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Mascara

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Pedagogical Support

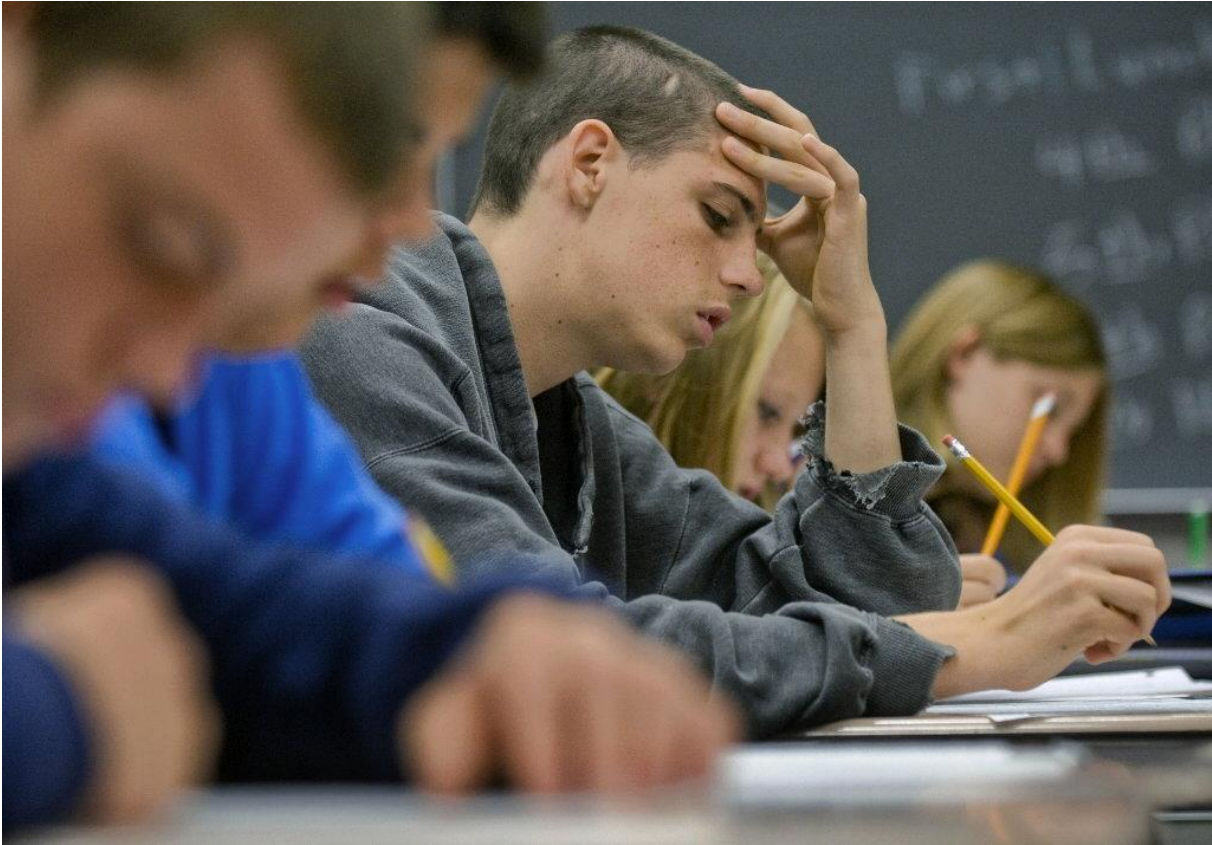
Module: Grammar

Level: 2nd Year Licence

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Students demotivated, lost and not interested at all ?



Or students motivated and all raising hands and fully engaged ?



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Introduction

Grammar is the system of a language. It is often described as the rules of a language; however, no language has rules because if it were the case, we would assume that humans created the rules then spoke the language, in fact it is the opposite, people started the language through sounds that evolved into words, phrases and sentences.

Grammar is the way words are arranged to make proper sentences. At word level grammar covers verbs and tenses, nouns, adverbs etc...and at sentence level grammar covers phrases, clauses, reported speech etc... Some learners mastered their Grammar but once given a scholarship to study abroad, they found themselves unable to communicate fluently; thus the communicative approach appeared where the focus was put on fluency rather than on accuracy.

A question may arise: Is it essential to study grammar to learn a language? The answer is "no". Most people speak their native language without having studied its grammar. Children start to speak before they even know "grammar". Now if one is serious about learning a foreign language, the answer is "yes, grammar can help you to learn a language more quickly and more efficiently." Mainly students while studying the module of "Grammar", they must master it since they are going to be tested and graded on it; therefore, it's important to consider grammar as something that can help you, like a friend, like a map that guides you. When you understand the grammar (or system) of a language, you can understand many things yourself, without having to ask a teacher or look in a book.

Throughout our modest experience, it was noticed that learners dislike 'Grammar' as they find it boring, consisting of a set of rules where learners do not really communicate and be active. From this point of view, we tried to find ways to attract learners and make Grammar enjoyable to learn: we started thinking of including new technologies such as tapes where to listen to natives, dvd's, video's, songs, games, performances because learners enjoy communicating and being active rather than listening to a teacher for hours, who may make them feel asleep.

Present Tenses

1. The simple present tense : Aim: to use this tense for habitual actions, conditional type 1, newspapers headlines and so on.

1.1 Form

In the affirmative the simple present has the same form as the infinitive but adds an “s” for the third person singular.

Affirmative: I/you/we/they work, he/she/it works

Negative: I/you/we/they do not work, he/she/it does not work

Interrogative: Do I/you/we/they work? , Doesn't he/she/it work?

Negative interrogative: Don't I/you/we/they work ?, Doesn't he/she/it work?

1.2 Use

A. The main use of the present simple tense is to express habitual action.

e.g. He smokes. / Dogs bark .

It is often used with adverbs or adverbial phrase such as: always, never, occasionally, often, sometimes, usually, every week, on Mondays, twice a year, etc... e.g. Christians go to Church on Sundays. / It rarely rains here.

It is also used with time clauses to express routine or habitual actions.

E.g. Whenever it rains the roof leaks. /

As soon as he earns any money he spends it.

B. The simple present is used with the verb say, when we are asking about or quoting from books, notices or very recently received letters.

e.g. I see you've got a letter from Ann, what does she say? She says

Shakespeare says, “Neither a borrower nor a lender be”.

C. The present simple can be used in newspaper headlines.

e.g. PEACE TALKS FAIL .

D. It can be used for dramatic narratives. This is particularly useful when describing the action of a play, opera etc... It is also often used by commentators at sport events, public functions etc...

e.g. When the curtain rises, Juliet is writing at her desk, suddenly the window opens and a man jumps in.

E. It is used in conditional sentences type 1

e.g. If I see Amina I will ask her about the exam date.

F. The simple present is also used for a planned future action or a series of actions, particularly when they refer to a journey. Travel agents generally use it.

e.g. We leave Tlemcen at 10:00 next week and arrive to Oran at 12:00. We spend three hours in Oran and leave again at 15.00.

G. To express a general truth we also use the present simple

e.g. The earth moves.

H. The present simple is used instead of the present continuous with verbs which cannot be used in the continuous form such as see, love, believe etc ...

e.g. I see you. (not I'm seeing you)

2. The present continuous / progressive Aim: to use it at the moment of speaking, for developing situations and so on.

2.1. Form

The present continuous is formed with the present tense of the auxiliary verb 'be' + the present participle.

Affirmative: I am working, you, we, they are working, he, she, it is working.

Negative: I am not working, you, we, they are not working, he, she, it is not working.

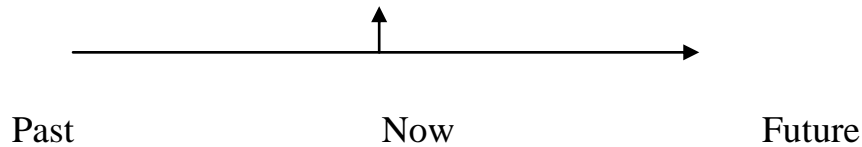
Interrogative: am I working?, Are you, we, they working, Is he, she, it working?

Negative interrogative: Aren't I, you, we, they working ?, Isn't he, she, it working?

2.2 Use

A. We use the present continuous / progressive to talk about actions and situations that are going on 'around now' i.e. before, during and after the moment of speaking.

e.g. "What are you doing?" "I'm reading".



B. We also use present continuous to talk about developing and changing situations

e.g. The weather is getting warmer.

10° 12° 15° 20° 25° 30°

Past Now Future

C. The present continuous is also used for definite arrangement in the near future.

e.g. I'm meeting Ali tonight.

Are you doing anything tomorrow afternoon?

In this case, the time of the action should always be mentioned in order to avoid confusion between present and future meanings. Come and go however, can be used in this way without a time expression. e.g. I'm going to Paris. (Future action)

D. "Always" is used with the present progressive to mean "very often". This structure is used to talk about things that happen very often but are not planned. Compare: -I'm always meeting Ali (accidental/ unplanned meeting) / -When Amine comes to see me, I always meet him in the supermarket (regular planned arrangement)

3. Verbs taking and not taking the progressive

There are two types of verbs: dynamic and state verbs.

3.1. Dynamic verbs

These verbs usually take the progressive aspect i.e. they can be conjugated in any continuous tense. They are put under three groups:

3.1.1. Verbs denoting activities such as walk, read, drink, write, work etc...

3.1.2. Verbs denoting processes such as change, grow, widen, improve, etc...

3.1.3. Verbs denoting momentary events such as knock, jump, nod, kick, etc... If used with the progressive, these verbs suggest repetition.

e.g. - He knocked at the door . (one knock on the door)

- He was knocking at the door. (repeated knocks on the door).

3.2 State verbs

These verbs often cannot be used with continuous tenses, because the notion of something in progress cannot be easily applied to them. The verbs which normally do not take the progressive include:

3.2.1. Verbs of Perceiving

Such as feel, hear, see, smell, taste

-The verbs look and sound can be included in this group when used as linking verbs. e.g. She looks nice .

-Verbs referring to internal sensation such as hurt, feel, ache, can be used either with the progressive or the simple tense. e.g. My back hurts / my back is hurting.

3.2.2. Verbs referring to a state of mind or feeling

Such as believe, adore, desire, detest, dislike, doubt, forget, hate, hope, imagine, know, like, love, mean, prefer, remember, suppose, understand, want, wish, etc.

e.g. I forget his name.

The verbs seem and appear may also be included here:

e.g. He seems / appears to be enjoying himself.

3.2.3. Such as be, belong to, concern, consist of, contain, cost, depend on, deserve, equal, fit, have, involve, matter, owe, possess, remain, require, resemble, suffice, etc ... e.g. This carpet belongs to me.

3.3 Exceptions

Although state verbs may be labeled non-progressive, there are special circumstances in which they are used with the progressive. In this case, we can say that the state verb has been changed into an activity verb, i.e. a verb referring to an active form of behavior. In place of see and hear, we have the equivalent activity verbs look (at) and listen (to)

e.g. I am looking at your drawings / He was listening to the news when I came.

But for smell, feel, and taste there is no special corresponding activity verb, so these verbs have to do the duty for the state meaning and the activity meaning.

e.g. The doctor is feeling his pulse. He says it feels normal.

I've been tasting the soup. It tastes delicious.

In the same way think, imagine, remember, etc... can sometimes be used as mental activity verbs.

e.g. I'm thinking about what you said, I think you're right.

4. The Present perfect simple: Aim: its use is when smt in the past is connected with the present.

4.1. Form

The present perfect is formed with the present tense of have + past participle

Affirmative: I/ you/ we/ they have worked, he/ she / it has worked.

Negative: Have I/ you/ we/ they worked?/ Has he/ she / it worked?

Negative-interrogative: Haven't I/ you/ we/ they worked?/ Hasn't he/ she / it worked?

4.2. Use

We use the present perfect simple to say that something in the past is connected with the present in some way. If we say that something has happened, we are

thinking about the past and the present at the same time. It is often used in conversations, letters, newspapers, and television and radio reports.

e.g. I've broken my leg. (My leg is broken now)

A. The present perfect is used for recent actions when the time is not mentioned.

e.g. I have read the instructions but I don't understand them.

== opposite of: I read the instructions last night.

B. Recent actions in the present perfect often have results in the present time.

e.g. He has had a bad car crash. (He is still in hospital)

Opposite of: He had a bad car crash. (He recovered by now)

C. The present perfect is also used for actions which occur further back in the past, but there is still a connection with the present.

e.g. Yasmina Khadra has written a big number of novels. (He is still alive and can write more)

opposite of: William Shakespeare wrote a big number of plays.(He is dead now)

D. The present perfect is also used with 'just' to express a recently completed action.

e.g. He has just phoned me.

E. The present perfect is also used for actions occurring in an incomplete period of time.

e.g. This afternoon will end at about 17.00, (at 16.00) I haven't seen Ali this afternoon. Opposite of: (at 18.00) I didn't see Ali this afternoon.

But if we know that an action usually happens at a certain time of our incomplete period we use the simple past.

e.g My alarm clock *didn't ring* this morning.

F. The present perfect can be used with *lately, recently, ever, never, always, occasionally, often, etc.*

e.g. Has he been here lately?

They have always answered my letters. (A habitual action)

G. We use the present perfect to talk about actions, states, and situations which started in the past and still continue in the present.

e.g. He has been in the army for two years. (He is still in the army.)

We have waited all day. (We are still waiting.)

He has lived here all his life. (He still lives here.)

Sometimes the action finishes at the time of speaking.

e.g. I haven't seen you for ages. (But I see you now.)

H. The present perfect is used with *For* and *Since*

-For used with the simple past denotes a terminated period of time; whereas when used with the present perfect tense it denotes a period of time extending into the present.

e.g. We lived there *for* ten years. (but we don't live there now)

We have lived there *for* ten years (we still live there)

-Since is used with a point in time or a clause and means 'from that point to the time of speaking'. It is usually used with a perfect tense.

e.g. She has been a teacher *since* 1985.

I ve worked here *since* I left school.

I haven't seen him *since* November 1998.

Has he written *since* he left home?

5. The present perfect continuous: Aim: For action which began in the past and is still continuing

5.1. Form

This tense is formed with the present perfect of 'be' + the present participle.

Affirmative: I/ you/ we/ they have been working , he/ she / it has been working.

Negative: I/ you/ we/ they have not been working , he/ she / it has not been working.

Interrogative: Have I/ you/ we/ they been working? , Has he/ she / it been working?

Negative-interrogative: Haven't I/ you/ we/ they been working? , Hasn't he/ she / it been working?

5.2. Use

This tense is used for an action which began in the past and is still continuing or has just finished. e.g. I have been reading *for* 2 hours.

TD Exercises : The Present Tenses

1. The Present Simple and Continuous

Grammar TD Exercises on the present tenses

I. Complete these sentences so that they represent a universal truth or a situation that may be regarded as permanent using the present simple of the verbs in the list. Add any other words that may be needed to complete the sentences:

List: believe, exist, float, flow, generate, indicate, lie, make, rise, set, stand, treat, work .

1) The sun in the east and west. 2) A tobacconist cigarettes.
3) The Thames London. 4) Deep snow summit of Mont Blanc. 5) London The Thames. 6) Water moon (negative). 7) Jet aircraft lot of noise. 8) Combustion heat. 9) Hospitals sick. 10) Computers speed. 11) Oil water. 12) An atheist God (negative).

II. Use the verbs in (...) in the progressive form:

- 1) She (not work), she (swim) in the river.
- 2) He (teach) his boy to ride.
- 3) Why she (not wear) her new dress?
- 4) What Tom (do) now?
- 5) It (rain)? Yes, it (rain) very hard.
- 6) You (not tell) the truth. How do you know that I (not tell) the truth?
- 7) Who (make) that terrible noise? It's your uncle. He (practice) the violin.
- 8) She always (ring) up and (ask) silly questions.
- 9) Tom usually (feed) the hens but I (do) it as he is not well.
- 10) You cannot see her because she (rest). She always rests after lunch.
- 11) She always (lose) her glasses and (ask) me to look for them.

III. Put the following verbs into the progressive whenever possible.

- 1) What Tom (think) of the budget? He (think) it most unfair. I (agree) with him.
- 2) What this one (cost)? It (cost) four pounds.
- 3) You (see) my hat anywhere? No, I (look) for it but I (not see) it.
- 4) I (hate) her, she always (not understand) him at all.
- 5) You (recognize) that man? I (think) that I have seen him before but I don't remember his name.

- 6) You mind if I (ask) you a question? That (depend) on the question. It (concern) your brother. I (refuse) to answer any question about my brother.
- 7) What you (think) about? I (think) about the play we saw last night. What you (think) of it? I (think) it was very bad.
- 8) The students' representatives (see) the head of the department tomorrow morning.
- 9) I can't work, I not (feel) well.
- 10) I (feel) that the film is going to be a success.

Since we have bought the house it (belong) to us.

- 11) John (see) us. He (wave) to us.

IV. Put the verbs in (...) into the simple present or present progressive.

- 1) Some birds not (build) nests, they (use) the nests of other birds.
- 2) You can't see Tom now, he (have) a bath.
- 3) He usually (drink) coffee but today he (drink) tea.
- 4) What she (do) in the evenings? She usually (play) cards or (listen) to the wireless.
- 5) I won't go out now as it (rain) and I not (have) an umbrella.
- 6) The last train (leave) the station at 11h30.
- 7) He usually (speak) so quickly that I not (understand) him.
- 8) Ann (make) a dress for herself at the moment. She (make) all her own clothes.
- 9) I (wear) a hat today because the sun is very hot.
- 10) How you (get) to work as a rule? I usually (go) by bus but tomorrow I (go) by Tom's car.
- 11) Why you (put) on your coat? I (go) for a walk. Would you like to come with me? Yes, I'd love to. You (mind) if I (bring) my dog?
- 12) How much you (owe) him? I (owe) him 5000 DA. You (intend) to pay him?
- 13) Mary usually (learns) languages very quickly but she not (seem) to learn modern Greek.
- 14) Who (make) that terrible noise? It's Mr Pitt. He (blow) his nose.

15) These workmen are never satisfied, they always (complain).

16) He always (say) he (mend) the window but he never (do) it.

17) You (know) why an apple (fall) down and not up?

18) You (believe) all that the newspapers (say)? No, I not (believe) any of it.
Then why you (read) newspapers?

V. The following passage explains the workings of an automatic ticket barrier on the London underground Railway system. Complete the passage using the simple present of the scrambled verbs in the list.

List: (be, buy, leave, let, record, release, scan, show, suck, take)

Passage: (When you a ticket, you to a machine which it in,it,and a barrier for you in about a third of a second. And when you a station a similar gate Your ticket from you (always assuming that you've got the correct ticket) and you out, returning your ticket if it a season.

VI. Put the verbs in (...) in the right tense.

1. Jack (cut) the grass, he always (cut) it every week in summer.
2. You (understand) the problem?
3. He usually (find) a lot of letters on his desk when he (arrive) at the office.
4. Frank (take) me to the cinema tomorrow.
5. I not (want) any more thank you.
6. She (sit) up in bed reading the paper, she always (stay) in bed late on Sunday mornings.
7. He never (listen) when I (try) to advise him.
8. What you (think) you (do)?

Keys to TD exercises on the present simple / continuous

I. . Complete these sentences so that they represent a universal truth or a situation that may be regarded as permanent using the present simple of the verbs in the list. Add any other words that may be needed to complete the sentences:

rises, sets- makes, stands, indicates- lies on, does not exist- makes- generates- treat- work- floats on- does not believe in .

II. Use the verbs in (...) in the progressive form:

is not working, is swimming- is teaching- isn't she wearing- is Tom doing ?- is it raining ? is raining- are not telling, am not telling- is making, is practicing- is always ringing, asking- am doing – is resting- is always losing, is asking

III. Put the following verbs into the progressive whenever possible.

Is Tom thinking ? , thinks , agree - Does cost ? , costs - Do you see ? , am looking, don't see - Hate, does not always understand – Do you recognize, think- Do you mind if I ask, depends, concerns, refuse- Are you thinking ? am thinking, do you think ? , think - Are seeing – don't feel- am feeling – belongs – sees, is waving-

IV. Put the verbs in (...) into the simple present or present progressive.

Do not build, use – is having – drinks, is drinking- does she do?, is usually playing, is listening- is raining, don't have- is leaving- usually speaks, don't understand- is making, makes- am wearing- do you get?, usually go, am going- are you putting , am going, do you mind, bring- do you owe him, owe, do you intend- is usually learning, does not seem- is making, blowing – are always complaining- is always saying, mends, does- do you know, falls- do you believe, are saying,, don't believe- are you reading ?

V. The following passage explains the workings of an automatic ticket barrier on the London underground Railway system. Complete the passage using the simple present of the scrambled verbs in the list.

List: (be, buy, leave, let, record, release, scan, show, suck, take)

Passage: (When you ...**buy**..... a ticket, you ...**release**... to a machine which **sucks**..... it in, ...**scans**.....it, ...**records**and ...**shows**..... a barrier for you in about a third of a second. And when you **leave**..... a

station a similar gate **takes**..... Your ticket from you (always assuming that you've got the correct ticket) and ...**lets**..... you out, returning your ticket if it ...**is**..... a season.

VI. Put the verbs in (...) in the right tense.

is cutting , he always cuts it – do you understand- finds, arrives- is taking- don't want – is sitting, always stays- listens, try- do you think you are doing ?

Grammar TD (more vexercises)

Draw an imaginary machine and describe it using the present simple:

(time is given to learners then each one stands up to describe his machine ,
aim: to practice speaking freely/ to use the present simple) .

Keys: depending on students creativity / making them express themselves
using the present tense.

Grammar TD

1/ -Think of 4 things you like doing / and 4 things you hate doing

2/ -Think of 5 habits and state them: e.g. I always

(Aim: to share likes and dislikes/ to get to know each other/ to practice the
present)

-Game: memorization: can you remember what X likes? What Z likes? What F
likes?

(Aim: to practice the present in a relaxing atmosphere by getting learners
engaged through a game and motivating them)

3/- Find 5 good things you wish to find in your future partner (positive)

-Find 5 bad things you do not wish to find in your future partner (negative)

(Aim: to raise a challenge among learners and make them express themselves
and have fun by practicing the present)

4/ A song: My Heart will go on by Celine Dion

a. Listen and find the 14 mistakes in the song

Every day in my dreams

I see you, I hear you

That is how I know I go on

Far across the distance

And spaces among us

You have come to say you go on

Near, far, whenever you are
I believe that the heart will go on
Once more you close the door
And you're here in my head
And my heart will go on and on

Love can touch us one time
And stay for a lifetime
And always let go 'til we're gone

Love was when I loved you
One true time I'd hold you
In my life we'll always go on

Near, far, wherever you are
I believe that the heart does go on

You're here, there's something I fear
And I know that my heart will go on
We'll stay forever this time
You are safe in my heart
And my heart will go on and on

b. Discussion: Dreams: day dream and night dream..... Tell about them to your classmates

(to make students express themselves freely using the suitable tense)

A song: That's the way it is by Celine Dion / Listen and fill in the gaps

I can read your mind and I know your story I see you're going (yeah). It's an uphill climb and I'm feeling But I know it will come to you don't surrender 'cause you can win in this thing called ; when you want it the most there's no easy way out when you're To go and your heart's In doubt. Don't give up on your faith love comes to those who It and that's the way it is. When you question me for a simple I don't know what to say (no) but it's plain to see if you stick together you're gonna find the way so don't cause you can win in this Called love.

(Chorus) When life is With no tomorrow and loneliness starts to call baby don't worry Your sorrow 'cause love's gonna conquer it all.

A song: We are the World by Modern Talking/ Listen and do the activities

1/Listen to the song and fill in the gaps:

There comes a time when we a certain call when the must come together as , there are people oh let's to lend a to life , the of

We can't go on

That someone

We are

You know

2/Listen again and order the phrases in the order you hear them:

-oh there's a choice we're making

- we're the world we're the children

-we're saving our own lives

-we're the ones who make a brighter day

-it's true we make a better day just you and me

-so let's start giving

3/General discussion about the song theme

Keys to songs:

A song: My Heart will go on by Celine Dion

-Listen and find the 14 mistakes in the song

b. Listen and find the 14 mistakes in the song

Every night in my dreams
I see you, I feel you
That is how I know you go on

Far across the distance
And spaces between us
You have come to show you go on

Near, far, wherever you are
I believe that the heart does go on
Once more you open the door
And you're here in my heart
And my heart will go on and on

Love can touch us one time
And last for a lifetime
And never let go 'til we're gone

Love was when I loved you
One true time I'd hold to
In my life we'll always go on

Near, far, wherever you are
I believe that the heart does go on

You're here, there's nothing I fear
And I know that my heart will go on
We'll stay forever this way
You are safe in my heart
And my heart will go on and on

-A song: That's the way it is by Celine Dion / Listen and fill in the gaps

.. Gaps: Through- sorry- love- ready- left- believe- answer- surrender- world- empty- forget

- A song: We are the World by Modern Talking/ Listen and do the activities

..Gaps: hear- world- one- dying- time- hand- greatest gift of all- pretending day by day- somewhere will make a change- all parts of God's great big family- and the truth, you know, love is all we need

.. Order :

We are the world

We are the children

We are the ones who make a brighter day, so let's start giving

There's a choice we're making

We're saving our own lives

It's true we'll make a better day, just you and me

..Discussion:

Aim: to engage learners to express themselves freely in a relaxing atmosphere giving their opinions on hunger, saving humanity, and suggesting solutions/remedies....

2. The Present Perfect Simple and Continuous

Grammar TD Exercises on the present perfect

I. Put the verbs between brackets in the present perfect:

- 1) I (meet) not Amel's husband yet.
- 2) She (finish) just her work.
- 3) Nadia and Samira are old friends. They (know) each other for a long time.
- 4) I don't like this weather. It (be) cold and cloudy for the last three days.
- 5) Your Arabic is getting better, you (learn) a lot of Arabic since you (come) here.
- 6) The teacher (explain) just the lesson.
- 7) Adel never (meet) Asma's parents.
- 8) You (be) to France?

II. Ask questions about the underlined words:

- 1) I have just met said.
- 2) She has already written a letter.
- 3) I have lived in London since 1980.
- 4) The child has broken the window.
- 5) I have been in Germany for two months.
- 6) They haven't done their homework yet.

III. Put : " since, for, ago"

- 1) Boston was founded more than 300 years
- 2) There have been cabots and lowels in Boston the early days.
- 3) Boston has had a university 1636.
- 4) The Boston harbor has been important 300 years.
- 5) They arrived in Boston a month
- 6) They have been in Boston a month.
- 7) They have been there Last month.

IV. Put: “ already / yet”:

- 1) Has your brother left? No, he hasn't left
- 2) Have they visited Washington? Yes, they have There.
- 3) I haven't decided what to do
- 4) Has he finished? No, he hasn't finished it
- 5) We have Studied this lesson.
- 6) Is it time to go ? No, not

V. Give examples using: “ since, for, ago / already, yet” :

VI. Put the right tense: (past/ present perfect or their ing form):

- 1) Nassima (talk) on the phone for 20 minutes. You already (see) her. No, I not (see) her yet.
- 2) Assia (eat) dinner last night when someone (knock) on the door. She (open) the door? No, she (not)
- 3) You ever (visit) Paris? No, I never (be) there.
- 4) Yesterday afternoon I (go) to visit my mother; she (be) in the garden, she (plant) flowers. Dad (be) in the garage, he (work) on his car.
- 5) While I (drink) tea my husband (stand) near me.
- 6) He (save) in the 1st world war. When that war (begin)? It (begin) in 1914 and (last) for four years.
- 7) I (lose) my black gloves. You (see) them anywhere? No, I (not).

VII. Put the verbs in (...) into the present perfect progressive:

1. I (make) cakes that's why my hands are so white.
2. Have you seen my bag anywhere? I (look) for it for ages.
3. He (study) Greek for two years and does not even know the alphabet.
4. It (rain) for two days now. There will be a flood soon.
5. You (drive) all day. Let me drive now.
6. I'm sorry for keeping you waiting. I (feed) the hens.
7. He (speak) for an hour now. I expect he'll soon be finished.
8. I (shop) all day and I'm completely exhausted.

VIII. Present perfect simple or progressive?

- 1) He (walk) ten miles.
- 2) He (walk) for three hours.
- 3) That boy (eat) seven ice-creams. He not (stop) eating since he (arrive).
- 4) The driver (drink) I think someone else should drive.
- 5) We are very tired because we (pick) apples. We (pick) ten baskets.
- 6) I (sleep) on every bed in this house but I do not like any of them.
- 7) I (ride) all the horses in this stable.
- 8) I. only (hear) from him twice since he went away.

IV. Practice:

1/How long (since/ for) ?

= How long have you been writing letters?

E.G.S. I have been writing letters for 2 hours / since 2 o'clock.

2/How many / how much?

= How many letters have you written?

= How much money have you spent?

Keys to TD exercises on the present perfect simple / continuous

I. Put the verbs between brackets in the present perfect:

- 1) I (meet) not **haven't met** Amel's husband yet.
- 2) She (finish) **has just finished** just her work.
- 3) Nadia and Samira are old friends. They (know) **have known** each other for a long time.
- 4) I don't like this weather. It (be) **has been** cold and cloudy for the last three days.
- 5) Your Arabic is getting better, you (learn) **have learnt** a lot of Arabic since you (come) here.
- 6) The teacher (explain) just **has just explained** the lesson.
- 7) Adel never (meet) **has never met** Asma's parents.
- 8) You (be) **have you been** to France?

II. Ask questions about the underlined words:

- 1) I have just met said. = **who has just met ?**
- 2) She has already written a letter. = **What has she already written ?**
- 3) I have lived in London since 1980. **Since when have I/you lived?**
- 4) The child has broken the window. = **What has the child done to the window ?**
- 5) I have been in Germany for two months. = **for how long have I/you been?**
- 6) They haven't done their homework yet. = what has happened ?

III. Put : " since, for, ago"

- 1) Boston was founded more than 300 years **for**
- 2) There have been cabots and lowels in Boston ...the early days. **since**
- 3) Boston has had a university 1636. **since**
- 4) The Boston harbor has been important 300 years. **for**
- 5) They arrived in Boston a month **ago**
- 6) They have been in Boston a month. **for**

7) They have been there Last month. **since**

IV. Put: “ already / yet”:

- 1) Has your brother left? No, he hasn't left **Yet**
- 2) Have they visited Washington? Yes, they have There. **Yet /already**
- 3) I haven't decided what to do **yet**
- 4) Has he finished? No, he hasn't finished it **Yet/yet**
- 5) We have Studied this lesson. **already**
- 6) Is it time to go ? No, not **Yet/yet**

V. Give examples using: “ since, for, ago / already, yet” :

(see students' replies)

VI. Put the right tense: (past/ present perfect or their ing form):

- 1) Nassima (talk) on the phone for 20 minutes. You already (see) her. No, I not (see) her yet. **Has been talking, have already seen, haven't seen**
- 2) Assia (eat) dinner last night when someone (knock) on the door. She (open) the door? No, she (not) **was eating, knocked, did she open, did not**
- 3) You ever (visit) Paris? No, I never (be) there. **Have you ever visited, have never been**
- 4) Yesterday afternoon I (go) to visit my mother; she (be) in the garden, she (plant) flowers. Dad (be) in the garage, he (work) on his car. **Went, was, was planting, was, was working**
- 5) While I (drink) tea my husband (stand) near me. **Was drinking, stood**
- 6) He (save) in the 1st world war. When that war (begin)? It (begin) in 1914 and (last) for four years. **Was saved, did that war begin?, began, lasted**
- 7) I (lose) my black gloves. You (see) them anywhere? No, I (not). **Lost/have lost, have you seen ?, haven't .**

VII. Put the verbs in (...) into the present perfect progressive:

1. I (make) cakes that's why my hands are so white. =**have been making**

2. Have you seen my bag anywhere? I (look) for it for ages. = **have been looking**
3. He (study) Greek for two years and does not even know the alphabet.= **have been studying**
4. It (rain) for two days now. There will be a flood soon.= **has been raining**
5. You (drive) all day. Let me drive now. = **Have been driving**
6. I'm sorry for keeping you waiting. I (feed) the hens.=**have been feeding**
7. He (speak) for an hour now. I expect he'll soon be finished. = **has been speaking**
8. I (shop) all day and I'm completely exhausted.= **have been shopping**

VIII. Present perfect simple or progressive?

- 1) He (walk) ten miles. = **Has walked**
- 2) He (walk) for three hours. = **has been walking**
- 3) That boy (eat) seven ice-creams. He not (stop) eating since he (arrive).=
has eaten, has not stopped, has arrived
- 4) The driver (drink) I think someone else should drive. = **has drunk**
- 5) We are very tired because we (pick) apples. We (pick) ten baskets. =
have been picking, have picked
- 6) I (sleep) on every bed in this house but I do not like any of them.=
have slept
- 7) I (ride) all the horses in this stable. = **have ridden**
- 8) I only (hear) from him twice since he went away.= **have only heard**

IV. Practice:

1/How long (since/ for) ?

= How long have you been writing letters?

E.G.S. I have been writing letters for 2 hours / since 2 o'clock.

2/How many / how much?

= How many letters have you written?

= How much money have you spent?

(see students' answers)

Past tenses

1. The simple past tense: Aim: used for completed actions, past habits.

1.1. Form

The simple past tense in regular verbs is formed by adding 'ed' to the infinitive. Whereas, with irregular verbs this varies considerably and should be learnt.

Affirmative : I/ you/ we/ they worked, he/ she / it worked.

Negative: I/ you/ we/ they did not work?/ he/ she / it did not work.

Interrogative: Did I/ you/ we/ they work?/ Did he/ she / it work?

Negative-interrogative: Didn't I/ you/ we/ they worked?/ Didn't he/ she / it work?

1.2. Use

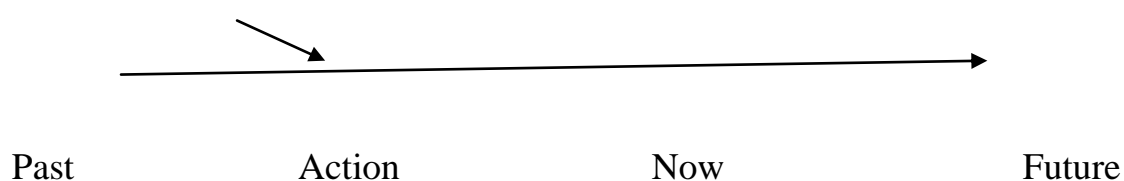
A. The simple past is used for actions completed at a definite time in the past.

e.g. I met him yesterday. / Pasteur died in 1895.

B. The simple past is also used for an action whose time is not given but which:

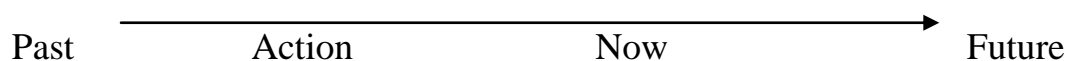
-Occupied a period of time now terminated.

e.g. He worked in that bank for four years. (but he doesn't work there now).



-Or occurred at a moment in a period of time now finished.

e.g. She once saw President Houari Boumediene.



The period of Houari Boumediene's presidency.

C. This tense is used for past habits too.

e.g. He always carried an umbrella. They never drank wine.

D. The simple past is used in conditional sentence type 2

e.g. If I had money I would buy a car.

2. The past Continuous / progressive: Aim: used for past actions and with the past simple.

2.1 Form

The past continuous is formed with the past tense of the auxiliary be + the present participle.

Affirmative I / you/ he/ she / it was working, we/ they were working.

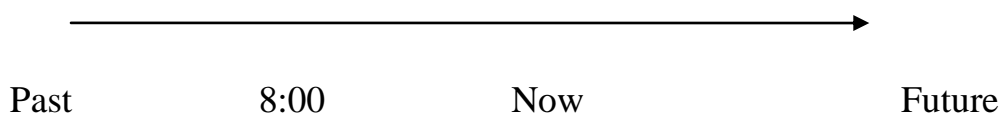
Negative: I/ you/ he/ she / it was not working, we/ they were not working.

Interrogative: Was I/ you/ he/ she / it working? , were we/ they working?

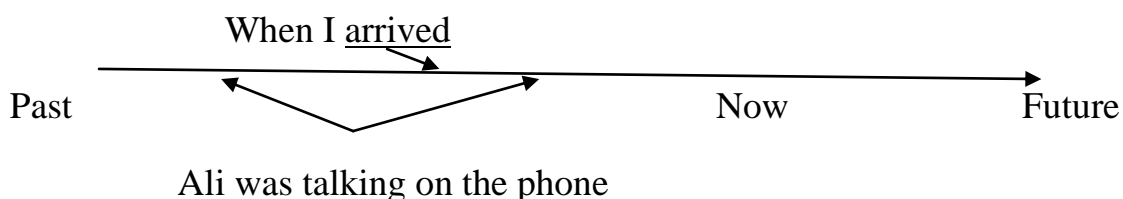
Negative-interrogative: Wasn't I/ you/ we/ they working?/ Weren't he/ she / it work?

2.2.Use A. The past continuous is used for past actions which continued for some time but whose exact limits are not known and are not important. Used without a time expression it can indicate gradual development in the past.

e.g. At eight he was having breakfast.



C. We often use the past progressive with a simple past tense. The past continuous refers to a longer action or situation. The simple past refers to a shorter action or situation that happened in the middle of the long action, or interrupted it.



3. Past perfect simple: Aim: for completed actions in the past, conditional type 3.

3.1 Form

This tense is formed with had + the past participle. It is, therefore, the same for all persons.

Affirmative: I/ you/ we/ they had worked, he/ she / it had worked.

Negative: I/ you/ we/ they had not work?/ he/ she / it had not work.

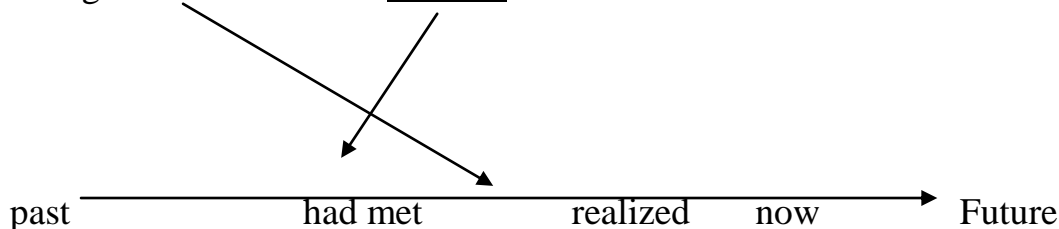
Interrogative: Had I/ you/ we/ they worked?/ Had he/ she / it worked?

Negative-interrogative: Hadn't I/ you/ we/ they worked?/ Hadn't he/ she / it work?

3.2. Use

A. The basic meanings of the past perfect simple are 'earlier past' and 'completed in the past'. A common use is to go back to earlier past when we are already talking about the past; so as to make clear that something had already happened at the time we were talking about it.

e.g. I realized that we had met before.



B. The Past perfect is common after past verbs of 'saying and thinking', to talk about things that had happened before the 'saying or thinking' took place.

e.g. I told her that I had finished. / I wondered who had left the door open.

C. The Past perfect is used in conditional sentences, type 3.

e.g. If I had gone to university I would have studied medicine.

4. Past perfect continuous / Progressive: Aim: To talk about longer actions.

4.1. Form

This tense is formed with had been + the present participle. It is, therefore, the same for all persons.

Affirmative: I/ you/ he/ she / it we/ they had been working.

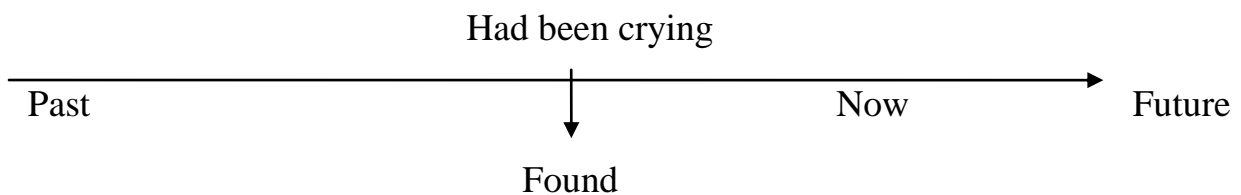
Negative: I/ you/ he/ she / it we/ they had not been working.

Interrogative: Had I/ you/ he/ she / it /we/ they had been working?

Negative-interrogative: Hadn't I/ you/ he/ she / it /we/ they had been working?

4.2. Use

The Past perfect continuous is used to talk about longer actions or situations which had continued up to the past moment that we're thinking about, or shortly before it. E.g. When I found Amina, I could see that she had been crying.



5. Simple and continuous / progressive tenses: Aim: for repeated actions, longer actions.

A. Continuous tenses are often used to talk about more temporary actions and situations. When we talk about longer, lasting or permanent situations we prefer simple tenses.

e.g. I ve lived in Tlemcen since my birth . / I ve been living in Tlemcen for the last month.

She had lived with her parents till they died./ She had been living with her parents for some time before she moved to her new flat.

My sister is living at home for the moment (around now)./ You live in Tlemcen, don't you?

Why is that girl standing on the table? / My grand parents' house stands on a hill outside the town.

B. We can use the progressive tenses to talk about repeated actions and events if the number of repetitions is not mentioned; otherwise, we use the simple tenses.

e.g. I've been playing football a lot recently. / I've played football three times this week.

He had been trying to get her on the phone. / He had tried to get her on the phone.

C. There is an important difference between the simple and continuous aspects of the present and past tenses: the continuous tenses focus on the action looking at it as a continuous extended activity; whereas the simple tenses look more at the idea of completion and result.

e.g. I've been reading this novel. (focus on the length of the action) / I've read three novels. (focus on the completion of the action)

I had been reading a book of science fiction and my mind became full of strange images. (focus on the length of the action) / I had read all my magazines and was beginning to get bored. (focus on the completed action)

Grammar TD Exercises on the Past simple

1) Pick up irregular verbs and give their past tense:

Differ - are - teach- favour- say- live- go- drink- help-

2) Pick up irregular verbs and write their three forms:

Ask- wear- fly- eat- spend- see- have- leave

3) Choose the right verb (regular or irregular):

-Yesterday I took / received) a present from Aunt Jane.

- I (took / received) the letter with me.

- He has never borrowed / lent) money from me.

-I asked my friend to (borrow / lend) me her book.

-I liked them very much so I (bought / sold) both of them.

-I (asked / asked for) a question, I didn't (ask / ask for) an answer .

-You can only learn if you (look after / pay attention).

-Don't forget to (remind / remember) me about it tomorrow.

-Trees take a long time to (grow / grow up) .

-I (realized / understood) he was not telling me the truth.

-The boys (put up / put out) their tent in the middle of a field.

-When you go to the kitchen, please (fetch / bring) me a glass of water.

-Once I asked him he (refused / denied) to tell me.

-She (said / told) to her mother that she was ill.

4) Classify the regular verbs in the following table according to the pronunciation of their final "ed" :

/ d /	/ t /	/ id /	Double cons

List: stepped, exploded, stopped, outlawed, visited, photographed, signed, changed, hiled, looked, happened, asked, laughed, helped, stripped, tested, included, argued, shocked, involved, estimated, promised, hoped, called, handicapped.

5) Make another list of regular verbs and classify them in the table according to the pronunciation of their final “ed” :

/ d /	/ t /	/ id /	Double cons

6) Words:

1/ Spelling:

- a- Clap , stop , rain
- b- Enter , mention , complain
- c- Carry , hurry , obey , play , enjoy

2/ Sound:

- a- Pack , miss , wish , watch , hope , laugh
- b- Heat , load , wait
- c- Try , fill , open , cover

3) Give the v-ed1 and v-ed2 of the base forms listed below:

a- burn, dwell, learn, smell, spell, spill, spoil, bond, build, lend, spend, have, send, hang, meet

b- begin, ring, drink, shrink, sink, spring, sting, stink, break, choose, freeze, steal, bite, hide, fly

c- bet, bid, broadcast, burst, cost, cut, hit, hurt, let, put, spread

d- come, become, overcome, run

e- mow, saw, sow, show, swell

Exercises on the Past progressive

7)a- Compare the following:

1. I was sleeping soundly at 11 o'clock last night / the children slept t 11 last night.
2. I was writing a letter last night but my hand grew tired / I wrote a letter last night.
3. He was having breakfast at 8 / he had breakfast at 8.
4. The girl was drowning in the lake / The girl drowned in the lake.
5. He was reading a book that evening / he read a book that evening.
6. Someone was taking notes all the time you were speaking / Someone took notes.
7. When we arrived, she made some fresh coffee / When we arrived, she was making some fresh coffee.
8. He was always ringing me up / He always rang me up / He used to ring me up .

b- Describe the following:

- 1) She was talking on the phone when I arrived.
- 2) She put the receiver down when she saw me.
- 3) I talked to him several times.
- 4) They were watching a football match on Friday afternoon.
- 5) While she was working hard in the kitchen, her husband was sitting in front of the tv set.
- 6) This time last year I was travelling round the world.
- 7) He said he was living in London.

8)Simple past or past progressive : (use the correct tense and make sent with “while or during”

a-We had a picnic yesterday. It began to rain in the middle of it.

b-The pianist gave a concert last night. A few minutes after he began to a woman fainted.

c-Mary had a dancing lesson yesterday. She fell down in the middle of it.

d-We all had a party last night. The police came.

e-There was a good film on tv last night. I watched only part of it as the tv set broke down.

f-The demonstrators marched down the road. Some body threw a stone at some point.

g-We were at a danse last night. In the middle of it someone shouted 'fire !'

The Past Perfect simple and progressive

Grammar TD Exercises

I. Use either the past perfect or the past continuous:

- 1) Once the train (stop) I (go) to school.
- 2) Walid (do) his homework when father (come).
- 3) What you (do) after dinner? I wanted to watch tv but my husband (break) the tv set before the film (start).
- 4) As soon as he (see) this broken window, he (know) it (be) me.
- 5) She (speak) Spanish fluently when she (come) back from Spain.
- 6) The programme (finish) not when I (turn) the tv off.
- 7) She (post) the letter before she (go) to work.
- 8) After he (do) it he (tell) us about it.

II. Make the questions that the underlined items answer:

- Manel had bought the ingredients before she entered home.
- Once the guests had arrived Malika went to prepare tea.

The past perfect with ing

A. Find the answers:

Nawal: What had Salima be doing before I arrived?

Faiza:

Nawal: Really ! had she been doing exercises all the day?

Faiza:

Nawal: Oh ! if it is so , she had to do them otherwise she would have a zero.

B. Practice using the past perfect with ing:

1/ I (read) for half an hour when I remembered that I had to leave.

2/ She (study) English before she came here for classes.

3/ We (talk) for an hour when Virginia said that she had to leave.

4/ I (write) letters for two hours when they came.

5/ She (wait) for him for half an hour when he phoned her.

6/ We (speak) Spanish until Mrs Miller came in.

7/ I (think) until you advised me differently.

C. Give examples using the past perfect with “ just” to indicate that an action had happened immediately before another past action:

E.G. They had just gone when I telephoned.

D. Music:

- Listen to the song ‘ Yesterday ‘ by the famous Pop group (The Beatles) and pick up the verbs which are in the past tense.
- Discussion:
 - 1- Yesterday = Past souvenirs..... Guess which past the singers are referring to.
 - 2- Your past souvenirs = Tell us about a past souvenir (good or bad) that is haunting you.

E. Review: ‘It has been..... Since....’ Report each event in the two patterns illustrate below:

I ate something two hours ago.

= a) I haven’t eaten something for two hours.

b) It has been two hours since I ate something.

1/ I heard from Linda two months ago.

- 2/ I saw Jimmy two months ago.
- 3/ The factory raised its prices three months ago.
- 4/ I was in the mountains two years ago.
- 5/ I received a letter from Bill two days ago.
- 6/ Snow fell in the desert ten years ago.

F. 'How long ago..... / How long has it been since' Ask questions about each of the following statements using the two patterns illustrated below:

I saw Helen some time ago.

= a) How long ago did you see Helen?

b) How long has it been since you saw Helen?

1. I studied Math some time ago.
2. I last saw my family some time ago.
3. Peter left some time ago.
4. I sent that letter some time ago.
5. I heard from Maria some time ago.
6. Tom and Emily got married some time ago.

G. Reminder: Choose / Circle the verb that fits best in the context of the sentence:

- 1/ Tom (has learned/ learned/ had learned) to drive by the age of 15.
- 2/ By the time the police arrived, the man (was dead/ has been dead/ had been dead).
- 3/ The man (died/ has died/ had died) when the bullet struck his heart.
- 4/ The committee (made/ has made/ had made) its decision before all the facts were in.

5/ Peter (study/ has studied/ had studied) chemistry two years ago.

6/ For how many years (did you study/ have you studied/ had you studied) music before coming here?

H. -- Observe the following illustrations which contrast the use of the simple past with that of the past perfect:

- Situation 1: both events occur at the same time (simple past)

(The plane left at 3 p.m . I arrived at 3 p.m). The plane left/ was leaving when I arrived.

- Situation 2: Event number 1 occurs before event 2 (past perfect)

(The plane left at 3 p.m. I arrived at 3:30 p.m). The plane had already left when I arrived.(i.e. before I arrived).

--Now do the same with the sentences below expressing the idea of 1st action happening before the other:

- a. John wrote the letter before I spoke to him
- b. She ate lunch when you called.
- c. The man was dead for two days when the police came.
- d. Ali spoke for three hours when he suffered a heart attack.
- e. Jim learnt to drive by the time he was thirteen.
- f. We arrived at the airport to know that our plane already left.

I. The past perfect with: when, before, after.....

--Observe:

The plane took off at 6 p.m, I arrived at 6:30 p.m

= The plane had already taken off when / before I arrived at the airport.

--Now do the same with these:

-The man died at 8 a.m, they called the doctor at 8:10.

-I called the police to report a robbery, then John found my wallet.

-Lynda made her decision on Monday, the letter arrived on Tuesday.

-I received an acceptance from State College in March, Podunk university offered me a scholarship in April.

-The committee made its decision, then we got some new information.

-The crowd began throwing stones, then the police were called.

-Those decisions were made some years ago, these new techniques were developed only recently.

J. Review of tenses ; A song: A New Day has come by Celine Dion

Listen to the song and:

1/ Pick up all the verbs and say in which tense they are.

2/ Discuss: A new day has come, which day ? which miracle ?

Song: A new Day has come

(see appendices)

K. Look at the picture on the handout and practice using the past simple and past continuous to express a long action interrupted by a sudden one:

e.g. While the worker was talking on the phone, the director opened the door.

Exercise : Look at the following picture then say what all these people were doing when their boss opened the door.
Write 5 examples.



Keys to The Past simple and progressive

1) The irregular verbs and their past tense

=	are	was/were
	Teach	taught
	Say	said
	Go	went
	Drink	drank

2) The irregular verbs and their past tense and past participle

Wear	wore	worn
Fly	flew	flown
Eat	ate	eaten
Spend	spent	spent
See	saw	seen
Have	had	had
Leave	left	left

3) Choosing the right verb (regular or irregular):

Received- took- borrowed- lend- bought- asked/ did not ask for- pay attention- remind- grow- realized- put up- fetch- refused- tell- said

4) Classification of words:

/ d /	/ t /	/ id /	Double cons
Outlawed, signed, Changed, hiled, happened, argued, involved, called,	Stepped, stopped, photographed, looked, asked, laughed, helped, stripped, shocked, promised, hoped, handicapped	Exploded, visited, tested, included, estimated	Stepped, stopped, stripped, handicapped

5) Make another list :

(see students' answers)

6)The v- ed 1 and v- ed 2:

a- burnt, burnt- dwelled, dwelled- learnt,learnt- spelled, spelled- spilled, spilled- spoilt,spoilt- bonded, bonded- built,built- lent,lent- spent,spent- had, had- sent,sent- hung,hung- met,met

b- began,begun- rang,rung- drank,drunk- shrank,shrunk- sank,sunk- sprang,sprung- stang,stung- broke,broken- chose,chosen- froze,frozen- stole,stolen- bit,bitten- hid,hidden- flew,flown

c- bet/betted,bet- bid,bid- broadcast,broadcast- burst,burst- cost,cost- cut,cut- hit,hit- hurt,hurt- let,let- put,put- spread,spread

d- came,come- became,become- overcame,overcome- ran,run

e- mowed,mowed/mown- sawed,sawed/sawn- sowed,sowed/sown- showed,shown- swelled,swelled/swollen

The past progressive

7)a- Compare:

1. A long action taking a long time in the past/ a short action that happened in the past and ended.
2. A long action interrupted by a short sudden action in the past/ a short action that happened in the past and ended.
3. A long action taking a long time in the past/ a short action that happened in the past and ended.
4. A long action taking a long time in the past/ a short action that happened in the past and ended.
5. A long action interrupted by a short sudden action in the past/ a short action that happened in the past and ended.
6. Two long actions taking a long time in the past/ a short action that happened in the past and ended.
7. Two short actions that happened in the past and ended/ an action that happened when the other long action was happening .

8. A past habitual action that was all the time repeated / A past habit/ A past habit that is not happening any more.

b- Describe:

- 1) A long action interrupted by a short sudden action in the past
- 2) Two past actions happening at the same time or the second happened quickly after the first
- 3) a short action that happened in a given point in the past and ended.
- 4) A long action taking a long time in the past
- 5) Two long actions taking a long time simultaneously in the past
- 6) A long action taking a long time in the past
- 7) A long action taking a long time in the past (reported speech)

8) Simple past or past progressive using while, during :

a- While we were having a picnic yesterday it began to rain.

b- During the concert last night a woman fainted.

c- While Mary was having a dancing lesson yesterday she fell down.

d- During a party last night the police came.

e- During a good film last night, the tv set broke down.

f- While the demonstrators were marching down the road, somebody threw a stone.

g- During a dance last night, someone shouted 'fire'!

Keys to the exercises on the past perfect simple and continuous

I. Use either the past perfect or the past continuous:

- 1) Once the train (stop) I (go) to school. **Had stopped, went**
- 2) Walid (do) his homework when father (come). **Had been doing, came**
- 3) What you (do) after dinner? I wanted to watch tv but my husband (break) the tv set before the film (start). **Had you been doing, had broken, started**
- 4) As soon as he (see) this broken window, he (know) it (be) me. **Had seen, knew**
- 5) She (speak) Spanish fluently when she (come) back from Spain. **had been speaking, came**
- 6) The programme (finish) not when I (turn) the tv off. **Had not finished, turned**
- 7) She (post) the letter before she (go) to work. **Had posted, went**
- 8) After he (do) it he (tell) us about it . **had done, told**

II. Make the questions that the underlined items answer:

- Manel had bought the ingredients before she entered home.
- Once the guests had arrived Malika went to prepare tea.

= Manel had bought the ingredients before she entered home

Manel: who had bought the ingredients before she entered home ?

had bought the ingredients: what had Manel done before she entered home ?

before she entered home: when had Manel bought the ingredients ?

= Once the guests had arrived Malika went to prepare tea.

Once the guests had arrived: when did Malika go to prepare tea ?

Malika :Who went to prepare tea once the guests had arrived ?

went to prepare tea : what did Malika do once the guests had arrived ?

The past perfect with ing

A. Find the answers:

Nawal: What had Salima been doing before I arrived?

Faiza: ... **she had been doing exercises all the day**
.....

Nawal: Really ! had she been doing exercises all the day?

Faiza: ... **Yes , she had to because she did not want to be punished**
.....

Nawal: Oh ! if it is so , she had to do them otherwise she would have a zero.

B. Practice using the past perfect with ing:

1/ I (read) for half an hour when I remembered that I had to leave. **Had been reading**

2/ She (study) English before she came here for classes. **Had been studying**

3/ We (talk) for an hour when Virginia said that she had to leave. **Had been talking**

4/ I (write) letters for two hours when they came. **Had been talking**

5/ She (wait) for him for half an hour when he phoned her. **Had been waiting**

6/ We (speak) Spanish until Mrs Miller came in. **had been speaking**

7/ I (think) until you advised me differently. **Had been thinking**

C. Give examples using the past perfect with “just” to indicate that an action had happened immediately before another past action:

E.G. They had just gone when I telephoned.

(see students' examples)

D. Music:

- Listen to the song ‘ Yesterday ‘ by the famous Pop group (The Beatles) and pick up the verbs which are in the past tense.
- Discussion:
 - 3- Yesterday = Past souvenirs..... Guess which past the singers are referring to.
 - 4- Your past souvenirs = Tell us about a past souvenir (good or bad) that is haunting you.

(see students’ replies)

E. Review: ‘It has been..... Since....’ Report each event in the two patterns illustrated below:

I ate something two hours ago.

= a) I haven’t eaten something for two hours.

b) It has been two hours since I ate something.

1/ I heard from Linda two months ago. = I haven’t heard from Linda for two months / it has been two months since I have heard from Linda.

2/ I saw Jimmy two months ago.= I haven’t seen Jimmy for two months/ it has been two months since I have seen Jimmy.

3/ The factory raised its prices three months ago.= The factory has raised its prices for three months/ it has been three months since the factory has raised its prices.

4/ I was in the mountains two years ago.= I have been in the mountains for two years/ it has been two years since I have been in the mountains .

5/ I received a letter from Bill two days ago. = I haven’t received a letter from Bill for two days/ it has been two since I have received a letter from Bill .

6/ Snow fell in the desert ten years ago.= Snow has fallen in the desert for ten years/ it has been ten years since Snow has fallen in the desert.

F. 'How long ago..... / How long has it been since'. Ask questions about each of the following statements using the two patterns illustrated below:

I saw Helen some time ago.

= a) How long ago did you see Helen?

b) How long has it been since you saw Helen?

1. I studied Math some time ago.= How long ago did you study Math? / How long has it been since you have studied Math ?

2. I last saw my family some time ago.= How long ago did you see your family? / How long has it been since you have seen your family ?

3. Peter left some time ago.= How long ago did Peter leave ? / How long has it been since Peter has left ?

4. I sent that letter some time ago.= How long ago did I/you send that letter? / How long has it been since I/ you have sent that letter?

5. I heard from Maria some time ago./ How long ago did I/you hear from Maria?/ How long has it been since I/ you have heard from Maria?

6. Tom and Emily got married some time ago.= How long ago did Tom and Emily get married?/ How long has it been since Tom and Emily got married?

G. Reminder: Choose / Circle the verb that fits best in the context of the sentence:

1/ Tom (has learned/ **learned**/ had learned) to drive by the age of 15.

2/ By the time the police arrived, the man (was dead/ has been dead/ **had been dead**).

3/ The man (died/ has died/ **had died**) when the bullet struck his heart.

4/ The committee (made/ has made/ **had made**) its decision before all the facts were in.

5/ Peter (study/ has studied/ **had studied**) chemistry two years ago.

6/ For how many years (did you study/ have you studied/ **had you studied**) music before coming here?

H. -- Observe the following illustrations which contrast the use of the simple past with that of the past perfect:

- Situation 1: both events occur at the same time (simple past)

(The plane left at 3 p.m . I arrived at 3 p.m). The plane left/ was leaving when I arrived.

- Situation 2: Event number 1 occurs before event 2 (past perfect)

(The plane left at 3 p.m. I arrived at 3:30 p.m). The plane had already left when I arrived.(i.e. before I arrived).

--Now do the same with the sentences below expressing the idea of 1st action happening before the other:

- a. John wrote the letter before I spoke to him
- b. She ate lunch when you called.
- c. The man was dead for two days when the police came.
- d. Ali spoke for three hours when he suffered a heart attack.
- e. Jim learnt to drive by the time he was thirteen.
- f. We arrived at the airport to know that our plane already left.

(see students'replies)

I. The past perfect with: when, before, after.....

--Observe:

The plane took off at 6 p.m, I arrived at 6:30 p.m

= The plane had already taken off when / before I arrived at the airport.

--Now do the same with these:

-The man died at 8 a.m, they called the doctor at 8:10.= The man had died before they called the doctor.

-I called the police to report a robbery, then John found my wallet.= After I had called the police John found my wallet.

-Lynda made her decision on Monday, the letter arrived on Tuesday. = When Lynda had made her decision the letter arrived.

-I received an acceptance from State College in March, Podunk university offered me a scholarship in April. = Once I had received an acceptance from State College, Podunk university offered me a scholarship.

-The committee made its decision, then we got some new information.= As soon as the committee had made its decision, we got some new information.

-The crowd began throwing stones, then the police were called.= The crowd had begun throwing stones, before the police were called.

-Those decisions were made some years ago, these new techniques were developed only recently.= Those decisions had been made before these new techniques were developed.

J. Review of tenses ; A song: A New Day has come by Celine Dion

Listen to the song and:

1/ Pick up all the verbs and say in which tense they are.

E.G. was waiting= past continuous / told = past simple (see students' other replies)

2/ Discuss: A New Day has Come, which day ? which miracle ?

Aim: to make learners express themselves freely, exposing their ideas and suggestions.

(See students' responses)

K. Look at the picture on the handout and practice using the past simple and past continuous to express a long action interrupted by a sudden one:

Say what each worker was doing when the director opened the door.

E.G. While the girl was coloring her nails, the director opened the door.

Aim: to practice the past simple/ the past continuous in a funny way then discussing whether it was acceptable to do that or not.....

(see the rest of replies from students)

Future Tenses

1.Future simple or will-future Aim: for actions which will happen in the future.

1.1Form will + v (infinitive)

1.2 Use

1) Future actions happen without the speaker's intention

The sun **will shine** tomorrow.

2) **Predictions, assumptions**

I think Sue **will arrive** in Paris at 6 pm.

3) **Spontaneous actions**

Hang on! I'll **have** a word with you.

2.Going to-future

1.1Form going to + v (infinitive)

1.2 Use

1) **planned actions in the future**

We **are going to sing** at the party.

2) **You are certain that sth is going to happen in the future.**

Look at that car! It **is going to crash** into the yellow one

3.Future Progressive/Continuous

1.1 Form will + be + v + ing

1.2 Use

1) An action will be in progress at a certain time in the future. This action has begun before the certain time/ or to describe something that has been pre-arranged.

2) Something happens because it normally happens.

1) When I come to school, the other kids **will be waiting** for me.

2) **We'll be going** to the disco on Saturday.

4.Future Perfect

4.1 Form

Will + have + past participle

4.2 Use

Something will already have happened before a certain time in the future

I **will have written** the letter by tomorrow

Grammar TD Exercises on the future:

1/ Oral practice

a/ Role play: Fortune teller and customer (I see you will have..... you are going to)

Students practice in pairs, one is the fortune teller who sees the future by reading through the lines of the customer's hand and the other is the customer who asks questions wondering about his/ her future.

b/ The president's speech: students work in pairs, one is the journalist who asks qqs and the other is the elected new president who makes a speech to plan his activities and present his programme to the audience.

2/ Written exercises:

1) Make sentences using the future simple:

a) cook/ buy/ meat/ tomorrow b) men/ clean/ windows/ next week c) gardeners/ dig up/ potatoes/ this evening d) I / paint/ bedroom/ the day after tomorrow

2) Make sentences expressed by: 'to be going to' = He is going to plant trees tomorrow.

a) She / marry/ cousin/ next month

b) they/ drive/ to New York/ tomorrow morning.

c) I/ hope/ the weather/ be/ nice. d) I/ promise/not tell/ your secret/ to anyone.

e) Take/ your umbrella /with you/ it/ rain. f) they/play/ cards/ this evening.

3/ a) New year Resolutions: (use the handout and practice)

-Match each picture to its resolution

-Make your own resolutions and present them to the class

READING FOR LEISURE

NEW YEAR RESOLUTIONS

Do you make resolutions every year? A resolution is a promise. Some people try very hard. They keep their resolutions. Some people do not try very hard. They forget their resolutions. Here are eight people. All of them have made a resolution. Our artist has put the words in the wrong places. Can you find the right words for each person?



1 A I will not watch too much television



2 B I will get up early



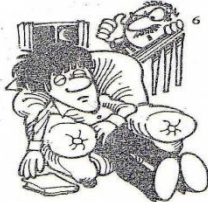
3 C I will always do my homework



4 D I will go to bed early



5 E I will not get angry.



6 F I will not eat cakes and biscuits



7 G I will help old ladies



8 H I will not wear my sister's clothes

b) Use the handout and practice giving advice



Exercise 4 : Group work.

a) P1 : My clothes no longer fit me. I've put on so much weight.

P2 : Stop eating cakes.	P4 : Go and see a doctor.	You should <u>have</u> You ought to <u>...</u>
P3 : Go on a diet.	P5 : Practise sport.	

b) P1 : I've got a terrible headache. I can't get rid of the flu.

P2 : Stay in bed.	P4 : Go and see a doctor.
P3 : Take infusions.	P5 : Have a few days rest.

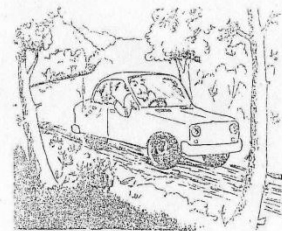
c) P1 : I've quarrelled with my parents again. They won't let me go out at night.

P2 : Talk to them.	P4 : Come back earlier.
P3 : Invite friends at home instead.	P5 : Be more understanding.

d) P1 : I'm fed up with the driving test. I failed again.

P2 : Take more lessons.	P4 : Go to a different school.
P3 : Be Patient.	P5 : Drive with another instructor.

Ex 8: Describe using: shouldn't have...



4/ Review of tenses and practice of giving advice:

- a) Letter reply: using the different tenses to advise Jane who has a problem with her step son.

Listen to your teacher reading the letter, take notes then answer these questions:

(who is sending the letter? What is the problem?)

(now in groups of 4 write a reply to Jane giving her pieces of advice)

Later each group's leader stands to read the letter of reply

1st letter: Susan's letter: 2nd letter Andrew's letter

Sussex, March 2018

Dear Readers,

I have never had chance with men; my first fiancé was very silly; the second one had neither a job nor a house and it took me over a year to get rid of him. The third one however, was charming: we got married last year; however, the problem is his son Jim that he got from his first marriage. He does not like me at all, whenever I talk to his father, he boosts in the conversation. I feel he is jealous of his father's attention to me. He never listens to me; I tried various ways with him but in vein. I'm thinking of leaving home.

Please advise me, what shall I do?

Sincerely yours, Susan.

Washington, December 2018

Dear old dad,

I'm writing to you seeking to get a solution and advice. The problem is my father. He is making life terrible for us. Whenever I open the fridge to take something he shouts: "Don't drink that coke, it's mine." When mom prepares cakes, he says: "you are making cakes for your Children, what about me? ", each time my elder sister, who is married, comes to visit us, he claims: " why did you bring your children? They are all the time making noise! "; he is never satisfied even if you step on your toe. I am thinking of leaving home, I may rent here anyway; please daddy, I'm lost, tell me, what shall I do ?

Yours faithfully, Andrew

Keys to Exercises on the future:

1/ Oral practice

a/ Role play: Fortune teller and customer (I see you will have..... you are going to)

Students practice in pairs, one is the fortune teller who sees the future by reading through the lines of the customer's hand and the other is the customer who asks questions wondering about his/ her future.

(see students' performances)

b/ The president's speech: students work in pairs, one is the journalist who asks qqs and the other is the elected new president who makes a speech to plan his activities and present his programme to the audience.

(see students' performances)

Aim: of both activities is to practice the future in a relaxing atmosphere having fun .

2/ Written exercises:

1) Make sentences using the future simple:

- a) The cook will buy meat tomorrow b) men will clean the windows next week
c) gardeners will dig up potatoes this evening d) I shall paint my bedroom the day after tomorrow

2) Make sentences expressed by: 'to be going to' = He is going to plant trees tomorrow.

- a) She is going to marry her cousin next month
b) They are going to drive to New York tomorrow morning.
c) I hope the weather is going to be nice. d) I promise I am not going to tell your secret to anyone.
e) Take your umbrella with you it is going to rain.
f) They are going to play cards this evening.

3/ a) New year Resolutions: (use the handout and practice)

-Match each picture to its resolution

1=E , 2= C , 3= F , 4= H , 5= A , 6=D , 7= B , 8= G

-Make your own resolutions and present them to the class

(see students' own resolutions, some may be funny)

b) Giving advice:

Ex 1: You should have stopped eating cakes/ You should have gone on a diet .

(see students' other replies)

Ex 2: The man shouldn't have let the work of today for tomorrow / The lady shouldn't have thrown rubbish in the street;

(see students' other replies)

4/ Review of tenses and practice of giving advice:

- c) Letter reply: using the different tenses to advise Jane who has a problem with her step son.

Listen to your teacher reading the letter, take notes then answer these questions:

1st letter: Susan's letter:

(who is sending the letter? What is the problem?)

=Jane is sending the letter / the problem is with her step son Jim.

(now in groups of 4 write a reply to Jane giving her pieces of advice)

Later each group's leader stands to read the letter of reply

2nd letter: Andrew's letter

(who is sending the letter? What is the problem?)

Andrew is sending the letter/ the problem is with his Dad, he complains to his grand dad seeking advice

(now in pairs imagine you are the grand dad who received the letter, write a possible reply to Andrew giving him pieces of advice)

Aim: in both letters, students will use their creativity in presenting ideas and solutions using expressions of giving advice such as ' should, ought to, why don't you, if I were you, it is better to, I advise you to

The Conditional

1. If Clauses

Aim: to make learners aware that 'If' is a conjunction which introduces a condition (something which may or may not happen depending on circumstances).

There are four main kinds of condition:

1.1 **Type 0 conditional**

Form

If + present simple , present simple

Meaning

This type of condition has the present simple in both clauses, and means that the condition can be true at any time. In this type of condition, if can be replaced by when or whenever.

If/when/whenever you heat water at 100 degrees Celsius, it boils.

Water boils if/when/whenever you heat it at 100 degrees Celsius.

Note:

When if means if it is true that, the present simple does not describe something true at any time or a general habit. So when cannot replace if.

If = If it's true that (not when) if your mother is a doctor, you are lucky.

1.2 **Type 1 conditional**

Form

If + present simple, + will or 'll / will not or won't

If I see Abdelkader, I will invite him to the party.

We'll go to the beach tomorrow if it's sunny.

Meaning

We use the first conditional to talk about things that are possible in the future.

(it's possible that it will be sunny. So (likely result) we'll go to the beach tomorrow.)

Future possibility	Result
If it's sunny	We'll go to the beach

Note

We do not use will in the if clause, even though it refers to the future.

If I will pass my brevet, I'll celebrate. ===== wrong

If I pass my brevet, I'll celebrate. ===== true

1.3 Type 2 conditional

Form

If + past simple, + would or 'd

- a. If I were you, I would apologise.
- b. If the Martians invaded our planet, they'd kill us all.

Meaning

We use the second conditional to talk about the present, and to imagine something totally different from the real situation now or in the future.

In sentence a, the speaker is just imagining himself/herself that he is me. But he can't really be me.

In sentence b, the speaker is just imagining that one day the Martians will invade our planet. But we know well that Martians do not exist.

Note

You can use were for all forms of be in the if clause of the second conditional.

If Karim was/were rich he would travel to Australia.

1.4 Type 3 conditional

Form

If + past perfect, 'd/would have + past participle

Meaning

If I had been a little bit taller, I'd/ would have joined the Army.

I'd/ would have joined the Army If I had been a little bit taller.

We use type 3 conditional when we imagine a different past, i.e., an unreal past. In the example above, the speaker was not a little bit taller. So he had not joined the Army.

2. Other forms and uses of the conditional

A. If + present simple, imperative

If you're happy, clap your hands.

B. If + present + modal + verb

If you fall, you may/ can hurt yourself..

If it fails to start, you should/must check the battery

C. If + past simple, + might/ could + verb

If it stopped raining, we could go out picnicking in the garden.

D. If + past perfect + might/ could + have + past participle

If she had known about your difficulties, she might have helped you.

Grammar TD Exercises:

TD exercises on If: (Games / Relax)

Revise and Relax through games and songs (revise if clauses and all tenses studied so far)

1) Listen to native speakers in the tape and:

-Fill in the gaps:

Last night, my parents went to a, they went with the Blakes Are the people we visited last ; Before the play, mum and dad down Shaftesbury; mum wanted to the theatres and They walked very And arrived about minutes late.

2) A song: We take the chance by Modern Talking

a. Listen and order :

-millions of people are waiting in the home

-we take the chance, we win again

-millions of winners and losers, they're always in their home

-it's a dream and you'll see, we'll go hand in hand

-or every body's waiting, for the stars.

-I know we're here to defeat another law

b. Explain:

-We take the chance

-we go hand in hand

-don't lose the game

c. Discuss:

-Which dream in the song ? / -What is your dream ?

3) A song: Hero by Mariah Carey

1/ Listen and fill in the gaps with the missing words:

2/ Listen to the song and pick up any 'If clauses' / mention their types:

3/ Do the activities on the handout

Aim: (to revise if conditional through the practice of the four skills (reading, listening, speaking, writing))

The song :

There's a if you look inside your heart you don't have to be afraid of what you are, there's an answer if you reach into your soul and the sorrow that you know will melt away and then a hero comes along with the to carry on, and you cast your aside and you know you can survive so when you feel like hope is gone look inside you and be strong and you'll finally see the truth that a hero lies in you. It's a long when you face your world alone no one out a hand for you to you can find love, if you search within yourself, and the you felt will disappear. knows dreams are hard to follow but don't let anyone them away hold on there will be tomorrow in time you'll find the way.

More exercises on If:

Conditional Sentences Type I (EXERCISES)

1) Put the verbs between brackets in the right form:

- I (ride) to school if I have a bicycle./ -If he needs exercise, he (practise) sport./ -Fatiha (come) to the party if you invite her./ -If the Blacks go on asking for total freedom, they (live) as true American citizens.

-If the Americans want to keep their leadership, they (have to) abolish racial discrimination./ - (not leave) if you have some more work to finish./ -If you are kind, I (give) you a reward./ -If you go to London, I (send) you a postcard.

2) Answer the questions with conditional sentences as follows:

What happens if you heat ice? = If you heat ice, it melts.

-What happens if flowers don't get any water? -What must a motorist do if the traffic lights are at red? -What materials do you need if you want to write a letter? -What do you like to drink if you are very thirsty? -What do businessmen go to see if they want to borrow any money? -What do you expect a teacher to do if you make any mistake? -What must one have if one wants to visit a foreign country? -Who do people go to see if they feel ill? -What happens if there is a power failure? -How do people dress in your country if they work in an office?

3) Complete the following with one of the patterns of :(type 0 or type I)

1- We'll just manage to catch the train if 2- If I see him again

3- I will accept your explanation only if 4- If you tell me the truth

5- If my bank manager lends me the money 6- What will happen if

7- If you don't hear from me next Friday..... 8- If the government continues to organize the trade unions in this way 9- If your work continues to improve 10-..... only if you promise

not to tell anyone else. 11- Look up the answer in the dictionary only if 12- What will he say if 13- If you give me time.....

4) Write conditional sentences using the given fact in your conditional clause, and adding a suitable completion: e.g.: he's thinking of going to England

= If he goes to London, he will have to learn English.

- 1- It looks as if those shoes in the window shop are my size.
- 2- Don't drop that vase.
- 3- It looks like being cold tomorrow.
- 4- My father has suggested that I change my job.
- 5- It seems that we'll be late for the theatre.
- 6- Don't lose my library book.
- 7- You may meet some friends of mine in London.
- 8- He expects to pass his exam.
- 9- They're hoping it'll be a baby boy.

- 10-I anticipate getting a raise in salary next month.

Conditional Sentences Type II (EXERCISES)

1) Give the correct form of the verbs between brackets:

1- If you wanted a car you (spare) a lot of money./ 2- If it was fine we (go) for a picnic./ 3- If I were you, I (work) harder./ 4- If you finished early you (watch) TV./ 5- If the government made a project, it (need) much money./ 6-If Algeria liked to slow down population growth, urgent solutions (must be/find)./ 7-If they (not agree/ stop) smoking they wouldn't be allowed to enter./ 8-Money could be paid into the account if she (receive) her pay./ 9- If I (be/tell) that the manager was hard working I wouldn't accept the job./ 10-He would help her if the moment (choose) carefully./ 11-If programmers (design)./ 12-If I (be) late, I would have to hurry./ 13-If you (start) early you would finish early./ 14-You (must/see) a doctor if you suffer./ 15-If I (be) you I wouldn't go out at night./ 16- You would feel better if you (Stop) smoking.

2) Match the phrases in "A" with the ones in "B" to get if clauses:

A	B
1- If I knew what happened	a- I would lend it to you
2- If your brother wanted a car	b- if she was older
3- If it were sunnier	c- I would go on a diet
4- If I had the money	d- You would get better
5- If you studied harder	e- They would do it
6- He wouldn't be able to buy these books	f- I would tell you
7- If she were more careful	g- Unless we lent him the money
8- If I were you	h- He would save up for one
9- She would be able to travel alone	i- If she weren't more careful
10- He wouldn't be able to buy them	j- We would go for a picnic
11- They would do it	k- If she didn't lend him the money
12- If she were older	l- Unless we showed him
13- He wouldn't know where to go	m- She wouldn't fall off the wall
14- If they had time	n- She would be able to vote
15- She would have an accident	o- If they had time

3) Listen to the recorded dialogue from the cassette and complete these if clauses:

- If I had a lot of money, I'd
- But you haven't get a lot of money.
- I know, but if I had a lot of money I'd
- If you bought an island, what
- If I bought an island I'd
- If you lived on an island, you
- Of course I wouldn't live there unless I
- If you had three wives,
- One would clean, one, and the other
- I'm sorry you haven't got a lot of money.

Conditional Sentences Type III

(EXERCISES)

1) Complete the following sentences using your own words:

- 1- If you warned Habib of the danger, he.....
- 2- We..... unless it had stopped raining.
- 3- If the motorists had driven more carefully.....
- 4- She would have passed her exam if.....
- 5- You wouldn't have got there unless.....
- 6- If I had more chance.....
- 7- She could have escaped if.....
- 8-..... they would have helped us.
- 9- If Algeria had been a rich country.....
- 10- If the students had worked hard.....
- 11- If the teacher hadn't been patient.....
- 12- if you had needed some.

2) Answer these questions using your own words:

- What would you have done if you had been a millionaire?
- Where would you have gone if you had had a car?
- Where would you have hidden if she had asked to see you?
- What would have happened if you had failed the exam?
- Which one would you have bought if you had got enough money?
- What would you have done if you had been a scientist?
- What would you have done if you had received a lot of answers?
- Who would you have gone with if they asked you to choose?
- When should we have set out if they had allowed us to leave?
- Where could you have gone if you hadn't lost your money?
- Whom might you have chosen if they had asked you to get married?

3) Supply the correct form of the verbs in brackets:

- I wouldn't have left if it (rain).
- If I had had such a watch, I (throw) it.
- Fethi (raise) his hand if he hadn't understood.
- If anyone had seen you, you (may/get) into serious trouble.
- If I (be) you, I would have told my parents about it.
- If I had asked him for help, he (agree)?
- If you had warned him of the danger, he (not/ go) there.

- If you had done it, you (be/ punish).
- If it (be) fine and not too windy, we would have gone for a walk.
- What you (do) if you hadn't known the truth?

Other Variations of Conditional Sentences

1)a/Complete the 2st sentence to mean the same as the 1st following the example:

e.g: If I get good marks, I will succeed.
 = I won't succeed unless I get good marks.

- 1- If speakers speak, they will ignore the police / = unless.....
- 2- If the English adopted animals, they would spoil them/ =.....
 unless.....
- 3- You won't see pet lovers unless you visit London/ =If
- 4- If you had revised your lessons, you would have succeeded/ =
 Unless.....
- 5- If you practice sport, you will be fit/ =Unless.....
- 6- If she doesn't give me a helping hand, I'll be sad/ = Unless

b/Give 4 examples with 'IF' then replace by 'unless'

2)a/ Complete the 2nd sentence to mean the same as the 1st following the example:

e.g: If I get good marks, I wil succeed.
 = Whether I get good marks or not I will succeed.

- 1-I will go if you want me to/ = whether.....
- 2-If you help me with the chair, the room will soon be tidy/ =
 whether.....
- 3- If the weather is warm, we shall have a picnic/ = whether.....
- 4-If I receive any news, I shall let you know/= whether.....
- 5- If the manager is in, the secretary will tell you/=whether.....
- 6-If the blouse matches the skirt, I will buy it/= I
 will.....

b/Give 4 examples with if then replace it by "whether"

3)a/ Rewrite the sentences substituting for the words in brackets a verb

form:

- If (by any chance/haphazard) you (die), your widow will receive your pension/=If you **should die**....
- If the unions (are prepared to accept) new productivity agreements the employers will meet their wage demands/ =If the unions **will accept** new productivity.....
- 1-If (by any chance) your car (needs) any attention during the first twelve months, take it to an authorized dealer.
- 2-If (by any chance) I (am) a little late coming home, don't wait up for me.
- 3-If the baby (wakes up) though I doubt he will, give him some warm milk.
- 4-If (by some unlikely chance) the talks (break down), it will be a black day for industry.
- 5-If (by some remote chance) he (dares) to show his face again, I shall give him a piece of my mind.
- 6-If he (is willing to accept) the nomination, a lot of electors will vote him.
- 7-If you (are prepared to take) the trouble to read his letter carefully, you'll see what he means.
- 8-If you (are agreeable to waiting) a few more minutes, the doctor will see you without an appointment.
- 9-If my father (is willing to give) me permission, I shall spend a few months abroad.
- 10-What will you do if he (refuse to give) you permission?

b/ Give a few examples where you supply (/) in if clauses.

General Review on conditional Sentences

1) Five the correct form of the verbs:

- If you had witnessed the accident,.....
- We if it snows.
- If the drivers drove more carefully,.....
- She should have continued her studies if.....
- If I had had more time.....
- If I were in a bad situation.....
-I will choose the best one.
- If the weather had been warm.....
-if electricity had been cut off.
- If she got problems.....

- Unless I had worked hard.....
- If he had driven slowly.....

3) Put the correct verb:

I will see John if I.....to Oxford/ if you lend me 10DA I.....you back tomorrow/ I would go out for coffee if my essayfinished/ Lucille would fly to Paris if she.....a ticket/ if she behaved badly I..... a talk with her/ If it.....not too cold I'll go for a swim/ if you.....the sugar the tea would have been sweeter/ I.....very much surprised if these sandwiches are fresh.

4)Give the correct form of the verbs:

If she (be) out, I'll call tomorrow/ you would miss the train if you (not/ hurry)/ if I (be in your position I would act differently/ he would have enjoyed this if I (be) present/ she can do better if she (try)/ if you (break) that window you would pay for it/ if you (can/ help) me, I would be grateful/ If you saw him, you (not/ recognize) him.

5)Give the correct form of the verbs:

If you had told me about it I (be/ able to help you/ if you (can/come) with us we would be pleased/ you (not/ make) such a mistake if you are more careful/ if father (be) alive we would be horrified/ if it (be) fine we'll go for a walk/ if they (build) a tunnel, it will connect Britain to Europe/ You'll miss the train if you (not/ hurry) / if you (run) you'd arrive on time/ if women (take) pills they would prevent pregnancy/ if parents (follow) family planning program they can avoid demography explosion/ if the government take measures to stop population explosion, the country would develop.

Following of general review on conditional sentences

6) Give the correct form of the verbs:

If he had fitted safety belts to his car, he (not/injure) himself./ If you (listen) to me, you would not have lost your money./ I (can/save) you if you had written to me./ If you applied earlier, you (have) your passport./ If they (not/ bring) themselves to the surface, they die./ If the explosions are tried, vibrations (collapse) the roof of the mine./ If smoking (forbid) illnesses will be reduced.

7) Complete the second sentence to mean the same as the first one:

1- If I have a car, I will travel a lot. = If I had a car

2- If she's here, she'll come to see you. =
she'd come to see you.

3- If Tom goes to Washington, he'll visit Sarah. = If Tom had gone to Washington

4- If I had been here, I would've seen you.= If I were here,.....

5-If you have time, you may come. = If you had time.....

6-She would accepted if you'd asked her.=if
you ask her.

7- If you could come with me I'd be glad. = I
would have been glad.

8) Complete the second sentence to mean the same as the first one:

1-If you don't take taxi, you'll arrive late. = Unless

2- Tomato plants die unless they are watered. = Tomato plants die if
.....

3- I'll go if Peter goes. = unless.....

4- We can't go skating unless the lake is frozen. = We if
.....

5-If the sun shines, It'll be warm. = it
will be cool.

6-I can't travel by plane unless you have a ticket. = if
.....

9) Complete the second sentence to mean the same as the first one:

- 1- If coffee is cheap, people will buy it. = Unless
- 2- He would enjoy this if he were present. = He will enjoy this.....
- 3- She can do better if she wants. = She could do better
- 4- If you played with matches, you'd burn your fingers.= If you had played
- 5- If you break this chair you'll be punished. = If you broke this chair
- 6- If you lost your papers you'd have to complain to the police. = If you had lost
- 7- Unless I find a nice husband, I will never get married. = If
- 8- If I had money I would help the poor. = Whether

10) Matching pairs:

A	B
1- If she spoke Russian	a- unless she apologised first
2- would I be ill if I	b- it would be difficult to stand on ground
3- I would not go to her party	c- she would understand the film better
4- If gravity did not exist	d- he would catch that train
5- If he hurried	e- ate the whole cake, mum?
6- If you asked me	f- I would marry you

11) Say if the condition is true or false and correct the false one:

- If she's got children, he will have helped her.
- As long as they came early, they will not miss the bus.
- Unless I see the queen I will not leave London.
- If they had money, they would have built a mosque.

***IF CLAUSE* --GAMES--**

1) Use the items to write ' if condition' (take the given clues to complete the sentences/ the last sentence will have a relation with the first one):

a- If you eat decaying food, you will have a serious indigestion.

b- If you have

c- If you go

d- If he hospitalises you

e- If you lose your job

f- If you don't have money

2) Logical chain: (each one continues her/his friend's idea)

p1: What will you do if you win a lot of money?

p2: If I win a lot of money, I will buy a plane ticket.

p3: If I buy a plane ticket, I will travel to Egypt.

p4: If I travel to Egypt, I

p5:

p6:

p7:

p8:

p9:

p10:

3) Cassette activities:

A- Listen to the dialogue and complete the "If clauses":

- If I had a lot of money, I'd buy an island.

-But you haven't got a lot of money!

- I know, but if I had a lot of money

- If you bought an island, what

- If I bought an island, I'd

- If you lived on an island, you
 - I know, but I wouldn't live there unless I
 - If you had three wives, what
 - One would clean, one and the other
 - I'm sorry you haven't got
- B- Listen to the song and pick up any "if clauses":

A SONG: "HERO" By Mariah Carey

1/ There are 10 words which are wrong, listen to the song and correct them:

There's a hero if you look inside your heart, don't be afraid of what you are, there's an illness if you reach into your soul, and there's a sorrow that you see will melt near (chorus) and then a hero comes under with the strength to carry on and you cast your fears aside and you know you can die so when you feel like hope is gone, look inside you and be weak and you'll finally see the lie that a hero lies in you, it's a long road when you face the world together no one reaches out a mouth for you to hold, you can find hate.

2/ Answer the following questions according to the song:

- 1- If you look inside your heart, what will you find?
- 2- What does the hero, in you, do?
- 3- In your opinion, is it easy to face the world alone? why?

3/ Find in the lyrics:

- A synonym of: frightened - disappear - get rid of / - An opposite of: outside - weak - short

4/ Express it differently:

- You can find love: Love
- You will finally see the truth:

- "There's an answer if you reach into your soul," she said:

.....

- "Don't let anyone tear them away" she advised me:

.....

5/ Dialogue completion:

Laura: Bob: I'm depressed, and I feel like crying.

Laura: Bob: Helen left me when I most needed her presence.

Laura: Bob: No, no other girl will make me happy.

Laura: Bob: You may be right, but I feel there is no hope. It's hard for me to live without her.

6/ Gap Filling:

When I was a child, I used to have a little bird named Titi. It was my favourite friend, and I went, Titi was with me. At the age of six, I had to go school. Titi was very sad see me leave the house for school, and my affected him deeply. One day, I decided to take him me to school. the teacher of music started his lesson, Titi began singing and everybody in the classroom enjoyed to him, even the teacher. But as luck would have it, Titi died I was ten years old. I will never the day his death. I felt hopeless, I still miserable when I think about Titi.

7/ Writing

Topic 1: Are you optimistic or pessimistic? Illustrate with vivid example (s).

Topic 2: Have you ever found yourself in a difficult situation? How did you feel? Did you solve the problem on your own or with the help of somebody? Use these notes to write your paragraph: "courageous, brave, strong, do not lose hope, save, proud, find a solution, succeed, happy, optimism, despair....."

Keys:

1) Using the items to write if condition

(See students' replies)

2) Logical chain:

(Again See students' replies)

3) Cassette activities:

a- Completion:

I'd buy an Island, would you do?, live on it, might be ill, had three wives, would they do ?, one would cook and the other would take care of me, a lot of money.

b- Some If clauses:

All the song is full of clauses , see exercise 3).

4) gaps:

Last night, my parents went to a ...play....., they went with the Blakes who..... are the people we visited last saturday..... ; before the play, mum and dad walked..... down Shaftesbury ...avenue.....; mum wanted to visit..... the theatres and clubs..... . They walked very ...slowly..... and arrived about ...fifty..... minutes late.

5) A song: We take the chance by Modern Talking

a. Listen and order :

-millions of people are waiting in the home

-we take the chance, we win again

-millions of winners and losers, they're always in their home

-it's a dream and you'll see, we'll go hand in hand

-or every body's waiting, for the stars.

-I know we're here to defeat another law

b. Explain:

-We take the chance

-we go hand in hand

-don't lose the game

c. Discuss:

-Which dream in the song ?

-What is your dream ?

(See learners' replies and ideas)

6) A song: Hero by Mariah Carey

1/ Gaps: hero, soul, melt, strength, fears, road, reaches, hold, emptiness, lord, tear.

2/ If you look inside your heart you do not have to be afraid = type 0

If you reachwill melt = type I

If you searchwill disappear = type I

3/ More Activities on the handout :

(exercises from p 71 to 82)

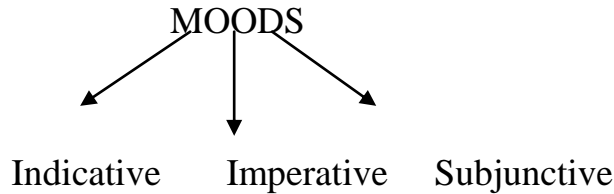
(See learners' replies)

A SONG: "HERO" By Mariah Carey

(see students' replies on the activities)

The Subjunctive Mood

Aim: To differentiate among moods (Indicative , Imperative, Subjunctive) and make learners aware that the subjunctive is contrary to fact.



A. Indicative: a simple sentence (statement) or question = (Jill arrived / did Jill arrive?)

B. Imperative: a command (Come here, Jill !)

C. Subjunctive: a statement contrary to fact, a wish (I request that Jill come here.)

1. Learning by examples:

-If I were you, then I would not do that.

= (I am not you) subjunctive to express counterfactual cond.

-If only she were here, then she would speak up.

= (She is not here).

-We should act as if he were watching.

= (We doubt that he is watching or know that he is not.)

-It is as though she were here.

= (We know she is not here but it seems so.)

-She wishes she were not here.

-He wishes he had a hammer.

-I wish I knew.

(wishful statements, use of indicative is incorrect, e.g. I wish I know = incorrect.

2. Conjunctive formulations:

-Do this now, lest you be hurried later. (lest: takes the subjunctive)

-He keeps the faith, though he face so many trials.(though: takes the subjunctive)

-Whether it be true, we shall proceed.

They like all dogs, be they large or small, short or tall.

We use the subjunctive after certain verbs and expressions to talk about suggestions, requirements, and urgent matters. The verb always takes the base form (infinitive without to).

Verbs and expressions followed by the subjunctive:

advise (that)...

ask (that)...

demand (that)...

insist (that)...

propose (that)...

recommend (that)...

request (that)...

suggest (that)...

urge (that)...

It is crucial (that)...

it is essential (that)...

It is important (that)...

Examples

My supervisor suggested (that) we have fewer meetings.

Our teacher recommends (that) we speak in English every day.

It is important (that) we be on time.

It is important (that) we not be late. (negative form = not + base form)

Mark insisted (that) Kelly be considered for the position. (passive voice)

Note that:

The verb is in the base form for all subjects.

The verb is in the base form even if the first verb is in the past.

He suggested that I go to the event.

The word that is optional.

He insisted that I be there.

He insisted I be there.

The verbs above can be used with other structures as well.

He suggested that I take an English course. (subject of sentence changes = subjunctive)

He suggested taking an English course. (subject of sentence doesn't change, suggest + gerund)

He recommended that I take an English course. (subject of sentence changes = subjunctive)

He recommended taking an English course. (subject of sentence doesn't change, recommend + gerund)

He asked that we inform him of any new developments. (subjunctive)

He asked us to inform him of any new developments. (ask + indirect object + infinitive)

TD Exercises on the Subjunctive Mood:

Exercise 1:

All of the examples below require the subjunctive form. Choose the correct answer.

1. What did your customer say about the quote?

She requested that I match a competitor's price.

2. The law is always changing and

It's extremely important that we are aware of any changes.

it's extremely important that we be aware of any changes.

The customer was extremely upset.

He demanded refunding his money.

He demanded we refund his money

I can't take any days off around Christmas.

Our supervisor insists that we not take vacation during the holidays.

Our supervisor insists that we don't take vacation during the holidays.

What did John suggest?

He suggested that we consulted an expert before deciding.

He suggested that we consult an expert before deciding.

We don't want to lose any more employees.

It's important we to keep our staff motivated and happy.

It's important that we keep our staff motivated and happy.

Kevin knows what he's talking about.

I recommend that you take his advice.

I recommend you to take his advice.

Exercise 2: Complete the sentences with the correct verb. (formulaic subjunctive)

..... what may. (be, come)

If we cannot go on holiday this year, then so ... it! (be, come)

God us, every one! (A Christmas Carol) (bless, help)

Long our noble queen! (UK national anthem) (stay, live)

..... the force be with you! (Star Wars) (may, give)

Exercise 3: Complete the sentences with the correct verb. (mandative subjunctive)

He suggests that everybody make an effort. (give, make)

We insist that more money be invested in education. (have, be)

They demanded that the president say something about the situation. (make, say)

The psychologists recommended that the criminal remain in prison. (remain, be)

It is important that each patient feel comfortable. (feel, remain)

Exercise 4 : Type in the verbs in the volitional subjunctive.

If only they have more time!

I wish you come to our party!

If only the weather is a little better!

I wish they do not live that far away.

Would you mind if I open the window?

Keys to Td exercises on the Subjunctive Mood:

Exercise 1:

1. What did your customer say about the quote?

She requested that I match a competitor's price.

2. The law is always changing and

it's extremely important that we be aware of any changes.

The customer was extremely upset.

He demanded we refund his money

I can't take any days off around Christmas.

Our supervisor insists that we not take vacation during the holidays.

What did John suggest?

He suggested that we consult an expert before deciding.

We don't want to lose any more employees.

It's important that we keep our staff motivated and happy.

Kevin knows what he's talking about.

I recommend that you take his advice.

Exercise 2: Complete the sentences with the correct verb. (formulaic subjunctive)

Come what may. (come)

If we cannot go on holiday this year, then so be it! (be)

God bless us, every one! (A Christmas Carol) (bless)

Long live our noble queen! (UK national anthem) (live)

May the force be with you! (Star Wars) (may)

Exercise 3: Complete the sentences with the correct verb. (mandative subjunctive)

He suggests that everybody make an effort. (make)

We insist that more money be invested in education. (be)

They demanded that the president say something about the situation. (say)

The psychologists recommended that the criminal remain in prison. (remain)

It is important that each patient feel comfortable. (feel)

Exercise 4 : Type in the verbs in the volitional subjunctive.

If only they had more time!

I wish you came to our party!

If only the weather were a little better!

I wish they did not live that far away.

Would you mind if I opened the window?

Sequence of Tenses

Aim: to be ware that the_tense is in accordance with the tense of the verb in the main clause.

1. Use:

The verb in the subordinate clause changes its tense in accordance with the tense of the verb in the main clause. This principle chiefly applies to adverb clauses of purpose and noun clauses.

2. Here are the basic rules

A past tense in the principal clause is usually followed by a past tense in the subordinate clause.

- She **said** that she **would come**.
- I **realized** that I **had made** a mistake.
- I **worked** hard that I **might succeed**.
- I **found** out that he **was** guilty.

There are a few exceptions to this rule.

A past tense in the principal clause may be followed by a present tense in the subordinate clause when the subordinate clause expresses a universal truth.

- The teacher **said** that honesty **is** the best policy. (NOT The teacher said that honesty was the best policy.)
- Galileo **maintained** that the earth **moves** around the sun.

When the subordinate clause is introduced by **than**, it may be in any tense even if the verb in the main clause is in the past tense.

- He **loved** me more than he **loves** his own children.
- He **loved** me more than he **loved** his own children.
- He **loved** me more than he **will love** his own children.

A present or future tense in the principal clause may be followed by any tense in the subordinate clause.

- He **says** that she **was** at the club.
- He **says** that she **is** at the club.
- He **says** that she **will be** at the club.
- He **will say** that she **was** at the club.

- He **will say** that she **is** at the club.
- He **will say** that she **will be** at the club.
- **Notes:** When the verb in the main clause is in the future tense, we often use a present tense in the subordinate clause to refer to future time.
- I **will call** you when he **comes**. (NOT I will call you when he will come.)

TD Exercises: 1) Fill in the blanks using appropriate verb forms. Observe the rule of the sequence of tenses.

1. I found that my son awake.
2. The pickpocket confessed that he (pick) my pocket.
3. He was so tired that he scarcely stand.
4. He said that I a lazy good-for-nothing boy.
5. No one could explain how the prisoner (escape) from the prison.
6. Euclid proved that the three angles of a triangle equal to two right angles.
7. Italy went to war that she (extend) her empire.
8. The passage is so difficult that I not comprehend it.
9. The boy was so indolent that he not pass.
10. In my perplexity I requested my guide to tell me what I to do.

2) Insert the correct tense of the verb (given in bracket) in the following blanks.

1. Let me see whoever he.....(may) be.
2. I am so tired that I(can) not walk now.
3. He walked fast lest he.....(shall) miss the bus.
4. He ran away when he.....(see) me.
5. Strong though he is, he..... (be) not so bold.
6. It is now a week since the factory(break) up.
7. I shall leave the place only when you.....(come) back.
8. I never understood why he(behave) like this.
9. The stars will shine in the sky as long as the world(last).
10. He walked as if he(be) lame.

Key Answers:

Exercise 1:

1. I found that my son was awake.
2. The pickpocket confessed that he had picked my pocket.
3. He was so tired that he could scarcely stand.
4. He said that I was a lazy good-for-nothing boy.
5. No one could explain how the prisoner had escaped from the prison.
6. Euclid proved that the three angles of a triangle are equal to two right angles.
7. Italy went to war that she might extend her empire.
8. The passage is so difficult that I cannot comprehend it.
9. The boy was so indolent that he did not pass.
10. In my perplexity I requested my guide to tell me what I had to do.

Key Answers:

Exercise 2:

1. may 2. Can 3.should 4. Saw 5.is 6. broke 7.come 8.behaved 9.lasts 10. were.

Conjunctions

Aim: to master the use of conjunctions in joining sentences.

What are conjunctions? Conjunctions join words or groups of words together. The most common ones are *and*, *or*, and *but*.

There is no simple rule about whether you should use a comma before a conjunction. The rules on that are quite complicated (covered below).

You can start a sentence with a conjunction, but you shouldn't do it too often.

What Are Conjunctions ?

1. Definitions

Conjunctions are used to join words or groups of words together. The most common ones are *and*, *or* and *but*. (There are others – see Conjunctions in the Glossary of Terms.)

STARTING A SENTENCE WITH A CONJUNCTION

In the past, schools were rigid in their ruling that sentences could not start with conjunctions, such as *And* or *But*. However, nowadays, this practice is considered acceptable.

2. Various types

Conjunctions can be categorized into one of three groupings:

Coordinating Conjunctions

Coordinating conjunctions are the ones which tend to spring to mind when people think about conjunctions. They include *and*, *but*, *or*, *nor*, *for*, *so* and *yet*. They are used to join individual words, phrases and independent clauses.

I was certain Petrovski did it for financial gain. But, having read his diary, I have a new theory. ✓
I've had a perfectly wonderful evening. But, this wasn't it. ✓ (Groucho Marx)

Coordinating Conjunctions Joining Individual Words:

Jamie, Adam and Lee arranged to meet by The Bull

The two most common conjunctions used in this

at 7 o'clock. ✓

(conjunction *and* groups *Jamie, Adam + Lee*)

It is a small but practical kitchen. ✓

(conjunction *but* groups *small + practical*)

Coordinating Conjunctions Joining Individual Phrases:

The finance manager or his new deputy will notify you when the report is ready. ✓

(conjunction *or* groups *manager + deputy*)

John or his new deputy from Holland will notify you when the report is ready. ✓

(You can join a mix of words and phrases with a coordinating conjunction. Here, the conjunction *or* groups the word *John* + the phrase *his new deputy from Holland*.)

Coordinating Conjunctions Joining Individual Clauses:

A little sincerity is a dangerous thing, and a great deal of it is absolutely fatal. ✓(Oscar Wilde)

(conjunction *and* joins two independent clauses)

We are all in the gutter, but some of us are looking at the stars. ✓(Oscar Wilde)

(conjunction *but* joins two independent clauses)

History will be kind to me, for I intend to write it. ✓(Winston Churchill)

(conjunction *for* joins two independent clauses)

Coordinating means *of equal rank*. Usually, the elements joined by a coordinating conjunction are of

way are *And* (meaning *In addition*) and *But* (meaning *However*). It is usual to follow each with a comma.

Whilst it is acceptable to use *And* or *But* to start a sentence, this practice should be limited and only used for impact or to control the flow of text. If you find yourself using them too often, you should consider changing the style of your writing. Starting your sentences with conjunctions will annoy your readers if you do it too often.

equal rank. Therefore:

Words, phrases, non-independent clauses can be grouped together.

Independent clauses can be grouped together.

It is unusual to see a mix of these groups joined by a coordinating conjunction.

Correlative Conjunctions

Correlative conjunctions appear in pairs. For example, *either...or*, *neither...nor*, *whether...or* and *not only...but also*.

This man is either dead or my watch has stopped. ✓
(Groucho Marx)

Subordinating Conjunctions

Subordinating conjunctions include: *after*, *although*, *as*, *because*, *before*, *if*, *once*, *since*, *than*, *that*, *though*, *till*, *until*, *when*, *where*, *whether* and *while*.

They are used to show the relationship between the independent clause and the dependent clause.

Keep your hand on the wound until the nurse asks you to take it off. ✓

Personally I'm always ready to learn, although I do not always like being taught. Sir Winston Churchill (1874-1965)

We can't all be heroes because somebody has to sit on the curb and clap as they go by. Will Rogers (1879-1935)

Underline the coordinating conjunctions:

Chewing gum or putting a spoon in your mouth while peeling and cutting onions will keep you from crying, but preparing them under water has no effect.

Errors with Conjunctions

Conjunctions do not normally cause serious errors, but writers are sometimes confused about when to place a comma before a conjunction. Unfortunately, there is no simple rule, such as: Never put a comma before *and*.

Comma before *And* in a List?

Most lists look like this:

Thing, another thing, another thing, and the final thing.

The conjunction sits before the final thing. In this case, it's the word *and*. The big question is whether the comma before the *and* is right or wrong.

When there are just two list items, there is no need for a comma before the conjunction. For example:

Thing and the final thing.

(There is no comma is required, because it is a list containing just two list items.)

Here's real example:

I know George and Toby.

(No comma required before the *and*.)

The whole world is agreed on not needing a comma with just two list items.

However, when there are more than two list items, the world is divided on whether there should be a comma. There is no right answer. You have to pick a

convention and stick with it.

The comma before the conjunction is called an *Oxford Comma*. Some people consider the Oxford Comma to be a waste of ink, while others strongly campaign for its inclusion. In general terms, the Oxford Comma is more common in the US than it is in the UK (despite it being called the Oxford Comma).

Followers of the Oxford Comma (generally Americans)	Avoiders of the Oxford Comma (generally Brits)
I went to the shop for eggs and butter. ✓ (There is no need for a comma with just two list items.)	I went to the shop for eggs and butter. ✓ (There is no need for a comma with just two list items.)
She went to the shop for eggs, milk, and butter. ✓	She went to the shop for eggs, milk, and butter. ✗
She went to the shop for eggs, milk and butter. ✗	She went to the shop for eggs, milk and butter. ✓
Carl, David, and Sarah were all there. ✓	Carl, David, and Sarah were all there. ✗
Carl, David and Sarah were all there. ✗	Carl, David and Sarah were all there. ✓

TD Exercises:

1/ Put the right coordinating conjunction (FANBOYS)

Would you rather have cheese _____ bologna on your sandwich?

His two favorite sports are football _____ tennis.

I wanted to go to the beach, _____ Mary refused.

I am allergic to cats, _____ I have three of them.

I am a vegetarian, _____ I don't eat any meat.

Thomas will be late to work, _____ he has a dental appointment.

Jennifer does not like to swim, _____ does she enjoy cycling.

2/ Insert the suitable correlative conjunction

She is neither polite _____ funny.

_____ that is the case, _____ I'm not surprised about what's happening

Have you made a decision about _____ to go to the movies _____ not?

_____ had I put my umbrella away, _____ it started raining.

This salad is _____ delicious _____ healthy.

The test was _____ very short _____ quite easy.

____ Joe ____ his sisters could understand what their parents were saying when they spoke French.

3/ Insert the right subordinating conjunction

_____ the basement flooded, we spent all day cleaning up.

I don't want to go to the movies _____ I hate the smell of popcorn.

I paid Larry, _____ garden design work is top-notch.

4. _____ spring arrives, we have to be prepared for more snow.

5. _____ the alarm goes off, I hit the snooze button.

Keys to Exercises on conjunctions:

1/ Put the right coordinating conjunction (FANBOYS)

Would you rather have cheese ___or___ bologna on your sandwich?

His two favorite sports are football ___and___ tennis.

I wanted to go to the beach, ___but___ Mary refused.

I am allergic to cats, ___but___ I have three of them.

I am a vegetarian, ___so___ I don't eat any meat.

Thomas will be late to work, ___for___ he has a dental appointment.

Jennifer does not like to swim, ___nor___ does she enjoy cycling.

2/ Insert the suitable correlative conjunction

She is neither polite ___nor___ funny.

___either___ that is the case, ___or___ I'm not surprised about what's happening

Have you made a decision about ___either___ to go to the movies
___or___ not?

Not only___ had I put my umbrella away, but___ it started raining as___ well.

This salad is ___neither___ delicious ___nor___ healthy.

The test was ___not only___ very short ___but___ quite easy.

Both___ Joe ___and___ his sisters could understand what their parents were saying
when they spoke French.

3/ Insert the right subordinating conjunction

___Because___ the basement flooded, we spent all day cleaning up.

I don't want to go to the movies ___since___ I hate the smell of popcorn.

I paid Larry ___as the___ garden design work is top-notch.

4. ___when___ spring arrives, we have to be prepared for more snow.

5. ___once___ the alarm goes off, I hit the snooze button.

The Active and the Passive Forms

Aim : to know that in the passive the object performs/ gets the action.

1. Definition

The active voice describes a sentence where the subject performs the action stated by the verb. It follows a clear subject + verb + object construct that's easy to read. ... With passive voice, the subject is acted upon by the verb.

2. Structure of Active and Passive voice:

Active voice: Subject + Verb + Object = I drink coffee.

Passive voice: Object + Verb + Subject = Coffee is drunk.

3. Various uses :

TENSE / VERB FORM	ACTIVE VOICE	PASSIVE VOICE
Simple present	keeps	is kept
Present continuous	is keeping	is being kept
Simple past	kept	was kept
Past continuous	was keeping	was being kept
Present perfect	have kept	have been kept
Past perfect	had kept	had been kept
Future	will keep	will be kept
Conditional Present	would keep	would be kept
Conditional Past	would have kept	would have been kept
Present Infinitive	to keep	to be kept
Perfect Infinitive	to have kept	to have been kept
Present Participle/Gerund	keeping	being kept

Perfect Participle

having kept

having been kept

Example sentences:

Active: I keep the butter in the fridge.

Passive: The butter is kept in the fridge.

Active: They stole the painting.

Passive: The painting was stolen.

Active: They are repairing the road.

Passive construction

Two distinct types of passive construction:

- “Standard constructions” (e.g. Our car was / got broken.)
- “Causative constructions” (e.g. We had / got our car repaired.)

* Standard passive constructions:

a) Like above explanations , clauses are either active or passive and in active cons, the subject of n object verb is usually the agent, the doer (you rang the bell).

b) Choosing between ‘be / get’ in passive cons. They sometimes suggest that ‘get’ is a colloquial alternative to ‘be’ while this may be true in some cases, we also choose ‘get’ to suggest:

-That the action is unexpected, in voluntary or possibly unwelcome: (when he picked up the phone we got cut off).

-An achievement based on something that has been built up beforehand.

(She got elected).

-An achievement in the face of difficulty: (I finally got admitted to hospital).

*Causative passive constructions:

a) As we saw in standard passive constructives the subject is the recipient of some action (e.g. I’ve been sacked). In causative constructions the object is the recipient of an action. The subject is some way responsible for what happened, but did not do it.

Subject		Object	
He	Got	me	sacked

As the subject of causative constructions also establishes ‘what clause is about), it often refers to something that we already know. We use causative constructions when we decide:

-What we arrange for someone to do for us: (She goes to hospital and has her blood pressure taken).

-Unfortunate experiences: (He got his leg broken playing football).

b) Choosing between ‘have / get’ as auxiliary verbs:

We often use ‘have’ interchangeably with ‘get’ to describe things we arrange to be done for us, although we tend to choose ‘get’ when some element of difficulty or achievement is involved (compare the commonplace: has her blood pressure taken with the problematic she never managed to get her symphonies played).

*There is a type of sentence that has two possible forms in the passive. It consists of SUBJECT + VERB (say, think, feel, expect, etc) + NOUN CLAUSE OBJECT.

a) They say that he knows some very influential people.

b) People felt the social workers were doing valuable work.

c) Everyone thought that the government had shown scant regard for public opinion.

The ideas expressed in these sentences would, for reasons of style, generally be presented in the passive. We can introduce the impersonal ‘IT’ :

a) It is said that he knows some very influential people.

b) It was felt that the social workers were doing valuable work.

c) It was thought that the government had shown scant regard for public opinion.

The use of impersonal construction is preferable to the use of a vague pronoun as subject in the active. There may have a third possible construction; the subject

of the noun clause may be made the subject of the whole sentence in the passive. The verb in the noun clause takes the infinitive form.

- a) He is said to know some very influential people.
- b) The social workers were felt to be doing valuable work.
- c) The government was thought to have shown scant regard for public opinion.

Note: sentence b and c can, of course, be directly related to corresponding sentences in the active, using the infinitive.

- d) People felt the social workers to be doing valuable work.
- e) Everyone thought the government to have shown scant regard for public opinion.

NB. We do not say ‘they say him to know some influential people’ because this construction is not available to the verb say.

The form of the infinitive depends on whether or not the time reference of the verb in the noun clause is the same as that of the verb in the introductory main clause. If the time reference is the same, use the ‘present’ infinitive.

It is said that he knows = he is said to know some influential people.

It was said that he knew = he was said to know

If the verb in the noun clause has a time reference anterior to that of the verb in the main clause, use the ‘perfect’ infinitive.

It is thought that he acted = he is thought to have acted very foolishly.

It was thought that he had acted = he was thought to have acted

Active / Passive

TD Exercises

Exercise 1 : Active / passive statements

a/ Change from active to passive

- *Teachers correct papers in red ink.
- *Omar is cleaning the board.
- *Mother will be preparing some cakes.
- *He has mended my radio.
- *We never expect them to find the wallet.
- *Mounir had already watched the film.
- *She asked a question.
- *The pupils will understand the lesson.
- *They can build a nice house.
- *I see him.
- *Ali always drinks.

b/ Change from passive to active

- *Nuclear weapons must be stopped.
- *Five letters have been written so far.
- *These questions should be answered immediately.
- *These books will have to be returned before Sunday.
- *He is being sent to Algiers on business.
- *Many problems have been solved.
- *Coffee is drunk.
- *The noisy pupils have to be punished .

*The criminal was arrested yesterday.

c/ Complete the 2nd sentence to mean the same as the 1st:

*Shakespeare wrote Hamlet = Hamlet

*Our college dramatic society gave the play last year = Last year

*Jane will take the part of Hamlet = The part of Hamlet

*She does the exercise.= The exercise

*A girl sometimes would like to have a car.= A car

*Mistakes are often done by children.= Children

*A letter was promised to be sent by Jim. = Jim

*The guitar can be played well. = The musician

Exercise 2 : Active / passive (questions)

a/Give the passive:

-Do you explain the lesson?

-Does he like present?

-Can he earn time?

-Did the pupil attend the lesson?

-Must the boy practice football?

-Will he celebrate the birthday?

-Could he help the poor?

-Had you understood him?

-Was the wife cooking lunch?

-Is he going to see you?

-Has the girl seen the cat?

-Would they cause problems?

b/Give the active:

- Shall myself be being taken care of?
- Will Portugal have been visited?
- Was the child bitten by a dog?
- Are clean blankets provided by the hotel?
- Was Hamlet written by Shakespeare?
- When was the Suez canal built?
- Would the letter be delivered by the postman?
- Must the bad person be punished?
- May all things be completed today?
- Are the walls capable to be painted?
- Does the window have to be mended?

c/Give examples of active (qqqs) and change them to passive.

Exercise 3 : Active / passive (Negative)

a- Give the passive:

- He doesn't buy books.
- He has not even seen her.
- He hadn't watched the film.
- She will not have an accident.
- I didn't help her.
- The pupil isn't writing the lesson.
- They weren't opening the door.
- You shouldn't make noise.
- The teacher won't be asking questions.

-She won't have helped the weak pupils.

-I didn't iron my clothes.

-I don't save up money.

-I will not see your copybook.

-The man can't park his car here.

-I mustn't take any medicament.

b- Give the active:

-These fruits were not exported.

-This books is not well illustrated.

-The patients have not been examined.

-These shoes will not be repaired.

-Gold can't be mined here.

-The menu shouldn't be changed.

-The flowers wouldn't be picked.

-Whisky and wine aren't produced.

-Babies hadn't been carried.

-Patients won't be being looked after.

c/ Complete the 2nd sentence to mean the same as the 1st:

1. The work was not done. She
2. This has not been washed well. The house wife
3. Mother does not always prepare cakes. Cakes
4. The teacher is not explaining the lesson. The lesson
5. The car wasn't being repaired. The mechanic
6. I couldn't question him. He

Exercise 4: Active / passive (Two objects)

a) Give the passive:

- I offer a present to Yasmina.
- They gave me a dress.
- They will ask her a question.
- I m cooking lunch for my mother.
- Kaddour had traveled to Oran.

b) Give the passive:

- They won't give him the job.
- I offered him money.
- I would have asked you a question.
- She can give him a present.
- The son gave his father a chair.
- I didn't pay the money to the butcher.
- They sent me a telegraph.

c) Complete the 2nd sentence to mean the same as the 1st:

- 1/He must have taken it while I was away. It
- 2/The doctor had to operate on him to know what was wrong. He
- 3/They did nothing until Ali's father arrived. Nothing
- 4/Mother will give us presents. We
- 5/They tell me somebody has seen Omar near the lake. Omar
- 6/You could invite us to help you. We
- 7/He asked me a question. I
- 8/People say he is nice. He

Exercise 5: Rewrite the sentences in an alternative passive form, beginning your sentences with the underlined words:

- a) It is said that he is an honest, hard-working man.
- b) It is considered that this surgeon is a brilliant practitioner.
- c) It is now thought that some redundancy is inevitable.
- d) It was proved that the statements he had made were false.
- e) It was understood that Mr. Smith was willing to meet the British PM.
- f) It is believed that the chancellor is thinking of imposing special taxes to raise extra revenue.
- g) It is expected that the electricity supply industry will be running into surplus capacity by next year.
- h) It is expected that the brewers will raise the price of beer in the near future.
- i) It was later admitted that the information had been obtained from unreliable sources.
- j) It was believed that the explosion had been caused by a mine.

Exercise 6: Rewrite the sentences in the passive omitting the words in brackets.

- 1/ (everyone) knows this fact very well.
- 2/ (they) opened the theatre only last month.
- 3/ (people) will soon forget it.
- 4/ (you) must write the answers in ink.
- 5/ (someone) has taken two of my books.
- 6/ (one) should register himself in September.
- 7/ I don't think (anyone) can do it.
- 8/ (you) must finish the work by seven o'clock.
- 9/ (they) are now manufacturing this type of transistor radio in Japan.

- 10/ (no one) could possibly have known the secret.
- 11/ Has (someone) done all the necessary arrangements?
- 12/ Fortunately, (no one) had said anything about it.
- 13/ (we) will execute all orders promptly.
- 14/ (the police) kept the man in prison.

Exercise 7: Complete the sentences with a passive construction, using the verbs given and in the form suggested , and adding a suitable preposition:

e.g. The new proposals (discuss) our next meeting. (future)

= The new proposals will be discussed at our next meeting.

1/ These recordings (make) the rehearsals immediately preceding the concert. (past simple)

2/ A surcharge of 10 % (add) patrons bills to cover gratuities to hotel staff. (present simple)

3/ Supplies grain (send)the stricken area and (distribute) the starving population. (past simple)

4/ A meeting (arrange) the Commonwealth Prime Ministers. (present perfect)

5/ He wanted nothing except (leave)peace. (infinitive)

6/ Don't you think a solicitor should (consult)..... this question? (perfect infinitive)

7/ The bridge has had (close) repairs. (infinitive)

8/ The results of the examination (not know) two months. (future)

Keys to Exercises on the passive:

Exercises 1, 2, 3, 4 (see handout of exercises 4 pages)

An example of a key correction about each page is provided and the rest

(see learners' replies)

Page 1: 1. Papers are corrected in red ink by teachers/ 2. Governments must stop nuclear weapons/3. Hamlet was written by Shakespeare.

Page 2: 1. Is the lesson explained?/ 2. Will he be taking care of myself/me?/

3. (see learners' examples)

Page 3: 1. Books are not bought/ 2. They did not export these fruits/ 3. She did not do the work.

Page 4: 1. Yasmina is offered a present/2. He won't be given the job/ 3. It must have been taken while I was away.

Exercise 5: Rewrite the sentences in an alternative passive form, beginning your sentences with the underlined words:

a) It is said that he is an honest, hard-working man. = He is said to be.....

b) It is considered that this surgeon is a brilliant practitioner. = This surgeon is considered to be

c) It is now thought that some redundancy is inevitable. = some redundancy is now thought to be

d) It was proved that the statements he had made were false. = The statements he had made were proved to have been false.

e) It was understood that Mr. Smith was willing to meet the British PM. = Mr. Smith was understood to have been willing

f) It is believed that the chancellor is thinking of imposing special taxes to raise extra revenue. = The chancellor is believed to be thinking

g) It is expected that the electricity supply industry will be running into surplus capacity by next year.= The electricity supply industry is expected to be running

h) It is expected that the brewers will raise the price of beer in the near future.= The brewers are expected to raise

i) It was later admitted that the information had been obtained from unreliable sources.= The information was later admitted to have been

j) It was believed that the explosion had been caused by a mine.= The explosion was believed to have been caused

Exercise 6: Rewrite the sentences in the passive omitting the words in brackets.

1/ (everyone) knows this fact very well.= it is known that / this fact is known to be

2/ (they) opened the theatre only last month.= the theatre was opened.....

3/ (people) will soon forget it = it will soon be forgotten

4/ (you) must write the answers in ink.= the answers must be written in ink

5/ (someone) has taken two of my books.= two of my books have been taken

6/ (one) should register himself in September.= he should be registered.....

7/ I don't think (anyone) can do it.= it cannot be done

8/ (you) must finish the work by seven o'clock.= the work must be finished

9/ (they) are now manufacturing this type of transistor radio in Japan.= this type of transistor radio is now being now manufactured in Japan

10/ (no one) could possibly have known the secret.= the secret could not be known

11/ Has (someone) done all the necessary arrangements?= have all the necessary arrangements been done?

12/ Fortunately, (no one) had said anything about it.= Fortunately, nothing had been said about it.

13/ (we) will execute all orders promptly.= all orders will be executed promptly.

14/ (the police) kept the man in prison.= the man was kept in prison

Exercise 7: Complete the sentences with a passive construction, using the verbs given and in the form suggested , and adding a suitable preposition:

e.g. The new proposals (discuss) our next meeting. (future)

= The new proposals will be discussed at our next meeting.

1/ These recordings (make) the rehearsals immediately preceding the concert. (past simple) = were made by

2/ A surcharge of 10 % (add) patrons bills to cover gratuities to hotel staff. (present simple) = is added to

3/ Supplies grain (send)the stricken area and (distribute) the starving population. (past simple) = was sent todistributed to

4/ A meeting (arrange) the Commonwealth Prime Ministers. (present perfect) = has been arranged by.....

5/ He wanted nothing except (leave)peace. (infinitive)= to be left in.....

6/ Don't you think a solicitor should (consult)..... this question? (perfect infinitive) = should have to have been consulted in

7/ The bridge has had (close) repairs. (infinitive)= has had to be closed for

8/ The results of the examination (not know) two months. (future) = will not be known for

The Direct and Reported Speech

Aim: to be aware that the reported speech is reporting the exact words said by the speaker.

1. Statements

We use a 'reporting verb' like 'say' or 'tell'. If this verb is in the present tense, it's easy. We just put 'she says' and then the sentence:

- Direct speech: I like ice cream.
- Reported speech: She **says** (that) she **likes** ice cream.

We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to change words like 'my' and 'your'.

(As I'm sure you know, often, we can choose if we want to use 'that' or not in English. I've put it in brackets () to show that it's optional. It's exactly the same if you use 'that' or if you don't use 'that'.)

But, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:

- Direct speech: I like ice cream.
- Reported speech: She **said** (that) she **liked** ice cream.

Tense	Direct Speech	Reported Speech
present simple	I like ice cream	She said (that) she liked ice cream.
present continuous	I am living in London	She said (that) she was living in London.
past simple	I bought a car	She said (that) she had bought a car OR She said (that) she bought a car.
past continuous	I was walking along the street	She said (that) she had been walking along the street.
present	I haven't seen Julie	She said (that) she hadn't seen Julie.

perfect		
past perfect*	I had taken English lessons before	She said (that) she had taken English lessons before.
will	I'll see you later	She said (that) she would see me later.
would*	I would help, but..”	She said (that) she would help but...
can	I can speak perfect English	She said (that) she could speak perfect English.
could*	I could swim when I was four	She said (that) she could swim when she was four.
shall	I shall come later	She said (that) she would come later.
should*	I should call my mother	She said (that) she should call her mother
might*	I might be late	She said (that) she might be late
must	I must study at the weekend	She said (that) she must study at the weekend OR She said she had to study at the weekend

* doesn't change.

Occasionally, we don't need to change the present tense into the past if the information in direct speech is still true (but this is only for things which are general facts, and even then usually we like to change the tense):

- Direct speech: The sky is blue.
- Reported speech: She said (that) the sky **is/was** blue.

2. Reported Questions

So now you have no problem with making reported speech from positive and negative sentences. But how about questions?

- Direct speech: Where do you live?

How can we make the reported speech here?

In fact, it's not so different from reported statements. The tense changes are the

same, and we keep the question word. The very important thing though is that, once we tell the question to someone else, it isn't a question any more. So we need to change the grammar to a normal positive sentence. A bit confusing? Maybe this example will help:

- Direct speech: Where do you live?
- Reported speech: She asked me where I lived.

Do you see how I made it? The direct question is in the present simple tense. We make a present simple question with 'do' or 'does' so I need to take that away. Then I need to change the verb to the past simple.

Another example:

- Direct speech: Where is Julie?
- Reported speech: She asked me where Julie was.

The direct question is the present simple of 'be'. We make the question form of the present simple of be by inverting (changing the position of) the subject and verb. So, we need to change them back before putting the verb into the past simple.

Here are some more examples:

Direct Question	Reported Question
Where is the Post Office, please?	She asked me where the Post Office was.
What are you doing?	She asked me what I was doing.
Who was that fantastic man?	She asked me who that fantastic man had been.

So much for 'wh' questions. But, what if you need to report a 'yes / no' question? We don't have any question words to help us. Instead, we use **'if'**:

Direct speech: Do you like chocolate? / Reported speech: She asked me **if** I liked chocolate. No problem? Here are a few more examples:

Direct Question	Reported Question
Do you love me?	He asked me if I loved him.
Have you ever been to Mexico?	She asked me if I had ever been to Mexico.
Are you living here?	She asked me if I was living here.

3. Reported Requests

There's more! What if someone asks you to do something (in a polite way)? For example:

- Direct speech: Close the window, please
- Or: Could you close the window please?
- Or: Would you mind closing the window please?

All of these requests mean the same thing, so we don't need to report every word when we tell another person about it. We simply use '**ask me + to + infinitive**':

- Reported speech: She asked me to close the window.

Here are a few more examples:

Direct Request	Reported Request
Please help me.	She asked me to help her.
Please don't smoke.	She asked me not to smoke.
Could you bring my book tonight?	She asked me to bring her book that night.
Could you pass the milk, please?	She asked me to pass the milk.
Would you mind coming early tomorrow?	She asked me to come early the next day.

To report a negative request, use 'not':

- Direct speech: Please don't be late.
- Reported speech: She asked us **not** to be late.

4. Reported Orders

And finally, how about if someone doesn't ask so politely? We can call this an 'order' in English, when someone tells you very directly to do something. For example:

- Direct speech: Sit down!

In fact, we make this into reported speech in the same way as a request. We just use 'tell' instead of 'ask':

- Reported speech: She told me to sit down.

Direct Order Reported Order

Go to bed! He told the child to go to bed.

Don't worry! He told her not to worry.

Be on time! He told me to be on time.

Don't smoke! He told us not to smoke.

TD Exercises on the reported speech

1/ Direct / Indirect speech “Statements”

Exercise 1: Report the following statements:

1. Fred said to me: “ those people left early”. =
2. “No one has finished that part yet”, the teacher said. =
3. “Go to the stoplight and then turn left”, the policeman directed me.=.....
4. Father said: “ I’m going to tell you a big secret about war”.=
5. He declared : “ She has shown me her driving licence ”. =
6. “Don’t leave your cot on the chair”, she said to him. =.....
7. My mother affirmed: “ You mustn’t lock all the doors”. =.....
8. “I will ask Mr Harris about that word”, Carol said. =.....
9. He said; “My friend is a painter”. =.....
10. Olaf declared: “ Dad did a lot of business”. =.....
11. He told me: “We could remove the picture”. =.....
12. He says: “I like you”. =.....
13. Bob announced: “None of my friends had a car”. =.....
14. He ordered: “Write the lesson”. =.....
15. The girl affirmed: “ I must assume “. =.....

Exercise 2: Change to the direct speech:

- 1) They said that she always sat at the window. =
- 2) They declared that birds had built their nests in the summer. =.....
- 3) The mother explained that the boys would get up at 7. =.....
- 4) The headmaster ordered the pupil to bring his father.=.....
- 5) Mum told me that I could use her bracelet. =.....

6) My friend declared that she had been in Tamanrasset and that she had ridden a camel. =

7) Boost said that he knew the English government. =

8) The teacher of art affirmed that Ali would never paint well. =

9) Lucille said that she didn't need their help. =

10) He declared that she was going to paint the living-room. =

12) He ordered me to sit down. =

13) John said that he had been up to Cambridge. =

14) He declared that he had enjoyed his week-end. =

15) Timothy told us that he wanted to help. =

Exercise 3: Change this paragraph to the direct speech / Report; start like this;
He said: "

The paragraph: Two very old people lived there. The house would have looked much better if they had painted it, had cut the grass, had mended the gate and had planted a few flowers. They would have done this if they had not been so old and had got a bit more money.

Exercise 4: Report this paragraph:

Start like this; she said that Malika

The paragraph: Malika wanted to make a cake, but she didn't have all the ingredients. So, she phoned her sister who was at work in order to buy butter and sugar on her way home.

Exercise 5: Complete the 2nd sentence: (it may be direct or indirect)

1- Amel said that she was sleepy. = Amel said

2- Zakia said that she didn't like chocolate. = Zakia said

3- He said; "She isn't planning to take a trip". = He said

4- They said that they had already eaten lunch. = They said

5- Nabil said that Ali would come to the meeting. = Nabil said

- 6-Omar said: “Walid might go to the library”. = Omar said
- 7-Mother declared that she had to talk to my teacher”. = Mother declared.....
- 8-She ordered him to shut up. = She ordered him
- 9- He said that he was staying in England for another year. = He said
- 10-The student says that she hasn't understood the course. = The student says ...
- 11-Hob said, “My fiend is an actor”. = Hob said
- 12-The pupils said that the exercise contained a trap. = The pupils said.....

2/ Direct / Indirect speech “Questions”

a)Yes / No qqs :

Exercise 1: Change to the indirect speech: (report)

*He asks: “Are you tired?”

*She asked: “Is he absent?”

*They wanted to know: “Have you seen him?”

*He questioned: “Will you see me?”

*He asked: “Are you listening to me?”

*He asked: “Did you arrive early?”

*She asked: “Do you buy it?”

*She asks: “Does she come?”

*She asked:”Does she come?”

*They will ask: “Did they write?”

Exercise 2: Change to the direct speech:

*John asked if he could go out.

*John asked if he might have the key.

- *Olaf asked if he should finish his meal.
- *Andrew asked me if I could swim.
- *Frieda asked Lucille if she had liked her new dress.
- *She asks whether I was listening to music.
- *She asks if I am writing the lesson.

b)Wh qqs:

Exercise 1: Report:

- *He asked, “Where are you going for your holidays?”
- *Andrew asked: “What is the price of that hat?”
- *Olaf asked: “When will you get back?”
- *He asked: “How long did it take you to arrive?”
- *They questioned; “Who was guilty?”
- *They asked: “Why are you crying?”
- *She asked; “Which one do you like?”

Exercise 2: Complete the 2nd sentence to mean the same as the 1st .

- 1- He asked: “Are you certain?”= He asked
- 2- He asked why I would help her.= He asked
- 3- He asked if I had seen that man. = He asked
- 4- She questioned if I saw if he had come. = She questioned.....
- 5- Policeman are said to be hash, he said.= He said.....
- 6- He affirmed: “My life is being destroyed”. = He affirmed

3/ Direct / Indirect speech “Statements” and “Questions”

Exercise 1: Report: (Change to the direct speech)

- *He said: “Richard opens the window”.
- *He said: “Austen does not eat her meal”.
- *He said, “He is punished”.

*He says: "The house is painted".

*He declared: "The rich ought to help the poor".

*He declared: "An ambulance was sent for".

*He declared: "They may kill him".

*He said: "He will arrive tomorrow".

*She announced: "If I have a car, it will be lovely".

*Ali affirmed: "They were hiding in the hay".

*She affirmed: "She did not recognize the king as she was short-sighted".

*He affirmed: "If the king didn't waste his time, the poor would be happier".

*She will affirm: "I never smoke cigarettes".

*She suggested: "We go to school".

Exercise 2: Report: (Change to the direct speech)

*He asks; "When did we visit the Ferryman's house?"

*He asks: "Did he explain the lesson?"

*He asked: "Have you seen him?"

*He questioned: "Why did he do that?"

*He wanted to know: "How will he solve the problem?"

*He asked: "Can you solve my problem?"

*She asked: "Must she do it?"

*She asked: "Does he know you?"

*They asked: "Is the pupil present?"

*They asked: "Are they writing the exercise?"

*They asked: "Where did you hide the papers?"

More practice:

1/ Pair out with your friend performing a role play about any topic using direct and indirect statements and questions .

2/ Song: Another Day in Paradise by Phil Collins

Listen and do the activities.

a-Listen to the song and choose the correct words in bold.

b-Comprehension: Answer these qqs:

*Who is the woman in the song?

*What help does she want?

*Who is she asking help from?

*Does she get the help?

*What is the man's attitude towards the woman?

*Explain in a few words what the song is about?

c- Vocabulary: Explain the words below from the context of the song:

pretends, embarrassed, paradise, probably, whistle

d-Discussion:

Some people say it is bad to give to beggars. Do you agree? Give the reasons of your choice.

The song:

She calls **out/comes** out to the man on the street 'sir' can you help me? It's **cold/sold** and I've nowhere to **sleep/sit**, is there **somewhere/someone** you can tell me? He **walks on/talks on**, doesn't look **back/black**. He pretends he can't **hear/hurt** her, starts to whistle as he crosses the street, and seems embarrassed to be **there/here**. Oh think **twice/tight**, it's **another/older** day for you and me in paradise. Oh think twice, it's just another day for you, you and me in paradise. She **calls out/cries out** to the man on the street/on a street. He can see she's **trying/crying**, she's got **blisters/bitten** on the soles of her **feet/face**; oh think

twice Oh Lord, is there **something/nothing** more anybody can do, oh Lord, there must be **something/nothing** you can **say/play**. You can **tell/sell** from the **lines/lights** on her **face/feet**, you can see that she's been **there/here**. Probably been moved from **every place/memory place** 'coz she didn't **fit/sit** in there. Oh think twice

Keys (see students' replies)

1/ activities on the handout about reporting

One key aa about each activity is provided, the rest see students' replies.

1/ Direct / Indirect speech "Statements"

Exercise 1: Report the following statements:

1. Fred said to me: " those people left early". =

Exercise 2: Change to the direct speech:

1) They said that she always sat at the window. =

Exercise 3: Change this paragraph to the direct speech / Report; start like this;

He said: "

The paragraph: Two very old people lived there.

Exercise 4: Report this paragraph:

Start like this; she said that Malika

The paragraph: Malika wanted to make a cake, but she didn't have all the ingredients.

Exercise 5: Complete the 2nd sentence: (it may be direct or indirect)

1-Amel said that she was sleepy. = Amel said

2/ Direct / Indirect speech "Questions"

a) Yes / No qqs :

Exercise 1: Change to the indirect speech: (report)

*He asks: "Are you tired?"

b) Wh qqs:

Exercise 1: Report:

*He asked, "Where are you going for your holidays?"

Exercise 2: Complete the 2nd sentence to mean the same as the 1st .

1- He asked: “Are you certain?”= He asked

3/ Direct / Indirect speech “Statements” and “Questions”

Exercise 1: Report: (Change to the direct speech)

*He said: “Richard opens the window”.

Exercise 2: Report: (Change to the direct speech)

*He asks; “When did we visit the Ferryman’s house?”

More practice:

1/ Pair out with your friend performing a role play about any topic using direct and indirect statements and questions .

2/ Song: Another Day in Paradise by Phil Collins

Listen and do the activities.

a-The correct words: calls out, cold, sleep, somewhere, walks on, hear, there, twice, another, calls out, on the street, crying, blisters, feet, trying, something, something, say, tell, lines, face, there, every place, fit.

b-Comprehension: Answer these qqs:

- *Who is the woman in the song? = That woman is a beggar, who is in need of help and she has no house where to sleep.
- *What help does she want? = She wants a house where to live, sleep and be more protected.
- *Who is she asking help from? = She is asking help from a man who is crossing the street and he is embarrassed to be there.
- *Does she get the help? = No, she didn't get help.
- *What is the man's attitude towards the woman? = He ignored her.
- *Explain in a few words what the song is about? = (depends on students' replies)

c- Vocabulary: Explain the words below from the context of the song:

- Pretends = claim he did not hear her, imagine
- Embarrassed=ashamed, confused, disconcert
- Paradise= Heaven, After life
- Probably= may be, possibly, perhaps, doubtless
- Whistle= to round your lips to make a sound

d-Discussion:

- Some people say it is bad to give to beggars. Do you agree? Give the reasons of your choice.

(see students opinions and reasons for their choice)

Extra courses and activities (If time allows)

Aim: a general review to make learners get ready for exams in a relaxing way

1/ WH Questions

(course with exercises)

2/ Filling application forms

3/ Prepositions

(lesson then students are asked to draw pictures including prepositions)

4/ SONGS :

-Poem and Song 1:

(Poem on friends with activities / Song 'True Friends' with activities)

-Song 2: The World's greatest with activities

-Song3: 'I'm Alive' with activities

(see appendices)

Conclusion

Since Grammar is the system of a language, and it is necessary to be mastered, the problem is/was that learners find it boring. How can they learn something that they dislike ? From this idea, we digged to make it more enjoyable by making it learnt through fun: we then tried to include new technologies such as tapes where to listen to natives, dvd's, video's, songs, games, performances.

Every session was a new start where we continuously tried to think again and again about attracting learners. We feel so glad to announce that learners showed interest in the courses. At first, they were a little engaged but day by day, a new light could be seen: step by step, students were engaged till they became fully engaged. The motivation made of them active learners thanks to the role plays they were assigned with.

It is known that learners like to move, be active so we took this as a weapon to strength our aim. In addition to that, songs and music, video films, speeches were included; this made them learn in an enjoyable and relaxing atmosphere. We have been teaching the module of Grammar for fourteen years and we have never ceased searching and trying to find more ways and tips that make the class of Grammar a place where learners come to it because they love it not because they are forced to.

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Appendices

Appendix A Wh Questions

1.

* University of Mascara *
* Department of English *

* Grammar *

* WH QUESTIONS *

Wh qqs are used to get full or long answers : they're of many types :

Time : when ? / place : where ? / manner : how ? / cause : why ? / 'subject ' person : who ? / 'obj ' person : whom ? / compl : what ? / 'subject ' animal / thing ' which ? / possessive : whose ? /

* EXERCISES *

1) Answer these qqs :

How are you ? / what's your name ? / what's your job ? / what's your phone number ? / where

Are you from ? / why are you here ? / when did you get your bac degree ? / who sits next to you?

Whom do you prefer in your group ? / which animal do you like ? / whose pens are these ?

2) Write down the qqs for these aas :

1- ? last year . / 2- ? five days . / 3-
..... ? because it's nice . / 4- ? I have friends here
so I stayed with them . / 5- ? yesterday . / 6- ? a
minitel is a device linked to a telephone . / 7- ? the French telecoms
Agency has distributed them without taxes . / 8- ? with the
minitel people will have access to all – audio visual materials . / 9- ? it
can use French or English . / 10- ? twice a week . / 11-
..... ? by taxi .

3) a) Make the qqs that the underlined items answer :

He bought a new car / he offered you a present / they will be here tomorrow / he must leave

Because he is ill / I have visited her twice / I know him very well .

b) Ask qqs on the underlined words :

- Yesterday they played games in the room .

4) Follow up : e.g : to build / house / father – qq : who built your house ? – aa : father did .

to design / house / neighbour // brother / job / architect // to have / rooms / six // to relax / garden //

to put / fence / around house // to organize / parties / with friends // to be / absent / yesterday //

to go / cinema / watch a film // must leave / have a lecture //

5) Listen to the dialogue from the cassette and pick up as many wh qqs as you can : e.g. when did you ring ?

6) You 'll watch a vcd film “ Mr Bean “ , take notes then at the end , make a list of wh qqs about it e.g. where did Mr Bean go ?

Appendix B

Filling / Completing application forms

1 - Surname (Mr. Mrs. Miss)

2 - First names

3 - Nationality Mother tongue

4 - Date of birth Occupation

5 - Home address and phone number

6 - Your next of kin (name and address)

7 - At what schools and for how long have you previously studied English?

8 - How many hours a week?

9 - Which books / courses did you use?

10 - What exams in English have you passed?

11 - How would you assess your present standard of English?
(good-average-weak)
reading speaking
writing understanding speech

12 - Which course do you intend to follow in our school? (tick the appropriate item)
General English; Scientific English; Commercial Eng.

13 - How long do you intend to stay in the school (tick the appropriate item)
4 weeks; 12 weeks.

14 - Would you like us to arrange your accommodation? If yes state your preference (tick the appropriate item).
room on the campus; as a family guest; in a hotel.

15 - Are you in good health? Do you require a special diet?

16 - Have you visited Britain before?

Date Signature

(For a junior candidate, the parent or guardian should sign.)

*** University of Mascara ***

*** Department of English ***

*** Grammar ***

Ms Benchenane

* PREPOSITIONS *

1

Prepositions :

1- Beside = next to (syn)

Mrs . Miller is sitting beside MR. Miller / she is sitting next to him .

Note : the prep 'besides' is similar in form to ' beside ' , but the meaning is different : e.g :

Besides vegetables , I need to buy milk , butter and steak .

2- Near \neq far from (opp)

They live near the corner / my house is far from the market .

3- In front of \neq behind (opp)

There is a nice lawn in front of the house / the garden is behind the house .

4- Opposite (across the street from)

They live opposite the park .

5- To / at : are prep of place . 'to' indicates motion , 'at' indicates position .

They're going to the movies / now they're at the movies .

6- Before / after : are prep of time .

I'm going to leave before noon / I don't need to work after 5 o'clock .

Note : if a verb follows a prep n the present participle 'ing' is used :

I'm going to leave before seeing him .

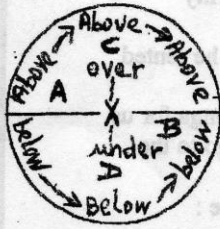
7- Until : refers to future time / as far as : refers to distance .

He waited for them until 6 / we walked as far as 14th street .

8- Above , below / over , under :

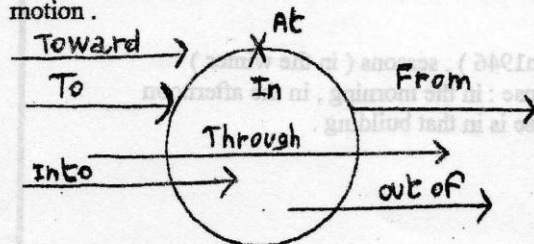
* Above : means anywhere higher than a certain point . * Over : means above a certain point in a perpendicular line . * Below : means anywhere lower than a certain point . * Under : means below a certain point in a perpendicular line .

e.g : A is above X but not over X . C is above X and also over X . B is below X but not under X . D is below X and also under X .



9- Toward , to / into , out of / through / from : prep of place « motion »

* Toward : indicates the direction of the motion . * To : indicates motion continued to a definite place . * into : indicates a motion that ends inside a place . * Out of : indicates a motion that ends outside a place . * Through : combines the meanings of 'into and out of' . * From : indicates the motion away from a place . (note): in / at : indicate place without any idea of motion .



10- *Of/ from :

Of : is used to indicate : a / a quantity or a part of something : a pound of sugar , a glass of milk . b / possession when speaking of things : the name of the school / the capital of the country .

From : is used : a / to indicate the origin of people and things : she's from California .

b / to indicate the place where , or the time when an action begins

They go directly from their house to school .

11- * Between / among , upon , off :

a / Between : is used in speaking of two things / Among : is used when speaking of more .

She is standing between her father and her mother / Among other things , I like sandwiches .

B / Upon : means the same as "on" in expressions of place , but is not so common in conversation as 'on' : I laid the keys on the table / upon the table is a large dictionary .

C / Off : is the opposite of "on" in exp of place : the pencil was on the table / the pencil rolled off the table .

12 - By :

a / It is used to indicate means or agent : I went down town by bus (means) / she sent a message by the boy (agent) .

b / It is used with a reflexive pronoun to mean without help , alone : I cleaned the room by myself .

c / It is used with a gerund to indicate means : you can get to the Paramount theater by taking a bus

d / It is used in expressions of motion when a person passes near another person or an object and then continues without stopping : he walked by me without seeing me .

e / It is used in exp of time to mean ' not later than ' : we want to finish this book by the end of the year .

f / It is used in some idiomatic expressions :

to sit side by side / little by little I learn / to come one by one / to know a person by sight / to take something by mistake / to take a person by surprise / by the way , will you help me ? / I'll go by way of Miami / that is by far the best movie in town / learn your lesson by heart .

13- For :

a / It indicates duration of time , in this sense , 'for' is omitted , but it is always understood :

How long did you play tennis yesterday ? I played (for) an hour .

Note : 'during' indicates a period of time in which smt occurs : Compare 'for' and 'during' in these sentences : It rained for an hour during the day / I went to the lake for a week during my vacation / I saw him twice during the week .

b / It also means 'in exchange for' , in this sense it is often used before sums of money : he rented the house for 100 dollars a month .

c / it has sometimes the meaning of 'for the pleasure of ' : Virginia sang some Spanish songs for us

d / It sometimes means 'instead of or in (the) place of : I am busy now , will you please go to the post office for me ?

e / It often follows the verb 'be' and an adj when the sentence is completed by an infinitive :

It is difficult for Ann to understand English over the phone ;

F / Why or what for in qqs of purpose :

What for : is used in conv as an equivalent of 'why' : why are you studying English ? / what are

You studying English for ? = I am studying it because I want to get a better job , in order to get a

Better job / for pleasure .

14- In / on / at :

a / In : is used in the following ways :

1) Time : with the names of months (in March) , years (in 1946) , seasons (in the winter)

2) Time : with parts of the day or night used in a general sense : in the morning , in the afternoon

3) Place : Inside of something : she lives in U.S.A / his house is in that building .

b / On : is used in these ways :

Appendix D Poem on “Friends” + Song on ‘True Friends’

Read the poem, then do activity one:

There's been so
Many times, where
I've needed you as
My friend,
No matter what the
Reason is, you be
There till the end.
Every time I needed to talk or
I'm sad and feeling blue,
You understand and you give your
Point of view.
You always put me first if
I need you to be there,
I appreciate you doing this
It shows how much you
Really care.
Your conditional

Friendship showed me the
Person I'm inside, and just
To be myself is something
I never have to hide.
If you ever need anything,
Anytime, date or night
I promise I'll be there to
Try and make it right.
Thank you for being
There,
Through every laugh,
Through every tear.
You helped me not
To be scared,
About the things that
I fear.
Thank you for being
My friend.

Activity one:

- 1) What is the general idea of this poem?
- 2) Give a title to this poem.
- 3) Pick out from the poem the opposite of:
 - a. Happy \neq
 - b. Never \neq
 - c. Show \neq
 - d. Wrong \neq

Song : « True Friends »

True Friend by MILEY CYRUS

We sign our cards, and letters

You got a million to make me
laugh

You're looking out for me; you've
..... my back,

So good to have you

You know the secrets I could never
tell

And I'm quiet you Break through
my Shell

Don't a need to do a rep for you

'cuz you keep my Feet on the
ground

You're a true ; You're here
till the

You pull me aside when something
ain't right

Talk with me now and into the

Till it's alright again

You're a friend

You don't get angry when I change
the plans

Somehow you're never out of
second chances

Won't say I told you when I'm
..... again

I'm so lucky that

A true friend, you're here till the end

You me aside when something
ain't

Talk with me now and into the night

Till it's alright again

True friends will go to the ends of
the

Till they find the you need

Friends hang on through the ups and
the

'cuz they've got Someone to believe
in

A true friend you're here the
end

You pull me aside when something

ain't right

..... with me now and into the night

No need to pretend

oohh

You're a true friend; you're here till
the end

You pull me aside when something
ain't right

Talk with me now and into the night

Till it's again

You're a true friend, you're a true
friend.

Appendix E Song : The World's greatest

We are a family.

Sequence: listening and speaking.

Task one: listen and fill in the gaps.

*It's the world's greatest,
It's the world's greatest, Come on,
World's Greatest, Ever*

*I am a mountain
I am atree
Oh, I am a swift wind
Sweeping the country
I am a river
Down in the valley
Oh, I am a
And I can see clearly
If anybody asks you who I am
Just stand up tall look 'em in the Face and say*

*I'm that star up in the
I'm that mountain peak up high
Hey, I made it
I'm the world's greatest
And I'm that little bit of
When my back's against the ropes
I can it mmm
I'm the world's greatest*

*I am a giant
I am an eagle
Oh, I am a
Down in the.....
I am a marching band
I am the people
Oh, I am ahand
And I am a hero
If anybody asks you who I am
Just stand up tall look'em in the Face and say*

*I'm that star up in the sky
I'm that mountain peak up high
Hey, I made it
I'm the world's greatest
And I'm that little bit of hope
When my back's against the ropes
I can feel it
I'm the world's greatest*

*In the ring of life I'll reign
(I will reign)
And the will notice a king
(Oh Yeah)
When all is darkest, I'll shine a light
(Shine a light)
And use a success you'll find in me*

R. Kelly (the world's greatest)

Task two: match the words and their pronunciation.

1- Word	a- /laɪt/	1-
2- sweeping	b- /lɪtl/	2-
3- mountain	c- /wɜːd/	3-
4- little	d- /sək'ses/	4-
5- lion	e- /skaɪ/	5-
6- light	f- /swɪːpɪŋ/	6-
7- country	g- /fiːl/	7-
8- success	h- /maʊntɪn/	8-
9- sky	i- /laɪən/	9-
10- feel	j- /kʌntrɪ/	10-

Task three: classify these words according to the number of their syllables.

greatest – reign – people – success – light – notice.

1 syllable	2 syllables	3 syllables

Task four: match the words and their meaning.

- | | |
|------------------|---|
| 1. Swift | a. a small extent or degree |
| 2. Little bit | b. a group of musicians who play music as they march along the street |
| 3. Marching band | c. an event or process happens very quickly |
| 4. Shine | d. a thick cord or wire that is made by twisting together |
| 5. Ropes | e. it gives out bright light |

Home work: listen to the song and pick out.

1. An article.
2. An adverb.
3. An irregular verb.
4. A preposition.

Appendix F Song: 'I'm Alive'

"I'm Alive"

Mmmmm ... Mmmmm ...
I get wings to fly
Oh, oh ... I'm alive ... Yeah

When you call on me
When I hear you breathe
I get wings to fly
I feel that I'm alive

When you look at me
I can touch the sky
I know that I'm alive

When you bless the day
I just drift away
All my worries die
I'm glad that I'm alive

You've set my heart on fire
Filled me with love
Made me a woman on clouds above

I couldn't get much higher
My spirit takes flight
'Cause I am alive

When you call on me
(When you call on me)
When I hear you breathe
(When I hear you breathe)
I get wings to fly
I feel that I'm alive
(I am alive)

When you reach for me
(When you reach for me)
Raising spirits high
God knows that...

That I'll be the one
Standing by through good and through trying times
And it's only begun
I can't wait for the rest of my life

When you call on me

Sequence : Listening and Speaking .

Activity 1 :

Listen to the song and answer the following questions :

A/ What is the kind of this music?

B/ What is the song about ?

C/ Does the singer feel happy ? Why ?

Activity 2 :

Listen to the next part of the song and match the halves :

You've set

Filled me

Made me a woman

My spirit

I couldn't get

Cause

much higher

my heart on fire

takes flight

on clouds above

with love

I am alive

Activity 3 :

Listen to the last part of the song. Some words have been misplaced. Find them and write the lines correctly again :

When you reach for high

Raising spirits that

God knows me

That I'll by the one

Standing be

Through times and

Through trying good

And it's only begun

I can't life for the

Rest of my wait

