises, Cambridge university Press 2003, P52.

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