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كلية العلوم الاقتصادية والتجارية وعلوم التسيير

Faculty of Economic, Commercial and Management Sciences

## ملخصات دروس على الخط في مقياس الإنجليزية Summaries of online lessons in English scale

موجهة لطلبة السنة أولى جذع مشترك علوم اقتصادية وتجارية وعلوم التسيير

Addressed to the first-year students of common core of economic, commercial, and management sciences

من إعداد

الدكتورة / بن عياد ناريمان

- أستاذ محاضر قسم أ -

Prepared by:

**Dr. Benayad Narimane**

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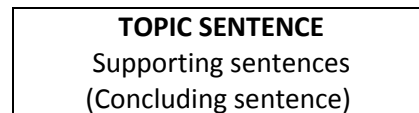
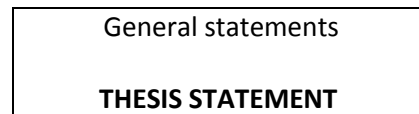
# I. Writing

## 1. *Essay Organization*

*As it has already been learned, a paragraph is a group of sentences about one topic and has three main parts: the introductory sentence, the supporting sentences (the body of the paragraph), and the concluding sentence. The essay follows the same structure differing from the paragraph in that it is a group of paragraphs that deals with the same topic and is made of three different parts: the introduction, the body, and the conclusion. The following shape shows how a paragraph and an essay follow the same plan.*

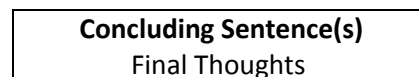
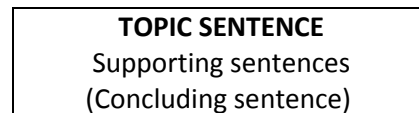
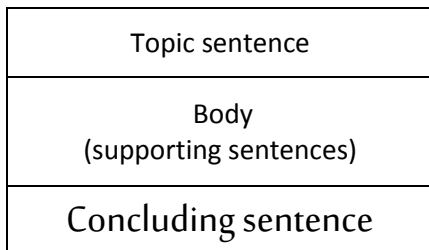
### The Essay

Introductory paragraph



**The Paragraph**

Body paragraphs



Concluding Paragraph

## **1. 1. The Introductory Paragraph (The Introduction)**

*The first paragraph in an essay is called the introductory paragraph. It is the most important paragraph in an essay because most of the time the piece of writing is judged from its introduction. For such reason this paragraph should have the following characteristics:*

- 1. It should introduce the topic by informing the reader of the topic being discussed.*
- 2. A good introductory paragraph should indicate how the topic is going to be developed. Whether the essay is going to discuss causes, effects, reasons, or examples...*
- 3. It contains the thesis statement which is a general rule.*
- 4. The introductory paragraph should be inviting; that is it should be interesting enough to make the reader wants to continue reading the rest of the essay.*

### **a. Planning an Introduction**

*The most used approach in planning an introduction is called "the funnel approach". It is called so because the ideas progress from the general to the specific. How do we write a funnel introduction? A funnel introduction has two different parts: several general statements about the topic and one thesis statement.*

- 1. **General statements:** the first statements in an introduction provide the reader with background information about the topic of the essay. The general statements should lead your reader from a very general idea of your topic to a very specific idea. The first general statement in a funnel introduction just introduces the topic, and then each sentence that follows is going to restrict the topic to a more specific one. There is no exact rule about the number of these general statements; however, it is recommended that the writer should provide his reader with the necessary information he thinks the reader will need to understand the issue being*

*discussed in the essay and at the same time attracts his readers interest by making him appreciates the importance of the issue raised in by this essay. For such reason, three to four statements are largely enough to enlighten the reader's scope to the topic of the essay by providing him with the necessary information about the topic to be discussed, and at same time through them the writer can get the reader's attention.*

***How can we get the reader's attention?*** *Some common strategies are used to attract the reader's interest to the essay; the following are some of them.*

- ***Give background information:*** *when writing on a general subject, such the average level of the leaving condition in your country; give some background information on the subject. This is useful since your audience is interested already and you don't need to engage in some kind of device to curry his interest.*
- ***Define a key term or a concept:*** *beginning your essay with a definition may be of a great importance to the reader's understanding to the issue raised in your essay. The following is an example in which the writer starts his introduction with a definition.*

***Democracy is a form of government in which the ultimate authority is given to and exercised by people. This may be so in theory, but recent elections, especially the 2000 presidential race, have raised concerns about the future of democracy as we know it and define it...[thesis]***

***Tell an anecdote or a story:*** *of course, you have to use a story that is obviously related to the topic of the essay. For example, if you want to speak about the bad effects of obesity on human health, you can narrate a short story about a fat person whom you know. The story should be amazing and leads to the central idea of the essay (thesis statement)*

Ask a provocative question: these questions should be asked in a creative way; consequently, your reader will want to go on in his reading. Look at the following example:

*Have you ever killed a man? If you were called upon tomorrow to go to Iraq knowing that you might have to kill another person, could you do it? These same questions faced an American soldier almost 40 years ago when he, as a young man, chose to avoid being drafted to fight in the Vietnam War, a war he didn't believe in. he said "what I did was legal, but was it right?". [Thesis]*

2. *The Thesis Statement: The second part in a funnel introduction is the thesis statement. The central idea or the thesis statement in an essay introduction is the most important part, not only in the introduction but in the whole essay, because this statement introduces the main idea of the essay. The main function of the thesis statement, then, is to tell the reader what the whole essay is going to be about. The success of your introduction is based on the way you state your thesis statement. For such reason the thesis statement should fulfil the following requirements.*

- a- It should state the specific topic of the essay.*
- b- It should express a complete thought about an attitude or an opinion.*
- c- It should not take the form of a question.*
- d- A good thesis statement may list the subtopics of the main topic.*
- e- It may also mention the method of organization.*
- f- It is the last sentence of the introduction.*

## **2. The Body (the Developmental Paragraphs)**

*The body of the essay is made up of one or more paragraphs referred to as "developmental paragraphs". Their function is to explain, illustrate, discuss, or prove the attitude and the opinion expressed in the thesis statement. Each paragraph should have a topic sentence, supporting details, and sometimes a*

*concluding sentence. Developmental paragraphs should carry the following characteristics:*

- 1. Each developmental paragraph discusses one aspect of the topic.*
- 2. The controlling idea of the topic sentence should echo the central idea in the thesis statement.*
- 3. The developmental paragraphs should have coherence and unity. In that, the order of the paragraphs in the essay shouldn't be random. The end of one paragraph should be picked up at the beginning of the next paragraph. This can be achieved by the use of transitions.*

***a. Tips for Writing Coherent Paragraph:***

*In order to write a coherent developmental paragraph, the following points should be taken into consideration:*

- 1. You have to choose a singular focus for you paragraph. We mean that each developmental paragraph is regarded as a discrete unit of thought that expands one specific idea, not three or four.*
- 2. Begin your paragraph with a topic sentence. Nothing will help you to keep a tighter focus on your paragraphs than topic sentences. Since the topic sentence describes the claim or the point of your paragraph, in this case your reader will be oriented to the purpose of your paragraph, and this will help to follow your thoughts and arguments.*
- 3. Try to demonstrate in each developmental paragraph with clear and convincing evidence that your thesis is correct and your reader should accept your position as his or her own.*
- 4. Develop your idea as well as you can. In order to keep focus within your paragraph and at the same time expand your ideas adequately*

*to reach the appropriate length of a conventional paragraph, you to try implementing these techniques for development:*

- *illustrate you ideas with examples*
- *give an authoritative quotation*
- *back your ideas with more evidence*
- *offer another perspective to the idea*
- *elaborate on cause/effect, definitions, comparison/contrast*

### ***b. The Body of Essay***

*Since the paragraphs of the essay should turn around the thesis statement, in that they discuss the same topic already expressed in the thesis statement, it is important to know how we can get to the subtopics that will be developed in the body of the essay.*

### ***The Breaking down of the Thesis Statement and the Formation of Topic Sentences:***

*Once the thesis statement has been decided on, to determine the different topics of the developmental paragraphs, you have to break down the thesis logically into topics that fits the body of the essay. For example, to write an essay about the beautiful sights in your country either to persuade the reader to visit your country, or just them about your country; you have to follow these steps:*

*What is the topic of your thesis, and what is its central idea?*

- *The thesis statement is: "beautiful sights of my country"*
- *The topic of my thesis is: "sights of my country"*
- *The central idea is: "beautiful"*

*Each paragraph then, should discuss one sight; and the controlling idea of each topic sentence should something synonym to beautiful such as: charming, lovely, attractive, and pleasing.*

### ***3. The Concluding Paragraph:***

*As the introduction opens to the essay discussion by introducing the topic and the central idea of the thesis, the conclusion covers up all what have been previously discussed by bringing the development to a logic end. The conclusion does three things:*

- 1. It signals the end of the essay*
- 2. It summarizes the main points*
- 3. It leaves the reader with the writer's final thoughts on the subject.*

#### ***A. How to write a conclusion:***

*There is a standard approach to writing concluding paragraphs. Here are some hints about the writing of conclusions:*

- A conclusion can restate briefly the main points discussed; mainly if your essay was long and complex, and sometimes difficult to follow; so, it is preferable to recap your ideas in a clear, summarizing manner at the end.*
- It can also restate the thesis. To avoid being repetitious, the restatement of the thesis should be in different words (not the same words used in the thesis of the introduction). Concluding this way is a kind of reassertion of the importance of the thesis.*
- **II. Transitions between Paragraphs***
- Coherence that is an important element in paragraph writing is achieved by the use of transition signals that make the connection between ideas within a paragraph. In an essay, coherence is reached by the use of transitional markers between paragraphs to show how one paragraph is linked to the other.*
- Here is a table of transitional words and phrases that you might find helpful in planning and writing your next essay.*



<b>ORGANIZING PRINCIPLE</b>	<b>TRANSITIONAL WORDS OR PHRASES</b>
<b>Order of importance</b>	<i>first, second, third, in addition, moreover, furthermore, more importantly</i>
<b>Chronological</b>	<i>then, before, as, since, later, during, when, until, while, first, second, third, next, after</i>
<b>Spatial</b>	<i>beside, around, beyond, under, next to, above, behind, near, along, below</i>
<b>Cause and effect</b>	<i>therefore, so, consequently, because, as a result</i>
<b>Comparison</b>	<i>likewise, similarly, just as, like</i>
<b>Contrast</b>	<i>on the other hand, unlike, rather, however, but, on the contrary</i>
<b>Introduce an example</b>	<i>for example, in other words, in fact, for instance, that is, specifically</i>
<b>Show addition</b>	<i>and, again, in addition, moreover, also, furthermore</i>
<b>Show emphasis</b>	<i>indeed, in fact, certainly</i>
<b>Acknowledge another point of view</b>	<i>though, granted, despite, although</i>

### **III. Types of Development: Different kinds of essays**

**Part One:** *In this part, we are going to focus on four types of developments:*

1. *Narration Essay*
2. *Description Essay*
3. *Example/ Illustration Essay*
4. *Comparison & Contrast Essay*

#### ***I. Narration Essay***

*The narration essay or the Narrative writing tells a story. it is considered as a reflection or an exploration of the writer's values told as a story. In that, the author may remember his or her past, or a memorable person or event from that past, or even observe the present. the narrative essay is most commonly written in the first person ( I); moreover, it could be written from a different point of view.*

#### ***II. Description Essay***

*Descriptive essay writing is an essay which explains how something looks, feels, tastes, smells, makes one feel, or sounds. It can also describe what something is, or how something happened. Because the purpose of a purely descriptive essay is to involve the reader enough so he or she can actually visualize the things being described, it is, then, important to use a lot of concrete, sensory details to communicate the point made by the writer of the essay. You should explicitly show to your readers how the element you are describing looks like, how it tastes, how it smells.*

### **III. Example/ Illustration Essay**

*The example/ illustration essay is the most straightforward essay form that is mostly encountered. Because all types of essays whether argumentative or informational need the support that good illustrations provide.*

### **IV. Comparison and Contrast Essay**

*Technically speaking, when you compare you are looking for similarities; when you contrast you are looking for differences. However, in practice, the operations are part of the same process. When you look for what is similar, you will also notice what is different. To write a comparison or contrast essay that is easy to follow, first decide what the similarities or differences are by writing lists on scrap paper (eg: this is blue; that's red. This is round; that is square.*

#### **1- Points of comparison**

*You are asked to compare and contrast two people, two religious leaders. What would you compare and contrast about them? You could compare their looks, their backgrounds, their philosophies, their attitudes towards life... it is better to restrict the points of comparison and contrast by focussing on the main ones that support the thesis statement. Do not begin writing until you have a point that the similarities or differences you want to use help to prove. Your point should help shape the rest of what you say; for example, if you see that one of your similarities or differences is unrelated to the point, throw it out and think of one that is related. In other words, revise your point. Be sure this main point is clearly and prominently expressed somewhere in the essay.*

- *For example if you want to compare two politicians to show that one is better as a public servant, the points of comparison would be the following:*

*their social background, educational background... but not to compare their taste in food this point would be irrelevant.*

## **2- Emphasis on Comparison or Contrast**

### ***Which are more significant, the similarities or the differences?***

*In a comparison and contrast essay, the emphasis is usually on one or the other.*

*Plan to discuss the less significant first, followed by the more significant.*

- *For example if you are comparing two obvious similar things, you should acknowledge the obvious similarities but focus on the differences. Such comparing two cars, here you should talk about the obvious similarities between the two cars; but the focus should be on what makes these cars different from each other.*
- *Whereas if you are comparing two obvious dissimilar things, you should acknowledge the obvious contrast but emphasize the less obvious similarities. Such as comparing a reading books with making a web searching; in this essay you should mention briefly the differences between the two means of transportation; but the focus should be on the less obvious similarities such as:*

## **3- Patterns of Organization**

*For organizing a comparison or a contrast essay, you can choose one of the plans described below whichever best fits your list.*

***Plan a (subject-by-subject pattern):*** *by choosing this pattern, you have to present all the information on topic one before introducing information on topic two. This type of organization is used, if you have many*

*small similarities and/or differences. After your introduction, say everything you want to say about the first work or character, and then go on in the second half of the essay to say everything about the second work or character, comparing or contrasting each item in the second with the same item in the first. In this format, all the comparing or contrasting which you may want to put in the beginning goes on in the SECOND HALF of the piece.*

***Plan B (point-by-point pattern):*** Use Plan B if you have only a few, larger similarities or differences. After your introduction, in the next paragraph discuss one similarity or difference in BOTH works or characters, and then move on in the next paragraph to the second similarity or difference in both, then the third, and so forth, until you're done. If you are doing both similarities and differences, juggle them on scrap paper so that in each part you put the less important first ("X and Y are both alike in their social positions . . ."), followed by the more important ("but X is much more aware of the dangers of his position than is Y"). In this format, the comparing or contrasting goes on in EACH of the middle parts.

## II. Grammar

### CLEFT SENTENCES

#### 1) - Definition:

*A cleft sentence is a complex sentence made up of a main clause and a subordinate clause. Originally, a cleft sentence is a simple sentence that has been transformed or reconstructed by means of clefting (i.e. dividing) the sentence into two parts for purpose of emphasis. In fact, a cleft sentence is used when there is a need to focus on one part of the sentence and highlight the information that we want to convey. Clefting is used both in speech and writing; however, it is especially useful in writing since, unlike in speech, voice stress doesn't appear in writing. There are two kinds of cleft sentences:*

#### 2) - Types of Cleft Sentences:

##### 2. a - The "It-cleft" sentence:

*The It-cleft sentence has the following structure:*

<b><u>It + Be + Emphasised Word/Phrase+ That (Who) Clause</u></b>	
<b>Main Clause</b>	<b>Subordinate Clause</b>

*Take for example a sentence like: John saw Leila in the public garden yesterday.*

*This sentence is a simple one, however, suppose that we want to bring prominence to the prepositional phrase “in the public garden”, the cleft sentence would be:*

- *It was in the public garden that John saw Leila yesterday. (That is to say: John didn't see Leila in another place, e.g. in the market but in the public garden; it would be a possible answer to a question like: did John see Leila in the pub yesterday?).*

*To focus on the subject “John”, the cleft sentence would be:*

- *It was John who saw Leila in the public garden yesterday. (It was not Rafik or Tom who saw Leila, it was John).*

*On the object “Leila”:*

*It was Leila whom John saw in the public garden yesterday. (We can focus on Leila if, for example, someone else provides wrong information stating that: John saw marry in the public garden yesterday, and that we want to correct him).*

*On the adverbial “yesterday”:*

- *It was yesterday that John saw Leila in the public garden. (Once again, we want to precise to our interlocutor or reader that it was yesterday and not two, three, or four days ago that John saw Leila in the public garden).*

**Note 1:**

*The verb “to be” of the main clause takes the form: is/was, depending on the tense of the verb in the original sentence.*

**2. b - Pseudo-cleft sentences:**

*They are called “Pseudo” cleft sentences because the It-cleft sentence is considered to be the real cleft sentence.*

*Usually pseudo-cleft sentences are referred to as “Wh-cleft” sentences.*

**2. b.1) – Wh-cleft sentences:**

*The Wh-cleft sentence has the following structure:*

<b><u>Wh-clause</u></b>	+	<b><u>Be + Emphasised Word/Phrase</u></b>
<b><i>Subordinate clause (relative clause)</i></b>		<b><i>Main clause</i></b>

*Unlike the It-cleft sentence, the wh-cleft sentence starts with a subordinate clause headed by an interrogative form (usually “what”) followed by a main clause. This means that, in a wh-cleft sentence, the most important piece of information is shifted to the second position.*



*E.g:*

- *America is looking for a solution to face its economic crisis.*
- *What America is looking for is a solution to face its economic crisis.*
- *Olympic Games in China provoked international debates on human rights.*
- *What Olympic Games provoked in china were international debates on human rights.*

*Cleft structures with what clauses take generally the verb of the original sentence and place it at the beginning of the pseudo-cleft sentence, however; they are also used with the verb "to do".*

*E.g:*

- *We should keep all our energy for tomorrow's conference.*
- *What we should do is (to) keep all our energy for tomorrow's conference.*
- *The lawyers have been asking for a less severe verdict.*
- *What the lawyers have been doing was asking for a less severe verdict.*

**Note2:**

*The verb "to do" can take the form: (will) do/does/did/ (have, has, had) done/ (is, are, was, were) doing/ ((have, has, had) been) doing, depending on the tense and aspect of the verb in the original sentence.*

*The other type of pseudo-cleft sentences makes use of specific expressions to introduce the subordinate clause.*

### **2. b.2) - Other Pseudo-cleft sentences:**

*These sentences include expressions such as: the place where, the reason why, the thing that (what), the person who.....and so on, depending on the sentence constituents. Not all sentences can be turned to pseudo-cleft sentences of this type.*

***E.g:***

- *I really hope to have a dog as a gift for my birthday.*
- *The gift that I really hope to have for my birthday is a dog.*
- *The funeral ceremony of Youssef chahine was held on 28 July.*
- *The day (when) the funeral ceremony of Youssef chahine was held was 28 July.*
- *I'm keeping a close eye on you to prevent you from taking risks.*
- *The reason why I'm keeping a close eye on you is to prevent you from taking risks.*

### **3) -Exercises:**

***1- Derive as many It-cleft sentences as you can from the following sentences:***

***a) Lucas flew to Canada in ten hours last week.***

***b) Mark gave a CD to Lucy for their anniversary while they were having dinner at a restaurant.***

c) *The lights of the shop twinkled in the stillness of the night.*

d) *Peter stood by the window looking at the street.*

e) *Miranda walked moving her head.*

f) *She spent the whole afternoon knitting the pullover.*

g) *Columbus discovered America in 1492.*

h) *Sally won the competition, not Sue.*

2- *Recast the cleft sentences above into **pseudo-cleft** sentences:*

a) *What Lucas did was to fly to Canada in ten hours last week.*

b).....

c).....

d).....

e).....

f).....

g).....

h).....

*3- Identify the **It-cleft** sentences and recast them into acceptable **pseudo-cleft** sentences.*

*a) It was Sue who borrowed my bike.*

*b) It was because I felt ill that I left.*

*c) It was snowing when we reached the town.*

*d) It was my own idea.*

*e) It wasn't so much my qualifications that impressed him.*

*f) It was not at all cold.*

*g) It was when I got off the plane that I felt ill.*

*h) It was inevitable to fall in love with him.*

*i) It was me who couldn't stop talking.*

*j) It might have been you who had persuaded Tom to stay.*

## TAG QUESTIONS

### 1) - Definition:

*A tag question is a grammatical structure made up of a tiny question tagged to (attached to) a main clause which can be a statement, an order, or a request. In English, tag questions are either real questions i.e. questions soliciting information, in case we ignore or we have a doubt about the answer; or just a means of getting an agreement about something we already know is true (e.g. when starting a conversation with a stranger). In this case the tag question is not considered as a real question. Here are some examples of tag questions:*

*E.g:*

- You aren't leaving on Sunday, are you?*
- He likes contemporary dance, doesn't he?*
- We have already seen that movie, haven't we?*

### 2) – Rules:

*There are some basic rules to respect when producing a tag question:*

- *The auxiliary verb in the tag question has to match the verb (tense and aspect) of the preceding sentence. E.g: she hasn't taken her medicine, has she? – They are about to win, aren't they?*
- *When the sentence has no auxiliary verb or has not the verb "to be" as the main verb, we use do/don't, does/doesn't, did/didn't depending on the tense and aspect of the verb in the sentence. E.g: they helped you repair the car, didn't they? – She likes your company, doesn't she?*
- *When the sentence contains an auxiliary verb modal, it must reappear in the tag question. E.g: I should inform her, shouldn't I? – We can achieve a great job, can't we?*
- *The subject in the tag question has to match the subject (gender and number) of the sentence. E.g: Leila doesn't look tired, does she? – Your daughters are abroad, aren't they?*
- *The usual structure of tag questions is positive-negative or negative positive. E.g: she speaks French fluently, doesn't she? – I'm not very gifted for music, am I?*

### **3)-Examples of tag questions:**

*Here are some examples of positive-negative + negative- positive tag questions:*

<i>Positive statement</i>	<i>Negative tag</i>	<i>Remarks</i>
<i>I am in good hands,</i>	<i>aren't I?</i>	<i>In the present tense, if the subject is "I", we <b>do not</b> use amn't I in a negative tag question, it is either "am I not" (a little bit old-fashioned) or most of the time "aren't I"</i>
<i>Let's have some fun</i>	<i>shall we?</i>	<i>After <b>let's</b> (let us), the tag question is "<b>shall we</b>".</i>
<i>This is Nora your sister, That is your car,</i>	<i>isn't it?</i>	<i>If the subject in the statement is "<b>this</b>" or "<b>that</b>" we use the pronoun "<b>it</b>" in the tag question.</i>
<i>There were plenty of splendid flowers,</i>	<i>weren't there?</i>	<i>If the subject in the statement is "<b>there</b>", it reappears in the tag question.</i>
<i>He has a red cap,</i>	<i>doesn't he?</i>	<i>When the verb "to have" is used as the main verb and not as an auxiliary, we usually use "do" in the tag question.</i>
<i>We have to be careful,</i>	<i>don't we?</i>	<i>When the semi-modal "<b>have/has/had to</b>" is used in the statement "<b>do/does</b>" is used in the tag question.</i>
<i>He used to work in my company</i>	<i>didn't he?</i>	<i>When the semi-modal "<b>used to</b>" is used in the statement, "<b>did</b>" is used in the tag question.</i>
<i>She will start work on Monday,</i>	<i>won't she?</i>	<i>In the future tense we <b>do not</b> use "will not" in a negative tag question the same meaning is expressed by the word "<b>won't</b>".</i>
<i>Someone knocked the door,</i>	<i>Didn't they?</i>	<i>When the statement starts with someone, no one, everyone, everybody, nobody, somebody, we use the pronoun "they" in the tag question.</i>
<i>Negative statement</i>	<i>Positive tag</i>	<i>Remarks</i>
<i>She won't (=will not) deny her mistake</i>	<i>will she?</i>	
<i>Nobody can match him at football,</i>	<i>can they?</i>	<i>When the statement starts with a negative term such as nobody, never, hardly, seldom....etc, the tag question has to be positive.</i>
<i>Nothing was lost,</i>	<i>was it?</i>	<i>When the statement starts with "nothing", we use the pronoun "it" the tag question (nothing is a negative term,</i>

		<i>consequently the tag is positive).</i>
<i>They couldn't stand her,</i>	<i>could they?</i>	
<i>I mustn't wait for the decision,</i>	<i>must I</i>	

*Here are some examples with imperative sentences and requests:*

<i>Imperative sentence</i>	<i>Tag question</i>	<i>Remarks</i>
<i>Don't repeat that anymore,</i>	<i>Will you?</i>	<i>With imperative sentences, the tag question is usually "will you"</i>
<b>Requests</b>		
<i>Give me only one clue,</i>	<i>Could you?</i> <i>Or Can you?</i>	

**Note 1:**

*What tag questions really express is determined by their intonation pattern. If a tag question is a real question, i.e. soliciting information, it has a rising intonation pattern.*

**E.g:**

- *He is your brother-in-law, isn't he?*

*If the tag question is not a real question (for agreement), it has a falling intonation pattern.*

**E.g:**

- *It's a lovely day, isn't it?*



**Note 2:**

*Occasionally, we use positive-positive tag questions or negative-negative (rarely) tag questions. The aim is to express irony, anger, surprise, or interest.*

***E.g:***

- *You did it silly boy, did you?*
- *You will marry her, will you? Lucky man!*
- *You are not expecting me to believe that, are you?*

**Note 3:**

*To answer a tag question we usually use no/yes + auxiliary according to what the listener believes is true or correct.*

- *You are not kidding me, are you? **Yes, I am** (i.e. I am kidding you)*
- *They are coming soon? Aren't they? **No, They aren't** (i.e. they are not coming soon)*

**4) -Exercises:**

*1- Complete the following tag questions:*

*He's still sleeping,.....?*

*You do go to school,.....?*

*Let's go for a walk,.....?*

*We won't be late,.....?*

*Nobody called,.....?*

*They will wash the car,.....?*

*We must lock the doors,.....?*

*I'm correct,.....?*

*So you bought a car,.....! Congratulations*

*You wouldn't want to invite my Dad,.....?*

*We have to pay attention,.....?*

*Don't hide anything from me,.....?*

*They used to sing in that pub,.....?*

*She will call us back,.....?*

*He has been offered a job,.....?*

*You have a black dog,.....?*

*2- Try to imagine the first part of the following tag questions:*

*....., shall we?*

*....., Won't he?*

*....., is there?*

*....., could you?*

....., *aren't I?*

....., *didn't they?*

....., *should I?*

....., *do you?*

....., *wouldn't she?*

## ***SEMI-MODALS***

### **1)-Definition:**

*Semi-modals are auxiliary verbs which can either be used as ordinary verbs (main verbs) or as modals. Generally speaking, modals and semi-modals are terms expressing an idea of obligation, asking for and giving permission, disapproval, advising, logical deduction, ability, possibility, necessity, absence of necessity and so on. Semi-modals convey the same meaning as "pure" modals, have the same function, but have a different form.*

2) - Use of Semi-Modals:

<p><b>Obligation/necessity</b> <i>(Have to/ have got to)</i></p>	<ul style="list-style-type: none"> <li>• <i>I had to work very hard To be admitted at Stanford University</i> <i>(Negation: didn't have to not hadn't to)</i></li> <li>• <i>You don't have to cook for dinner; we are invited to a dinner party.</i></li> <li>• <i>You shouldn't have to suffer in silence</i></li> <li>• <i>You will have to explain yourself before the jury</i></li> <li>• <i>Did you really have to be so cruel with him?</i></li> </ul>	<p><i>"Have to" can be used alternatively used with "must" To express the idea of obligation in the positive form. In the negative form, "don't/doesn't/didn't have to and</i></p> <p><i>Mustn't are completely different in meaning. You mustn't do something means it is necessary not to do it; you haven't to do something means it is not necessary to do it.</i></p> <p><i>According to the context, the semi –modal "Have to" can convey a meaning of obligation (example1= I was obliged to work very hard.....)</i></p> <p><i>It also conveys a meaning of necessity/obligation (positive form), or lack of necessity/obligation (example2= It is not necessary to cook for dinner.....)</i></p> <p><i>Although it is normally used in the present tense, it also has its own past "had to" and can be used with pure modals to show the future or the attitude of the speaker (example3= It wasn't a good</i></p>
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		<p><i>idea to suffer in silence, you should have shared your grief with me)</i></p>
<p><b>Obligation/Necessity</b> <b>(Need)</b></p>	<ul style="list-style-type: none"> <li>• <i>You needn't wash the dishes, I'll do it later</i></li> <li>• <i>He needn't have come, the match was a catastrophe!</i></li> <li>• <i>Need I attend the lecture?</i></li> <li>• <i>You needn't have let him know (or you didn't have to let him know)</i></li> </ul>	<p><i>The semi-modal "Need" may behave as an auxiliary verb (semi-modal) or as a main verb. When "Need" is employed as an auxiliary verb, it <b>does not agree</b> with its subject, does not take "to" before the verb following it, and does not combine with "do" in negatives and questions.</i></p> <p><i>"Need" is used only in the negative and interrogative forms.</i></p> <p><i>"Need" questions the necessity of doing something (example3= is it necessary for me to attend the lecture?)</i></p> <p><i>"Needn't" expresses also the lack of necessity (example1=It's not necessary to clean the dishes, I'll do it later) and can be replaced by <b>do/does/did not have to</b>, or the uselessness of an action which already took place (example2= The match was not worth your coming)</i></p>



<p><i>Advice/ logical deduction (Ought to)</i></p>	<ul style="list-style-type: none"> <li>• <i>You ought to be cautious next time (Negation: ought not to/ oughtn't to)</i></li> <li>• <i>They ought to have got back home by now.</i></li> <li>• <i>We told you it ought to be done</i></li> <li>• <i>We ought to have waited for the rain to stop</i></li> <li>• <i>Ought I to tell him the truth?</i></li> </ul>	<p><i>The semi-modal "ought to" can be used instead of the pure modal "should".</i></p> <p><i>However, in practice, "should" is most of the time preferred to "ought to" for questions and negatives e.g. "Why should I trust you?" Rather than "Why ought I to trust you?"</i></p> <p><i>According to the context , "ought to" may convey a meaning of advice (example1= I advise you to be cautious next time), or logical deduction (example2= they left a long time ago, normally they are here by now)</i></p> <p><i>Ought to can also convey a meaning of</i></p>
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*obligation (like **have to**) (example3=  
we told you it was necessary to do it)*

*Sometimes, we use the pattern **ought**  
**to+have+past participle** to indicate  
some regret or criticism (example4= I  
am sorry we didn't wait for the rain to  
stop)*

<p><b>Past Habits / Past Situations (Used to)</b></p>	<ul style="list-style-type: none"> <li>• <i>I used to visit my grandmother's tomb very frequently (Negation: didn't use to)</i></li> <li>• <i>He used to be my teacher when I was at college</i></li> <li>• <i>Did you use to practice sport at school?</i></li> </ul>	<p><i>The semi-modal "used to" is used when we want to make reference to past habits (usual behaviour in the past that no longer happens) (example1), or past situations ( situations which lasted during a certain period in the past) (example2)</i></p> <p><i>In interrogatives, "used to" takes the form "use to" and is always employed with "did/didn't"</i></p>
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<p><i>Indignation</i></p> <p>/</p> <p><i>Warning</i></p> <p>/</p> <p><i>(Dare)</i></p>	<ul style="list-style-type: none"> <li>• <i>I daren't look him in the eye!</i></li> <li>• <i>Dare we confront his father?</i></li> <li>• <i>Don't you dare touch your sister</i></li> <li>• <i>How dare you accuse me of lying</i></li> </ul>	<p><i>The semi modal "Dare" behaves the same way as the semi-modal "Need" i.e. it does not agree with its subject, does not take "to" before the verb following it, and does not combine with "do" in negatives and questions (example 1,2).</i></p> <p><i>"Dare" may express lack of bravery to do something (example 1= I don't feel brave enough to look him in the eye)</i></p> <p><i>The expression "don't you dare" is used to forbid somebody from doing something by warning him (example 3= it would be better for</i></p>
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		<p><i>you not to touch your sister otherwise I'll punish you)</i></p> <p><i>The other expression "How dare you" is used to express indignation (example4= how can you accuse me of lying, It makes me angry)</i></p>
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### 3) - Exercise:

*Fill in the gap with the appropriate semi-modal:*

*We ..... have thanked her, she was so nice with us.*

*I..... reveal the secret, she'll get very angry.*

*You don't.....be sorry it was sam who made the real mistake.*

*Didn't you.....work in the milk factory? Your face is familiar!*

*.....I really come with you? I've got so much stuff to do.*

*How.....she behave like she did, nothing can excuse it!*

*She shouldn't.....do the whole work, someone must assist her.*

*We .....get alarmed, every thing is under control.*

*He .....be a big fan of soul music when he was younger.*

### ***III. Active vs. Passive Voice***

#### **1)-Definition:**

*The term "Voice", in grammar, refers to the relationship between the verb and the subject. Voice shows whether the subject of a sentence is doing the action, or having the action done to it.*

*A verb or a sentence are said to be in the active voice if the subject performs the action of the verb, in other terms, if the subject is the doer of the action expressed by the verb. E.g. Leila washes the dishes. This sentence is in the active voice, the subject "Leila" performs the action of washing the dishes. In this case we call active subjects "agents".*

*A verb or a sentence are said to be in the passive form if the subject is the one who receives the action (i.e. when the subject is the person/thing affected by the action expressed by the verb. E.g. The dishes are washed by Leila. This sentence is in the passive voice, the dishes receive the action (washing) of Leila. In this case we call passive objects "patients"*

***1. When turning an active sentence into a passive sentence:***

2. *The subject of the active sentence becomes the object of the passive sentence.*

*The object of the active sentence becomes the subject of the passive sentence.*

*E.g: Flora irons a shirt (Flora = agent)                      a shirt is ironed by Flora (Flora = patient)*

3. *The verb in the active sentence becomes passive in the passive sentence.*

### 2)-Passive Tenses:

a- Present simple passive:      *Am/ is/ are + past participle*

*Active: you always save money for times of crisis*

*Passive: Money is always saved for times of crisis (by you).*

b- Present continuous passive:      *am/ is/ are + being + past participle*

*Active: We are preparing a cake and decorating the rooms with pictures for Laura's birthday.*

*Passive: A cake is being prepared and the rooms are being decorated for Laura's birthday (by us).*

**c- Present perfect passive:          *have/ has + been + past participle***

*Active: I've cooked the mutton for three hours and prepared gifts for all our guests.*

*Passive: The mutton **has been cooked** for three hours and gifts **have been prepared** for all our guests (by me).*

**d- Past simple passive:          *was/were + past participle***

*Active: they prepared the tables early in the morning and served breakfast from 6a.m to 9a.m.*

*Passive: The tables **were prepared** early in the morning and breakfast **was served** from 6a.m to 9p.m (by them).*

**e- Past continuous passive:          *was/ were + being + past participle***

*Active: The diver was exploring the ocean with amazing courage and analyzing the results with great precision.*

*Passive: The ocean **was being explored** with amazing courage and the results **were being analysed** with great precision.*



**f- Past perfect passive:*****had + been + past participle:***

*Active: they had bought an old big van car for weekends and left the new car for weekdays.*

*Passive: An old big van **had been bought** for weekends and the new car **had been left** for weekdays (by them).*

**3) - The by-phrase in the passive:**

*Most of the time, the patient in the passive voice, introduced by “by”, is optional (no need to mention it). In fact the passive voice is usually used when:*

- *We do not know the **identity** of the agent. E.g. (somebody) has stolen my car => My car has been stolen. We do not know who has stolen the car.*
- *We are not interested in **the agent** but rather in **the action**. E.g. (A French company) is constructing a tramcar in Algiers => A tramcar is being constructed in Algiers. What we consider important is the fact that a tramcar is under construction in Algiers. The identity of the constructor doesn't matter.*
- *When the **identity** of the agent is **clear** and understood. E.g. (The police) arrested the thief and released him after 1 hour => The thief was arrested and released after 1 hour. Although the patient is not mentioned, we understand that*

*the thief was arrested by the police, no need to mention the by-phrase: "by the police".*

*However, in some cases we do mention the agent (included in the by-phrase) after the verb.*

- *When the meaning is incomplete without the by-phrase. E.g. Ferdinand de Saussure wrote the book 'cours de linguistique générale' => The book 'Cours de linguistique générale' was written by Ferdinand de Saussure. The sentence would be incomplete without 'by Ferdinand de Saussure'. (The book cours de linguistique générale was written= **incorrect**).*
- *When we want to put emphasis on the agent. E.g. Mark gave me the money => the money was given to me **by Mark**. We can add "by mark" to emphasise the fact that it was mark who gave me the money.*
- *When the sentence conveys a meaning of cause or manner (method) of doing something. E.g. The flood was caused by an earthquake (The flood was caused. = **incorrect**). E.g. Solar power is produced by transforming sunlight into electricity (Solar power is produced = **incorrect**)*

**4) - Verbs without object:**

*Verbs which do not have an object (Intransitive verbs) cannot be used to form passive sentences. In the passive voice, the object of the verb in the active sentence becomes the subject. With an intransitive verb there is no object to become the subject.*

*E.g. The baby is crying. Cry is an intransitive verb, and thus the sentence doesn't have a passive voice.*

**5) - Verbs with two objects:**

*Re-writing a sentence which includes a verb with two objects means that there are going to be two sentences in the passive voice. One object will become a subject and the other object remains an object and vice versa depending on what we want to focus. Some common verbs which may have two objects are: give, send, lend, pay, explain, promise, refuse, tell, and offer.*

An email was sent to Mark (by Laura)

*E.g1:* Laura sent an e-mail to Mark →            **subject**                            **object**

**Object1**    **object2**

Mark was sent an e-mail (by Laura)

**Subject**                      **object**

The problem was explained to you

**Subject**                                      **object**

*E.g2: I explained the problem to you →*

**Object1**      **object2**

You were explained the problem

**Subject**                                      **object**

Note:

*When used with modals, the passive voice takes the form **can/ may/ will/ could, etc + be + past participle** (present and future)*

*E.g: we will achieve our mission till the end                      Our mission **will be achieved** till the end*

*E.g: she can hardly support talkative individuals                      Talkative individuals **can hardly be supported***

*In the past tense, the passive voice takes the form **could/ would/ might, etc + be + past participle***

*E.g: I couldn't hide the information                      the information **couldn't be hidden***

**6) - Exercise:**

*1- Rewrite the following sentences in the passive voice:*

*-Does your mum pick you up? Are you picked up by you mother*

*- Does the police officer catch the thief?*

*- They didn't make their beds.*

*- Did he send the letter?*

*- She didn't win the prize.*

*- We have not agreed to this issue.*

*- You have not sent the parcel*

*- We have cycled five miles.*

*- They will not show the new film.*

*- Will the plumber repair the shower?*

*- You should open the window.*

*- They need not buy bread.*

*- Could Jenny lock the door?*

*- Had she solved the problem?*

*2- Re-write the following sentences each time with a different subject:*

*- The waiter has not brought us the coffee.*

- *They did not offer her a seat.*
- *The police officer showed us the way.*
- *They have written her a postcard.*

## ***Catenative verbs***

### **1) - Definition:**

*Catenative verbs are verbs that take other verb forms as object. Catenative means to link in a chain. Catenatives can be joined at the head of a series of linked constructions as in: "We agreed to try to decide to stop eating between meals. Catenative verbs are also characterized by their tendency to describe mental process and resolutions.*

*E.g: I want to try to remember to use that website.*

*Catenatives are said to be a group of chaining verbs and it means that the verb is accompanied by another verb as object.*

*E.g: I try to avoid to make mistakes.*

*I hope to go to visit Mecca.*

### **2) - The construction of Catenative verbs:**

*E.g: She seems to start to cover her mistake.*

*The construction of catenative verbs is that they join a series of linked verbs.*

***Other examples:***

*Ann is trying to think to visit her uncle.*

*My mother seems to start to blame me.*

**Notes:**

*-A great deal about catenative verbs is that we can have a limitless string of them.*

*Examples: I hope to hope to hope to hope to hope to be able to help you.*

*I am trying to try to try to try to be good.*

*- Catenative means "join on", and on this basis a modal verb is not a catenative.*

***E.g:***

*I will will will will go via the shop. (will will will will) are not catenative verbs*

*because they are not preceded by the infinitive mark "to".*

*- Catenative verbs are lexical verbs which are used as if they were auxiliaries.*

***E.g:***

*I never need to think about this.*

*I need never think about this.*

*We notice the difference in the positioning of the adverb "never" and also the use*

*or non use of the infinitive mark "to".*

- Just one interpretation of the term *catenative*, another school of thought says that any "joining on" is sufficient to give a verb the designation "*catenative*", so the modals are *catenatives* in the sense that they go with another verb.

*E.g: I may will buy a new car.*

### 3) - Some catenative verbs:

- *Intend: I intend to intend to go to America.*

- *Hope: I hope to hope to make you good.*

- *Expect: I expect to expect to receive a gift from her.*

- *Need: I need to think to take a vacation.*

- *Seem: It seems to start to rain today.*

- ***Gonna and Wanna verbs (informal style):***

- *Examples with "to be going to":*

*I'm going to read a book about the Algerian revolution.*

*She's going to make herself ill because she worked hard.*

- *Examples with "want to":*

- *I want to justify my previous attitude.*

- *He wants to borrow a novel.*



**-Meaning of “wanna” and “gonna” verbs:**

*Gonna: It is a variant of “going to”. We might as well make “gonna” a legitimate word*

*E.g: Some day, I’m gonna wring his neck.*

*Wanna: It is a replacement of “want to”*

*E.g: I wanna kiss you.*

**- The contractive relation between “to be going to” and “gonna”.**

*E.g: He’s going to cook dinner (the form is **subject+ be+ going to+ verb+ noun**).*

*We can say “he’s gonna cook dinner” because after “going to” there is a verb.*

*But, in “He’s going to school, we never say “he’s gonna school”. After going to there is a noun.*

**4) - Exercises:**

**1- Fill in the gaps with the verbs in a logical order:**

*-John .....to .....to ..... to ..... a new house (think, buy, go, need).*

*- Peter .....to .....to .....to .....a letter (expect, receive, expect).*

*- He .....to .....to .....the mountain (go, climb suppose).*

*- The situation .....to .....to .....better. (be, seem, change).*

- They .....to .....to .....a new factory far from the city (build, decide, are going).

2- Choose the correct verbs to complete the sentences, then read the statements with contractions if necessary. (want to, let me, let's go, suppose, give me, is going to, should have, supposed to).

- Next week, Susan .....start a new job.

- He .....to a stadium.

- I .....be free.

-.....dream.

-.....peace on earth.

- New words.....many times on the day we learned them.

- We are.....have a test tomorrow.

- Do you .....I could borrow your notes?

- .....to the party.