



## **English Language Eng 101**

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## \*Lectures 1

### 1-1 NOUN + IS + NOUN: SINGULAR

NOUN + IS + NOUN

(a) **Canada** **is** **a country.**

(b) Mexico is **a** country.

(c) **A** cat is **an** animal.

#### □ EXERCISE 3. Sentence practice.

*Directions:* Complete the sentences. Use an article (*a* or *an*).

1. A horse is an animal.
2. English is \_\_\_\_\_ language.
3. Tokyo is \_\_\_\_\_ city.

|               |                |                 |
|---------------|----------------|-----------------|
| <i>animal</i> | <i>country</i> | <i>language</i> |
| <i>city</i>   | <i>insect</i>  | <i>sport</i>    |

1. Arabic is a language.
2. Rome is a city.
3. A cat is an animal.
4. Tennis is \_\_\_\_\_.
5. Chicago is \_\_\_\_\_.

### 1-2 NOUN + ARE + NOUN: PLURAL

NOUN + ARE + NOUN

(a) **Cats** **are** **animals.**

(b) SINGULAR: a cat, an animal  
PLURAL: **cats, animals**

(c) SINGULAR: a city, a country  
PLURAL: **cities, countries**

NOUN *and* NOUN + ARE + NOUN

(d) **Canada and China** **are** **countries.**

(e) **Dogs and cats** **are** **animals.**

#### □ EXERCISE 6. Sentence practice.

*Directions:* Change the singular sentences to plural sentences.

- | SINGULAR                    | → | PLURAL                   |
|-----------------------------|---|--------------------------|
| 1. An ant is an insect.     | → | <u>Ants are insects.</u> |
| 2. A computer is a machine. | → | _____                    |

## 1-3 PRONOUN + BE + NOUN

| SINGULAR            |            |            | PLURAL              |            |           |
|---------------------|------------|------------|---------------------|------------|-----------|
| PRONOUN + BE + NOUN |            |            | PRONOUN + BE + NOUN |            |           |
| (a) <b>I</b>        | <b>am</b>  | a student. | (f) <b>We</b>       | <b>are</b> | students. |
| (b) <b>You</b>      | <b>are</b> | a student. | (g) <b>You</b>      | <b>are</b> | students. |
| (c) <b>She</b>      | <b>is</b>  | a student. | (h) <b>They</b>     | <b>are</b> | students. |
| (d) <b>He</b>       | <b>is</b>  | a student. |                     |            |           |
| (e) <b>It</b>       | <b>is</b>  | a country. |                     |            |           |

*I*

*you*

*he*

*she*

*it*

*we*

*they*

}

= pronouns

*am*

*is*

*are*

}

= forms of *be*

- (i) Rita is in my class. **She** is a student.  
 (j) Tom is in my class. **He** is a student.  
 (k) Rita and Tom are in my class. **They** are students.

I \_\_\_\_\_.

Rita \_\_\_\_\_.

Rita and Tom \_\_\_\_\_.

You (*one person*) \_\_\_\_\_.

You (*two persons*) \_\_\_\_\_.



## 1-4 CONTRACTIONS WITH BE

| PRONOUN + BE → CONTRACTION |             |                |                                                           |
|----------------------------|-------------|----------------|-----------------------------------------------------------|
| <b>AM</b>                  | <i>I</i>    | + <i>am</i> →  | <b><i>I'm</i></b> (a) <b><i>I'm</i></b> a student.        |
| <b>IS</b>                  | <i>she</i>  | + <i>is</i> →  | <b><i>she's</i></b> (b) <b><i>She's</i></b> a student.    |
|                            | <i>he</i>   | + <i>is</i> →  | <b><i>he's</i></b> (c) <b><i>He's</i></b> a student.      |
|                            | <i>it</i>   | + <i>is</i> →  | <b><i>it's</i></b> (d) <b><i>It's</i></b> a city.         |
| <b>ARE</b>                 | <i>you</i>  | + <i>are</i> → | <b><i>you're</i></b> (e) <b><i>You're</i></b> a student.  |
|                            | <i>we</i>   | + <i>are</i> → | <b><i>we're</i></b> (f) <b><i>We're</i></b> students.     |
|                            | <i>they</i> | + <i>are</i> → | <b><i>they're</i></b> (g) <b><i>They're</i></b> students. |

1. Sara is a student. She's in my class.

2. Jim is a student. \_\_\_\_\_ in my class.

3. I have *one brother*. \_\_\_\_\_ twenty years old.



## 1-5 NEGATIVE WITH *BE*

- (a) I ***am not*** a teacher.  
 (b) You ***are not*** a teacher.  
 (c) She ***is not*** a teacher.  
 (d) He ***is not*** a teacher.  
 (e) It ***is not*** a city.  
 (f) We ***are not*** teachers.  
 (g) You ***are not*** teachers.  
 (h) They ***are not*** teachers.

### CONTRACTIONS

***I'm not***  
***you're not / you aren't***  
***she's not / she isn't***  
***he's not / he isn't***  
***it's not / it isn't***  
***we're not / we aren't***  
***you're not / you aren't***  
***they're not / they aren't***

Examples: Africa \ city . . . It \ continent

→ Africa isn't a city. It's a continent.

Baghdad and Chicago \ city . . . They \ continent

→ Baghdad and Chicago are cities. They aren't continents.

1. Canada \ country . . . It \ city

## 1-6 *BE* + ADJECTIVE

| NOUN             | + | <i>BE</i> | + | ADJECTIVE                  |
|------------------|---|-----------|---|----------------------------|
| (a) A ball       |   | is        |   | <b><i>round.</i></b>       |
| (b) Balls        |   | are       |   | <b><i>round.</i></b>       |
| (c) Mary         |   | is        |   | <b><i>intelligent.</i></b> |
| (d) Mary and Tom |   | are       |   | <b><i>intelligent.</i></b> |

| PRONOUN  | + | <i>BE</i> | + | ADJECTIVE             |
|----------|---|-----------|---|-----------------------|
| (e) I    |   | am        |   | <b><i>hungry.</i></b> |
| (f) She  |   | is        |   | <b><i>young.</i></b>  |
| (g) They |   | are       |   | <b><i>happy.</i></b>  |

1. I'm not sad. I *'m happy* .

2. Mr. Thomas isn't rich. He \_\_\_\_\_ .

3. My hair isn't long. It \_\_\_\_\_ .

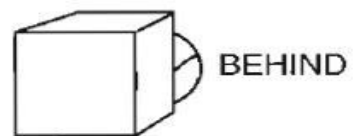
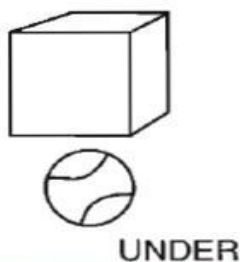
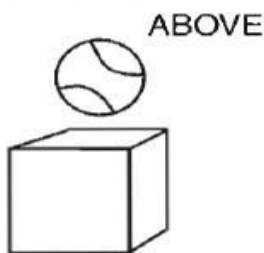
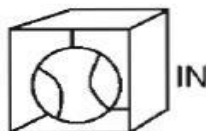
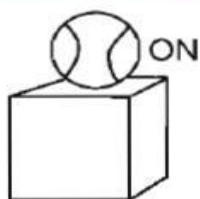


# 1-7 BE + A PLACE

- (a) Maria is *here*.  
 (b) Bob is *at the library*.

- (c) Maria is { *here.*  
*there.*  
*downstairs.*  
*upstairs.*  
*inside.*  
*outside.*  
*downtown.*

- (d) Bob is { PREPOSITION + NOUN  
*at the library.*  
*on the bus.*  
*in his room.*  
*at work.*  
*next to Maria.*



## SOME COMMON PREPOSITIONS

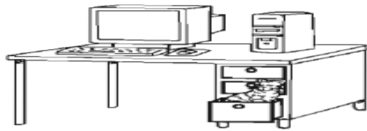
|               |                |                |
|---------------|----------------|----------------|
| <i>above</i>  | <i>between</i> | <i>next to</i> |
| <i>at</i>     | <i>from</i>    | <i>on</i>      |
| <i>behind</i> | <i>in</i>      | <i>under</i>   |

above  
behind

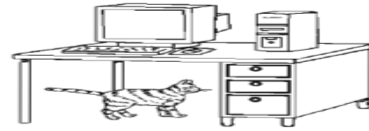
between  
✓ in

next to  
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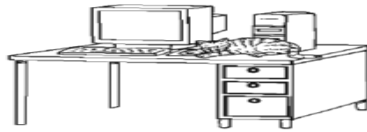
under



1. The cat is in the desk.



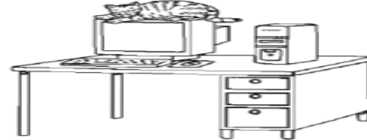
2. The cat is \_\_\_\_\_ the desk.



3. The cat is \_\_\_\_\_ the desk.



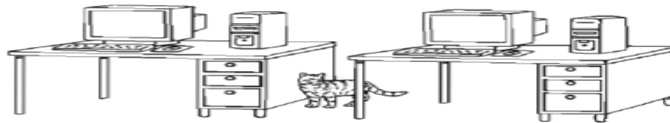
4. The cat is \_\_\_\_\_ the desk.



5. The cat is \_\_\_\_\_ the desk.



6. The cat is \_\_\_\_\_ the desk.



7. The cat is \_\_\_\_\_ the desks.

## 2-1 YES/NO QUESTIONS WITH BE

| QUESTION            |            |                        | STATEMENT           |            |            |
|---------------------|------------|------------------------|---------------------|------------|------------|
| <i>BE</i> + SUBJECT |            |                        | SUBJECT + <i>BE</i> |            |            |
| (a)                 | <i>Is</i>  | <i>Anna</i> a student? | <i>Anna</i>         | <i>is</i>  | a student. |
| (b)                 | <i>Are</i> | <i>they</i> at home?   | <i>They</i>         | <i>are</i> | at home.   |

1. A: Is Mrs. Lee a teacher?

B: Yes, Mrs. Lee is a teacher.

2. A: \_\_\_\_\_

B: Yes, the sun is a ball of fire.

3. A: \_\_\_\_\_

B: Yes, carrots are vegetables.

## 2-2 SHORT ANSWERS TO YES/NO QUESTIONS

| QUESTION                      | SHORT ANSWER                                                                   |
|-------------------------------|--------------------------------------------------------------------------------|
| (a) <i>Is Anna</i> a student? | → Yes, <i>she is</i> .<br>→ No, <i>she's not</i> .<br>→ No, <i>she isn't</i> . |
| (b) <i>Are they</i> at home?  | → Yes, <i>they are</i> .<br>→ No, <i>they aren't</i> .                         |
| (c) <i>Are you</i> ready?     | → Yes, <i>I am</i> .<br>→ No, <i>I'm not</i> .*                                |

A: Is Anna in your class?

B: Yes, she is. (Anna is in my class.)

A: \_\_\_\_\_

B: \_\_\_\_\_ (I'm not homesick.)

### -WH Questions Chart:

| Who?                                                                                | What?                                                                               | Where?                                                                              | When?                                                                               | Why?                                                                                  | How?                                                                                  |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| person<br>people                                                                    | thing, idea,<br>event or<br>action                                                  | place                                                                               | time                                                                                | reason                                                                                | manner,<br>way                                                                        |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Write more examples for each WH question.

1. **Who** is he?

\_\_\_\_\_

2. **What** is this?

\_\_\_\_\_

3. **Where** are you?

\_\_\_\_\_

4. **When** is class?

\_\_\_\_\_

5. **Why** is he scared?

\_\_\_\_\_

6. **How** can we learn English?

\_\_\_\_\_

# Feelings Vocabulary

How do you feel?

I feel \_\_\_\_\_.

|                                                                                            |                                                                                             |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| proud     | angry    |
| greedy    | excited  |
| sleepy    | happy    |
| thirsty   | hungry   |
| relaxed   | hurt     |
| confused  | sad      |
| loving    | worried  |

How does he feel?

|                                                                                        |                                                              |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------|
| 1.  | 1. How does he feel - sleepy or happy?<br>He feels _____.    |
| 2.  | 2. How does he feel - hungry or thirsty?<br>He feels _____.  |
| 3.  | 3. How does he feel - confused or sleepy?<br>He feels _____. |

## 2-4 USING *HAVE* AND *HAS*

| SINGULAR                    | PLURAL                     |                                                                                       |
|-----------------------------|----------------------------|---------------------------------------------------------------------------------------|
| (a) <i>I have</i> a pen.    | (f) <i>We have</i> pens.   | $\left. \begin{array}{l} I \\ you \\ we \\ they \end{array} \right\} + \textit{have}$ |
| (b) <i>You have</i> a pen.  | (g) <i>You have</i> pens.  |                                                                                       |
| (c) <i>She has</i> a pen.   | (h) <i>They have</i> pens. |                                                                                       |
| (d) <i>He has</i> a pen.    |                            | $\left. \begin{array}{l} she \\ he \\ it \end{array} \right\} + \textit{has}$         |
| (e) <i>It has</i> blue ink. |                            |                                                                                       |

### □ EXERCISE 9. Sentence practice.

*Directions:* Complete the sentences. Use *have* and *has*.

1. We have grammar books.
2. I \_\_\_\_\_ a dictionary.
3. Kate \_\_\_\_\_ a blue pen. She \_\_\_\_\_ a blue notebook too.
4. You \_\_\_\_\_ a pen in your pocket.
5. Bob \_\_\_\_\_ a notebook on his desk.



## \*Lectures 2

### -SCANNING:

Scanning is a technique you often use when **looking up** a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases.

When scanning, look for the author's use of organizers such as **numbers, letters, steps, or the words, first, second, or next**. Look for words that are **bold faced, italics, or in a different font size, style, or color**. Sometimes the author will put key ideas in the margin.

### -Do Let's Scanning

#### Pulp Friction

Every second, 1 hectare of the world's rainforest is destroyed. That's equivalent to two football fields. An area the size of New York City is lost every day. In a year, that adds up to 31 million hectares -- more than the land area of Poland. This alarming rate of destruction has serious consequences for the environment; scientists estimate, for example, that 137 species of plant, insect or animal become extinct every day due to logging. In British Columbia, where, since 1990, thirteen rainforest valleys have been clearcut, 142 species of salmon have already become extinct, and the habitats of grizzly bears, wolves and many other creatures are threatened. Logging, however, provides jobs, profits, taxes for the government and cheap products of all kinds for consumers, so the government is reluctant to restrict or control it.

1. How many species of salmon have become extinct in BC?

- a. 27
- b. 31
- c. 137
- d. 142

### -Do Scanning...

Much of Canada's forestry production goes towards making pulp and paper. According to the Canadian Pulp and Paper Association, Canada supplies 34% of the world's wood pulp and 49% of its newsprint paper. If these paper products could be produced in some other way, Canadian forests could be preserved. Recently, a possible alternative way of producing paper has been suggested by agriculturalists and environmentalists: a plant called hemp.

2. How much of the world's newsprint paper is supplied by Canada?

- a. 31 %
- b. 49%
- c. 34%
- d. 19%

### **-Understanding Pronoun Reference:**

Because a pronoun REFERS to a noun or TAKES THE PLACE OF that noun, you have to use the correct pronoun so that your reader clearly understands which noun your pronoun is referring to.

Therefore, pronouns should:

#### **1. Agree in number**

If the pronoun takes the place of a singular noun, you have to use a singular pronoun.

If a student parks a car on campus, he or she has to buy a parking sticker.

(**NOT:** If a student parks a car on campus, they have to buy a parking sticker.)

#### **-Hint:**

##### **Remember:**

The words everybody, anybody, anyone, each, neither, nobody, someone, a person, etc. are singular and take singular pronouns.

Examples:

Everybody ought to do his or her best. (**NOT:** their best)

Neither of the girls brought her umbrella. (**NOT:** their umbrellas)

### **-Understanding Pronoun Reference:**

#### **2. Agree in person**

If you are writing in the "first person" (I), don't confuse your reader by switching to the "second person" (you) or "third person" (he, she, they, it, etc.). Similarly, if you are using the "second person," don't switch to "first" or "third."

When a person comes to class, he or she should have his or her homework ready.

(**NOT:** When a person comes to class, you should have your homework ready.)

### **-Choosing the Correct Pronoun:**

Circle the pronoun that agrees in number with its antecedent in each sentence.

1. Each of the girls makes (her, their) own clothes.
2. The jury finally made (its, their) decision.
3. It often seems that television programmers are not concerned with (its, their) viewers.
4. Both Tim and Tony write (his, their) mothers twice a week from camp.

### **-Skimming for the topic Main Idea:**

**Hint:** Remember that the topic is just a word or noun phrase – a few words. It is not a sentence.

The main idea is in a sentence or two and can be found at the beginning, middle, or end of a paragraph.

Each Paragraph has a main idea.

1Do you have a favorite season? 2Winter, fall, and spring have many advantages. 3However, summertime is my favorite season because it offers the tranquility of the beach as well as the exhilaration of outdoor sports. 4First, sitting on the other side of a sand dune, hidden by sea oats and sedge, I like looking at the Atlantic Ocean, scanning for dolphins and pelicans. 5Looking at something larger than I am gives me a sense of awe and gratitude and provides a backdrop for some deep musings.6Second, summertime provides me with the chance to go sailing, surfing, and hiking along the shore. 7The exercise enhances my sense of well being and creates a feeling of optimism.

**The topic of the paragraph is**

- a. sailing and surfing.
- b. summertime.
- c. seasons at the beach.
- d. ways to develop optimism.

**The main idea of the paragraph is**

- a. sentence 1.
- b. sentence 2.
- c. sentence 3.
- d. sentence 4.

- Read the following essay ,then answer the questions that follow:

My name is Elena Sanchez. I am from Mexico, but now I live in California. I'm a student here in English language classes at a small college.

I live in an apartment building. It's on the corner of Olive Street and Sycamore Avenue. My address is 2201 Olive Street. There's a big olive tree in front of the building. There's a park across the street. There are a lot of oak trees in the park. The trees are beautiful in the summer.

A lot of my neighbors are from different countries. The people next to me are from Indonesia. The family across from the Indonesian family is from Colombia. The stores in this neighborhood are always busy. There's a Korean drugstore and an Armenian flower shop.

There are three restaurants on Olive Street: One Mexican, one Japanese, and one Moroccan-Italian-American.

I like my neighborhood, but I ask myself one question. Where are the Americans?!!!

^Part one:

>Now, Answer the following questions>>

1. Where is Elena from?
2. Why does she live now in California?
3. What kinds of trees are in California? [ Mention TWO kinds]
4. When are the trees beautiful?
5. Which country are the people who live next to Elena from?
6. What does a Korean store sell?
7. Who is from Colombia?
8. How many restaurants are there in Olive Street?
9. What is in front of the building?
10. Where does Elena go if she wants to buy flowers?

^Part Two:

>Complete each the following statements with correct information based on the passage content.

1. The underlined word " here" LINE 2 refers to **California**
2. The underlined word " one" LINE 11 refers to: **restaurant**
3. The underlined pronoun " me" refers to: \_\_\_\_\_
4. A word in the passage which has the same meaning as " shops" is **stores**
5. A word in the passage which has the same meaning as " flat" is **apartment**
6. A word in the passage which has the same meaning as " road" is \_\_\_\_\_
7. A word in the passage which has the opposite meaning of "behind" is **in front of**
8. A word in the passage which has the opposite meaning of "ugly" is \_\_\_\_\_
9. A word in the passage which has the opposite meaning of " free" is \_\_\_\_\_
10. The simple past form of the verb "am" is **was**
11. The simple past form of the verb " are" is \_\_\_\_\_

-Structure:

**Part One** : Circle the correct response:

1. Salma and Fatima -----from Riyadh.  
a. is      b. was      c. has      d. are

2. \_\_\_\_\_ your car new?

a. Are  
b. Is  
c. Aren't  
d. Has

3. London ----- a country. It is a city.

A. is  
B. aren't  
C. isn't  
D. are

4. ----- ant is ----- insect.

A. An / an  
B. An / a  
C. A / an  
D. A / a

5. Are you a doctor? No, -----.

A. I'mn't  
B. amn't  
C. Iamn't  
D. I'm not

6. Where is the water? ----- inside the refrigerator.

A. They're  
B. It  
C. It's  
D. He's

**7. A teacher usually starts a lesson by writing the date-----the board.**

- A. in  
B. under  
C. over  
D. on

8. My friend is from America.----- lives in New York city.

- A. I  
B. We  
C. He  
D. It

9. ----- in the house now.

- A. We're  
B. Wer'e  
C. Were  
D. We re

**10. Are you ready? - -----.**

- A. No, I'm not  
B. Yes, Im  
C. No, Iamn't  
D. Yes, You're

### -III. Vocabulary

**A.Fill in each blank with a word from the box:**

## -Building

## -Different

## -Neighbors

**-Crowded**

**-Front**

**-Drugstore**

1. This store is always \_\_\_\_\_. There are always lots and lots of people.
2. My \_\_\_\_\_ are from Mexico. They're very nice people.
3. There are two big trees in \_\_\_\_\_ of my house.
4. There is a big apartment \_\_\_\_\_ on the corner of the street.
5. People in my neighborhood are from \_\_\_\_\_ countries.

### -B. Identifying Opposites

**Fill in each blank space with the opposite meaning:**

|           | No. | Column A    | Column B  |        |
|-----------|-----|-------------|-----------|--------|
| clean     | 1   |             | large     |        |
| love      | 2   | hate        |           | easy   |
|           | 3   |             | dirty     |        |
| small     | 4   | safe        |           |        |
| dangerous | 5   |             | expensive | single |
|           | 6   | married     |           | boring |
| cheap     | 7   |             | hungry    | full   |
|           | 8   | healthy     |           |        |
|           | 9   |             | difficult | sick   |
|           | 10  | interesting |           |        |

#### -IV. Writing: Jumbled sentences:

Rewrite the words in the correct order to make meaningful sentences

1. weather / very / in / Saudi Arabia / hot / in / The / summer / is.

# The weather in Saudi #Arabia is very hot in Summer

2. speak / at / The / this / English / university / lecturers.

#

3. fast / is / Driving / very / your / dangerous / car.

#

4. red / the / is / book / the / color / of

#

5. homework / I / my / myself / do / always.

#

## \*Lectures 3

### 1. Articles- Indefinite

There are 2 indefinite articles in English:

A= used before singular nouns that begin with consonants.

An= used before singular nouns that begin with vowels

Consonants= all letters in English except ( a , e , i , o , u )

Vowels= ( a , e , i , o , u )

Examples.

\_\_ book \_\_ orange \_\_ car \_\_ story \_\_ egg \_\_ lecture

\_\_ man \_\_ umbrella \_\_ apple \_\_ pencil \_\_ table \_\_ email

Note: 1. Remember that all the above words are Singular

2. We can't use ( A or An ) before proper nouns, cities, days, months, etc

-I. Exercise ( an & a ):

1. Could you please give me \_\_\_\_\_ piece of cake?

a. an    b. two    c. a    d. many

2. \_\_\_\_ dog is \_\_\_\_ animal.

a. An/a    b. An/an    c. A/an    d. A/a

3. I visited \_\_\_\_ Ahmed last week.

a. an    b. the    c. a    d. Nothing

4. The capital of Saudi Arabia is \_\_\_\_ Riyadh.

a. Nothing    b. an    c. a    d. the

5. I finished \_\_\_\_ unit in English language course.

a. an    b. a    c. three    d. few

6. I take \_\_\_\_ umbrella when it rains.

a. a    b. an    c. two    d. several

### (The ) – Definite Article

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

The car over there is fast.

The teacher is very good, isn't he?

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

I live in a house. The house is quite old and has four floors .

**DO NOT use an article** with countries, states, counties or provinces, lakes and mountains except when the country is a collection of states such as "The United States".

*He lives in Washington near Mount Rainier.*

*They live in northern British Columbia.*

**Use an article** with bodies of water, oceans and seas –

My country borders on the Pacific Ocean

**DO NOT use an article** when you are speaking about things in general

I like Russian tea.

She likes reading books.

**DO NOT use an article** when you are speaking about meals, places, and transport

He has breakfast at home.

I go to university.

He comes to work by taxi.

## 2. Word & Pronoun Reference

### A. Personal Pronouns

| No. | Subject | Object | Possessive | Possessive | Reflexives            |
|-----|---------|--------|------------|------------|-----------------------|
| 1   | I       | Me     | My         | Mine       | Myself                |
| 2   | He      | Him    | His        | His        | Himself               |
| 3   | She     | Her    | Her        | Hers       | Herself               |
| 4   | It      | It     | Its        | Its        | Itself                |
| 5   | You     | You    | Your       | Yours      | Yourself / yourselves |
| 6   | We      | Us     | Our        | Ours       | Ourselves             |
| 7   | They    | them   | their      | theirs     | themselves            |

**Subject Pronouns** - I, you, he, she, it, we, you, they function as the *subject* of a sentence:

I live in New York.

Do you like playing tennis?

He doesn't want to come this evening.

She works in London.

It won't be easy.

We are studying pronouns at the moment.

You went to Paris last year, didn't you?

They bought a new car last month.

**Object Pronouns** - me, you, him, her, it, us, you, them serve as the object of a verb.

Give me the book.

He told you to come tonight.  
 She asked him to help.  
 They visited her when they came to New York.  
 She bought it at the store.  
 He picked us up at the airport.  
 The teacher asked you to finish your homework.  
 I invited them to a party.

**Possessive Pronouns** - mine, yours, his, hers, its, ours, yours, theirs show that something belongs to someone. Note that the possessive pronouns are similar to possessive adjectives (my, his, her). The difference is that the object follows the possessive adjective but does not follow the possessive pronoun. For example - Possessive Pronoun: That book is mine. - Possessive Adjective:

That is my book.

That house is mine ,, This is yours ,, I'm sorry, that's his ,, Those books are hers ,,

Those students are ours ,, Look over there, those seats are yours ,, Theirs will be green.

## 2. Word & Pronoun Reference

### B. Demonstrative Pronouns

| No. |          | Near  | Far   |
|-----|----------|-------|-------|
| 1   | place    | Here  | There |
| 2   | Singular | This  | That  |
| 3   | Plural   | These | Those |

**Demonstrative Pronouns** - this, that, these, those refer to things. 'this' and 'these' refer to something that is near. 'that' and 'those' refer to things that are farther away.

**This** is my house.

**That** is our car over there.

**These** are my colleagues in this room.

**Those** are beautiful flowers in the next field.

#### -II. Exercise:

1. The doctor gave \_\_\_\_\_ a lecture about pronouns.

- a. we
- b. us
- c. our
- d. ours

2. \_\_\_\_\_ friend sent an email to the doctor regarding the homework.

- a. I
- b. Me
- c. Mine
- d. My

3. Hani visits \_\_\_\_\_ every week.

- a. them
- b. they
- c. theirs
- d. their

4. \_\_\_\_\_ are the books you told me about.

- a. That
- b. These
- c. You
- d. Their

5. The building you need is \_\_\_\_\_.

- a. these
- b. those
- c. there
- d. her

6. That car over there is \_\_\_\_\_.

- a. mine
- b. me
- c. my
- d. I

### 3. Verbs to Be

| No. | Subject | Present | Past | After has, have, had | After modals ( will, can, shall, Would.....etc ) |
|-----|---------|---------|------|----------------------|--------------------------------------------------|
| 1   | I       | am      | Was  | Been                 | Be                                               |
| 2   | He      | is      | Was  | Been                 | Be                                               |
| 3   | She     | is      | Was  | Been                 | Be                                               |
| 4   | It      | is      | Was  | Been                 | Be                                               |
| 5   | You     | are     | Were | Been                 | Be                                               |
| 6   | We      | are     | Were | Been                 | Be                                               |
|     | They    | are     | Were | been                 | Be                                               |

#### -III. Exercise ( verbs to be ):

1. She \_\_\_\_\_ at home now.

- a. be
- b. was
- c. is
- d. been

2. My friends will \_\_\_\_\_ here after 15 minutes.

- a. are
- b. were
- c. been
- d. be

3. I \_\_\_\_\_ in Riyadh two weeks ago.

- a. was
- b. am
- c. be
- d. were

4. We \_\_\_\_\_ ready to start now.

- a. were
- b. aren't
- c. weren't
- d. isn't

5. \_\_\_\_ Hiba at university yesterday?  
 a. Is      b. Are      c. Were      d. Was
6. Will Rashed \_\_\_\_ at university tomorrow?  
 a. be      b. is      c. was      d. been

#### -4. Verbs to Have:

There are THREE forms of HAVE

- A. Have= Present comes after ( I , You, They, We or after plural nouns)  
 B. Has = Present comes after ( He, she , it or after singular nouns )  
 C. Had= Past comes after all kinds of nouns plural or singular

\*\*\*\*\*

Exercise:

1. We \_\_\_\_\_ a lecture in English yesterday. ( has, have , had, having )
2. My friend \_\_\_\_\_ a new car nowadays. ( has, having, had, have)
3. The students \_\_\_\_\_ studied English for a month.( has, have, had, having)
4. He has a car. He doesn't have a car. Does he have a car?
5. He has got a car. He hasn't got a car. Has he got a car?

Note: 1. ( has, have, had) can be used as main verbs like 1 & 2 & 4 in the exercise or as helping verbs as 3 & 5.

#### -IV. Exercise ( verbs have ):

1. She \_\_\_\_\_ a new car nowadays.  
 a. had      b. have      c. has      d. hasn't
2. My friends \_\_\_\_\_ been here for 15 minutes.  
 a. has      b. have      c. hasn't      d. aren't
3. I \_\_\_\_\_ an English lecture yesterday .  
 a. had      b. have      c. has      d. haven't
4. Hind \_\_\_\_\_ a dictionary now.  
 a. hasn't      b. doesn't have      c. haven't      d. didn't have
5. Ahmed and Abdullah \_\_\_\_\_ a mathematics test now?  
 a. has      b. have      c. doesn't have      d. had
6. \_\_\_\_\_ she been here before ?  
 a. Have      b. Has      c. Is      d. Was

**-5.Vocabulary Previewing ( pages 5+ 18 ):**

| No. | Word       | Meaning                             |
|-----|------------|-------------------------------------|
| 1   | Copy       | Write the same thing                |
| 2   | Wonderful  | Very, very good/ fantastic          |
| 3   | Population | Number of people in one square mile |
| 4   | Crowded    | Having lots of people in one place  |
| 5   | Monster    | Fearful creature                    |
| 6   | Terrible   | Very bad                            |
| 7   | Afraid     | frightened                          |
| 8   | Mall       | Shopping centre                     |
| 9   | Huge       | Very big or large                   |
| 10  | Quit       | Leave / give up                     |

## Exercise

1. You can go to the new \_\_\_\_\_ and buy whatever you need.  
A. hospital  
B. school  
C. mall  
D. cinema
2. Doctors always advice smokers to give up smoking. The underlined word give up has the same meaning as:  
A. quit  
B. Start  
C. help  
D. study
3. The children were afraid when they saw the \_\_\_\_\_ in the Luna park.  
A. food  
B. monster  
C. games  
D. juice
4. The phrase “ write the same thing ’ means \_\_\_\_\_ .  
A. cut  
B. paste  
C. copy  
D. delete
5. The trip to the sea was very, very good. “ very, very good ” means:-  
A. wonderful  
B. dangerous  
C. terrible  
D. easy
3. The men, women and children in Saudi Arabia are kind and generous. The underlined phrase can be replaced by:  
A. visitors  
B. people  
C. soldiers  
D. vehicles

## \*Lectures 4

### 1. Do- Does- Did- Done- doing :

They are used as helping verbs in order to form Questions & Negative OR used as main verbs.

- I, We, They, You or any plural subjects + do ( Present )
- He, She, It + does ( present)
- Plural OR singular subjects+ did
- After (has, have, had) + done
- After ( is, am, are, was, were) + doing ( active progressive)

e.g:- - We do the homework every week

- She does the homework every week
- The students did the homework last week
- They are doing the homework now/ at the moment
- Salma has done the homework.

1. Sultan \_\_\_\_\_ his best to get full mark in the last homework.

- a. do    b. does    c. did    d. done

2. Fatin has \_\_\_\_\_ the homework perfectly.

- a. done    b. did    c. do    d. does

3. You will \_\_\_\_\_ me favor if you tell me the answer

- a. doing    b. do    c. doing    d. did

4. He always \_\_\_\_\_ the right thing.

- a. do    b. doing    c. does    d. done

5. The students are \_\_\_\_\_ the exercises now.

- a. do    b. doing    c. done    d. did

6. \_\_\_\_\_ the homework yesterday?

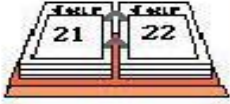
- a. Have you do    b. Can you doing    c. Do you    d. Did you do

## 2. Prepositions with time ( at- on – in)

**At** = used before o'clock / night

**On** = before days / following morning

**In** = before years and months/ morning/ evening / seasons

| IN                                                                                                                                                                                                                                                                                            |                                                                                                           | AT                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use <b>in</b> for larger periods of time.                                                                                                                                                                                                                                                     | Use <b>in</b> for smaller periods of time.                                                                | Use <b>at</b> for precise periods of time.                                                                                                            |
|                                                                                                                                                                                                              |                         |                                                                    |
| MONTH<br>YEAR<br>DECADE                                                                                                                                                                                                                                                                       | DAY<br>WEEK DAY<br>EXPRESSIONS                                                                            | HOUR<br>TIME OF DAY<br>EXPRESSIONS                                                                                                                    |
| <b>in</b> June<br><b>in</b> 2005<br><b>in</b> the 1990s                                                                                                                                                                                                                                       | <b>on</b> March 1, 2009<br><b>on</b> Tuesday<br><b>on</b> the dot (exactly on time)<br><br><b>on</b> time | <b>at</b> noon, midnight<br><b>at</b> 3:00 a.m.<br><b>at</b> the end of the day, week, month, year<br><b>at</b> the beginning of the day, week, month |
| CENTURY<br><br>ERA                                                                                                                                                                                                                                                                            |                                                                                                           |                                                                                                                                                       |
| EXPRESSIONS<br><br><b>in</b> the 18th century<br><br><b>in</b> the pleistocene era<br><br><b>in</b> a second<br><b>in</b> a minute<br><b>in</b> a while<br><b>in</b> the morning<br><b>in</b> the evening<br><b>in</b> time<br><b>in</b> the beginning of time<br>*once <b>in</b> a blue moon |                                                                                                           |                                                                                                                                                       |

### Exercise:

- He goes to work \_\_\_\_\_ seven o'clock  
a. in      b. on      c. at      d. for
- She was born \_\_\_\_\_ October.  
a. at      b. in      c. on      d. with
- The weather is hot \_\_\_\_\_ summer.  
a. in      b. on      c. At      d. From
- Students don't go to university \_\_\_\_\_ Friday.  
a. in      b. At      c. Over      d. on

### 3.Vocabulary Previewing

| No. | Word       | Meaning                                |
|-----|------------|----------------------------------------|
| 1   | garage     | A place to park your car               |
| 2   | customers  | People who buy                         |
| 3   | profit     | Money you earn in business / interest  |
| 4   | purchase   | Buy                                    |
| 5   | choose     | Select                                 |
| 6   | search     | Look for                               |
| 7   | gourmet    | A specialist in food                   |
| 8   | alone      | Separated from others/ nobody with you |
| 9   | categories | Classifications                        |
| 10  | easy       | Opposite of difficult                  |

### Exercise

- Where is the car? It's in the \_\_\_\_\_.  
A. library  
B. bog  
C. garage  
D. kitchen
- If you didn't find the book, you can look for it in the other room. the underlined word look for means:  
A. buy  
B. search  
C. read  
D. eat
- English language is \_\_\_\_\_. It is not difficult.  
A. beautiful  
C. boring  
C. safe  
D. easy
- The word "classifications" means \_\_\_\_\_.  
A. entertainments  
B. eatables  
C. categories  
D. customers
- The word "gourmet" means \_\_\_\_\_.  
A. a policeman  
B. Food specialist  
C. mechanic  
D. who works at hospital
- "separated from others". The underlined phrase means:  
A. happy  
C. sick  
C. alone  
D. busy

#### 4. Reading :

##### A. Word & Pronoun Reference

Ahmed and his sister are from Riyadh. They study English at university. She is older than him. He speaks English better than her. They always go there by bus. It is a very suitable place for practicing English. They always speak English with each other to improve their language

1. She refers to : \_\_\_\_\_
2. him refers to : \_\_\_\_\_
3. They refers to : \_\_\_\_\_
4. There refers to : \_\_\_\_\_
5. He refers to : \_\_\_\_\_
6. It refers to : \_\_\_\_\_
7. Their refers to : \_\_\_\_\_

## B. Scanning & Skimming

8. Where are Ahmed and his sister from? They're from \_\_\_\_\_

- |               |            |
|---------------|------------|
| A. university | B. Riyadh  |
| C. English    | D. the bus |

9. Who is better in English? \_\_\_\_\_

- |                   |                     |
|-------------------|---------------------|
| A. Ahmed's sister | B. English language |
| C. Ahmed          | D. English          |

10. How do they go to university? \_\_\_\_\_

- |             |              |
|-------------|--------------|
| A. On foot  | B. In a taxi |
| C. By plane | D. By bus    |

## \*Lectures 5

### 1-Vocabulary Previewing ( Interaction Textbook pages 45, 50, 56,57, 61) :

| No. | Word               | Meaning                            |
|-----|--------------------|------------------------------------|
| 1   | basics             | The most important things /        |
| 2   | Generation         | A single state in a family history |
| 3   | marriage           | A state of being husband and wife  |
| 4   | average            | The normal standard                |
| 5   | either             | one of the two / so /              |
| 6   | too                | very / so /                        |
| 7   | barbecue           | Preparing meat on fire             |
| 8   | branch             | one of the main Parts              |
| 9   | relative           | a member of your family            |
| 10  | wedding            | A marriage ceremony                |
| 11  | alternate          | Do things in turn with another one |
| 12  | argue              | Discuss angrily / debate           |
| 13  | picnic             | a short journey with food          |
| 14  | extended           | Made larger or longer              |
| 15  | dialect            | accent                             |
| 16  | blog               | A website that belong to a person  |
| 17  | reunion            | Rejoin                             |
| 8   | team               | A group of people/ players         |
| 9   | Traditional family | A family that follow customs       |
| 10  | nuclear family     | a modern family                    |

#### -I. Exercise:

- I speaks speak English fluently and Reem does, \_\_\_\_\_.  
a. either      b. too      c. so      d. neither
- My \_\_\_\_\_ in this term is 84.3 %.  
a. marriage      b. package      c. garage      d. average
- All members in \_\_\_\_\_ families were living in one house.  
a. traditional      b. nuclear      c. rich      d. bad
- We went for a picnic by the sea and had a \_\_\_\_\_.It was a very delicious meal.  
a. problem      b. barbecue      c. test      d. camera
- My uncle and my aunt are called my \_\_\_\_\_.  
a. relatives      b. brothers      c. friends      d. neighbors
- Group of people/ playing a sport is called a \_\_\_\_\_.  
a. family      b. friend      c. team      d. match

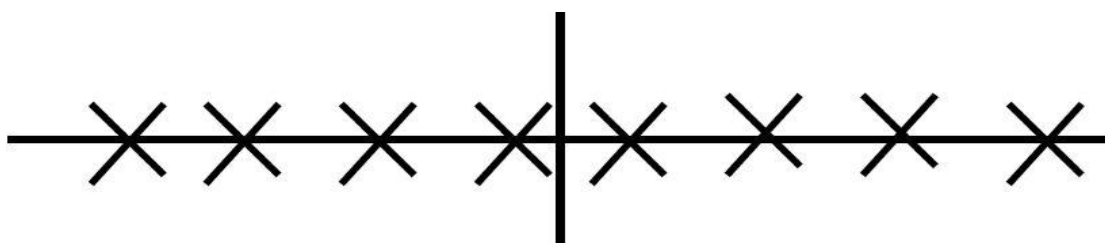
## 2. Simple Present: The Importance of Time

Verb tense expresses the time of an event or action. Time and how it is expressed in writing is very important to English readers. The English language has twelve different tenses. In this lesson, we will review the meaning of each verb tense.

### -The Simple Present Tense

Expresses a habit or often repeated action. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

Adverbs of frequency such as, often, seldom, sometimes, never, etc. are used with this tense.



She goes to work everyday.

They *always* eat lunch together.

### -The Present Tense:

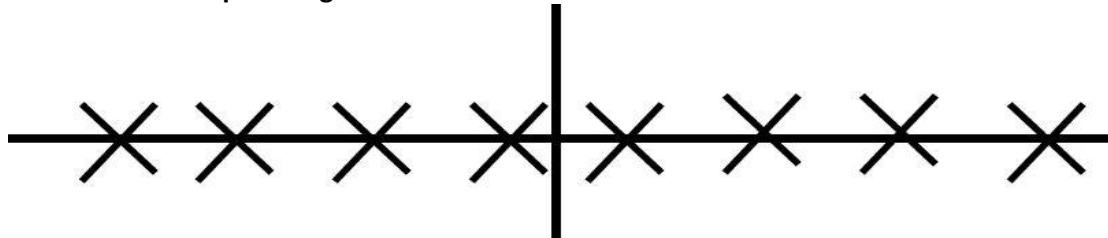
Use the **simple present tense** to tell about things that happen again and again.

\*Americans **eat** turkey on Thanksgiving.

\*Japanese always **bows** to others.

### -The Simple Present Tense:

This tense also expresses general truths or facts that are timeless.



Snow falls in the December in Minnesota.

Water boils at 100 degrees Celsius.

## -The Present Tense:

-Use the **simple present tense** to tell facts.

\*Water **freezes** at 32 degrees.

\*Triangles **have** three sides.

## -Daily Customs:

\*She usually **works** on her basket after dinner.

\*He usually **drinks** tea after a meal.

\*They **go** to a dance every Sunday.

\*They **take** a walk with their son every day.

## -Exercise:

1. She \_\_\_\_\_ her mother in the house.

a. help      b. doesn't help      c. don't help      d. doesn't helps

2. The men \_\_\_\_\_ their work in the best way.

a. don't do      b. does      c. doesn't do      d. don't

3. \_\_\_\_\_ doesn't smoke nowadays .

a. My brothers      b. You      c. My father      d. I

4. \_\_\_\_\_ they play football every week?

a. Do      b. Does      c. Are      d. Done

5. Why \_\_\_\_\_ he always come late?

a. is      b. do      c. does      d. was

## -Negative Statements:

Use contractions like **don't** and **doesn't** for negative statements in speaking or in informal writing.

\*Some women **don't wear** a lot of makeup.

\*Maria **doesn't eat** pizza.

## # Negative and question forms ;

-Use **DOES** (=the third person of the auxiliary 'DO') + the infinitive of the verb.

-He **wants**. **Does** he want? He **does not** want.

## 4. Simple Present –Forming Questions:

We have two forms forms:-

-A. **Doesn't** When the verb ends with s:-

Kamal **Lives** in an apartment.

**Does** Kamal **live** in an apartment ?

Where **does** Kamal **live**? – In an apartment

-B. **Don't** when the verb is infinitive without to:-

We live in an apartment

**Do** you **live** in an apartment ?

Where **do** you **live**? We live in ----

**-Present Simple, form:**  
Example: to think, present simple

| Affirmative        | Interrogative           | Negative                  |
|--------------------|-------------------------|---------------------------|
| I think            | Do I think?             | I do not think            |
| You think          | Do you think?           | You don't think           |
| he, she, it thinks | Does he, she, it think? | He, she, it doesn't think |
| We think           | Do we think?            | We don't think            |
| You think          | Do you think?           | You don't think           |

Put in : **do/don't/does/doesn't**

- Excuse me, \_\_\_\_\_ you speak English?
- Where's Ann? I \_\_\_\_\_ know
- George is a good tennis player but he \_\_\_\_\_ play very often

Write the questions for the following answers. (Present Simple)

1. \_\_\_\_\_?

I work in a bank.

2. \_\_\_\_\_?

My brother is an engineer.

3. \_\_\_\_\_?

He lives in an apartment building.

**-Third-Person Singular (Spelling and Pronunciation) :**

**Put an -s or -es ending on third-person singular (he, she, it).**

-He needs a shirt.

-She wants an apple.

-It catches the stick

**-Grammatical View:**

Present Simple, third person singular

**Note:** he, she, it

**A. In the third person singular the verb, always ends in : s**

-he wants

-she need s

### -Third-Person Singular:

B. Add **es** to verbs ending in: pronunciation : /z/

X  
he fixes

sh  
it pushes

ss  
he passes

ch  
she catches

o  
He goes

C. Verbs ending in Y ; the *third person* changes the Y to ies :

Fly → flies      cry → cries

-Exception:

If there is a Vowel before the Y :

Play → Plays    pray → prays

### -Irregular Forms:

Third-person singular forms of **have**, **do**, and **go** are not regular.

Have → **has** → He **has** a new shirt.

Do → **does** → She **does** the work.

go → **goes** → He **goes** to school.

### 6. Scanning & Skimming Reading paragraph ( Interaction, Page 47) :

Families in almost every country are changing. This is true in rich countries and poor ones. It is true in Africa, the Americas, Asia and Europe. All over the world, families are getting smaller.

In North Africa , in the past, many people lived in extended families. Fifty to hundred people lived together in a group of houses.

These were all family members- grandparents, aunts, uncles, cousins, children, and grandchildren. But now this traditional family is breaking into smaller groups.

The traditional family in Mexico was also big. One generation ago, the average Mexican woman had seven children. Today, she has an average of only 2.5 children. Now , without so many children, families don't need to spend so much money on basics, such as food, clothing and housing.

**-Scan and skim the previous paragraph:**

1. The underlined word "ones" refers to \_\_\_\_\_.  
a. families      b. countries      c. children      d. Americas
2. Food and clothing are \_\_\_\_\_.  
a. grandchildren      b. families      c. members      d. basics
3. The underlined pronoun "she" refers to \_\_\_\_\_.  
a. a brother      b. an aunt      c. a Mexican women      d. a family
4. How many children did a Mexican woman have?  
a. 2.5      b. 7      c. 4      d. 3
5. What happened to the traditional family? \_\_\_\_\_.  
a. getting larger      b. breaking into smaller groups  
c. became rich      d. had no children

**-Activities:**

1. Ask your friends questions about what they do at different times. Also ask about their families.

- "What time **do you get up ?**" - "When **do your brothers go** to bed ?"

Write down the questions and give them to your teacher for checking.

**-Exercise:**

1. My uncle \_\_\_\_\_ us every week.  
a. visit      b. visits      c. visiting      d. has visited
2. Water \_\_\_\_\_ at 100 degree centigrade.  
a. boiled      b. boiling      c. boil      d. boils
3. They \_\_\_\_\_ the work at 7 every morning.  
a. begins      b. have begun      c. begin      d. beginning
4. \_\_\_\_ drinks milk before sleeping.  
a. The child      b. The children      c. The boys      d. You
5. I usually \_\_\_\_\_ carefully when it rains.  
a. drove      b. drives      c. driving      d. drive
6. My mother cooks rice and meat \_\_\_\_\_.  
a. now      b. yesterday      c. once a week      d. last month

**-Exercise:**

1. The underlined letter /s/ in the word 'leaks' has the same pronunciation of the letter /s/ in the word: \_\_\_\_\_.  
a. hats      b. toys      c. windows      d. rains
2. The underlined letter /es/ in the word 'fixes' has the same pronunciation of the letter /s/ in the word: \_\_\_\_\_.  
a. employs      b. rooms      c. matches      d. helps
3. The underlined letter /s/ in the word 'goes' has the same pronunciation of the letter /s/ in the word: \_\_\_\_\_.  
a. heats      b. repairs      c. breaks      d. catches

\*Lectures 6

1. Vocabulary Previewing ( Interaction- pages 65 / 70 ):

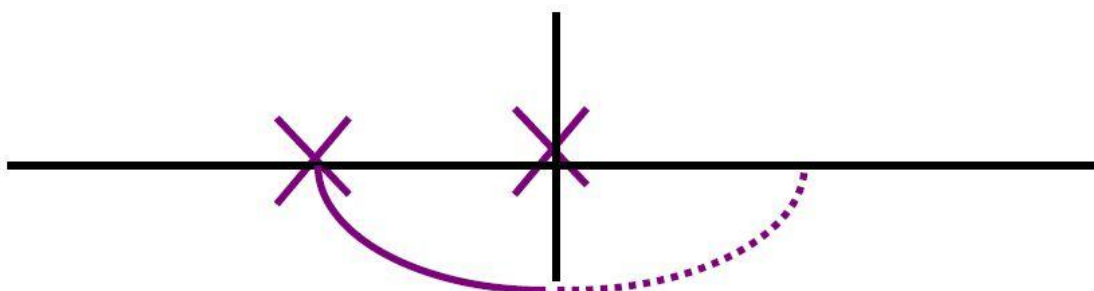
| No. | Nouns          | Verbs    | Adjectives      | Adverbs   |
|-----|----------------|----------|-----------------|-----------|
| 1   | beverages      | age      | bilingual       | often     |
| 2   | blood pressure | damage   | chronic         | never     |
| 3   | brain          | Exercise | healthy         | sometimes |
| 4   | diseases       | solve    | mental          |           |
| 5   | Junk food      |          | physical        |           |
| 6   | Stress         |          | Sleep- deprived |           |
| 7   | wrinkles       |          | Overweight      |           |
| 8   | dentist        |          |                 |           |
| 9   | toes           |          |                 |           |

-Vocabulary Exercise:

- The word ' \_\_\_\_\_ ' means lines on one's skin  
a. stress      b. wrinkles      c. beverages      d. toes
- " \_\_\_\_\_ " means that a person is unable to sleep.  
a. sleep- deprived      b. sleep too much      c. relaxed d. healthy
- The word that has the same meaning as sickness is \_\_\_\_\_.  
a. wealth      b. disease      c. health d. earth
- My friend suffers from \_\_\_\_\_. He has become too fat.  
a. overweight      b. poorness      c. English d. hard work
- " \_\_\_\_\_ " means worry.  
a. Relaxation      b. Stress      c. Health      d. highness
- The opposite meaning of sick is \_\_\_\_\_.  
a. rich      b. happy      c. healthy      d. tired
- The phrase " get older " means \_\_\_\_\_.  
a. age      b. to be young      c. fat      d. strong
- " \_\_\_\_\_ " means not even once.  
a. Always      b. never      c. sometimes      d. rarely
- The word that has the same meaning as " drinks of all kinds " is \_\_\_\_\_.  
a. water      b. food      c. vegetables      d. beverages
- " Unhealthy things to eat " means \_\_\_\_\_.  
a. overweight      b. junk food      c. honey      d. milk
- " \_\_\_\_\_ " means find an answer.  
a. solve      b. shake      c. draw      d. watch
- The opposite meaning of "Physical" is \_\_\_\_\_.  
a. successful      b. happy      c. healthy      d. mental

### - The Present Progressive (page 92):

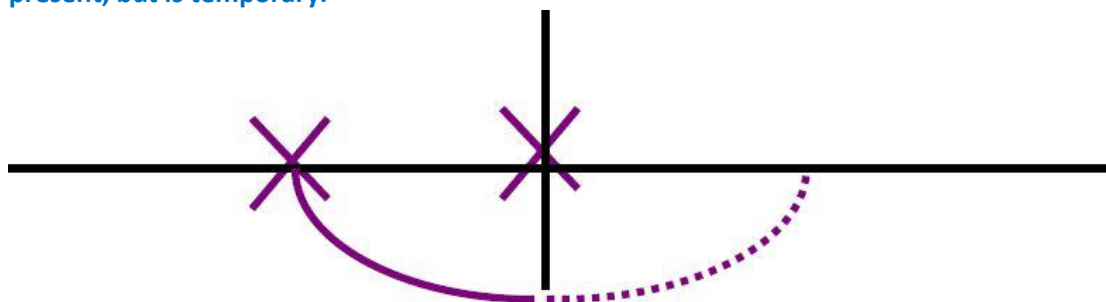
-This tense is used to describe an action that is occurring right now (at this moment, today, this year, etc.). The action has begun and is still in progress.



She is typing a paper for her class.

He can't talk. He is fixing the sink right now.

-The present progressive can also be used to describe an action that is occurring in the present, but is temporary.



John is living in Modesto, but he might move soon.

## 4-6 NONACTION VERBS NOT USED IN THE PRESENT PROGRESSIVE

3. Azar's Basic Grammar Textbook: page 111

- (a) I'm hungry **right now**. I **want** an apple.  
*INCORRECT: I am wanting an apple.*
- (b) I **hear** a siren. **Do** you **hear** it too?  
*INCORRECT: I'm hearing a siren. Are you hearing it too?*

Some verbs are NOT used in the present progressive. They are called "nonaction verbs."  
 In (a): *Want* is a nonaction verb. *Want* expresses a physical or emotional need, not an action.  
 In (b): *Hear* is a nonaction verb. *Hear* expresses a sensory experience, not an action.

### NONACTION VERBS

|                |              |                                         |
|----------------|--------------|-----------------------------------------|
| <i>dislike</i> | <i>hear</i>  | <i>believe</i>                          |
| <i>hate</i>    | <i>see</i>   | <i>know</i>                             |
| <i>like</i>    | <i>smell</i> | <i>think</i> (meaning <i>believe</i> )* |
| <i>love</i>    | <i>taste</i> | <i>understand</i>                       |
| <i>need</i>    |              |                                         |
| <i>want</i>    |              |                                         |

### Examples:

1. I **hear** you now clearly.
2. They **understand** the lesson now.
3. Be careful! We **smell** dangerous chemical gas.

Elements : 4 + 5

We form the present continuous tense with the present tense of **be** and a verb ending in **-ing**.

We form the present continuous tense with the present tense of **be** and a verb ending in **-ing**.

See Azar: Page: 99

| Negative          |            |                         |
|-------------------|------------|-------------------------|
| I                 | <b>am</b>  | <b>not cleaning</b> up. |
| You               | <b>are</b> |                         |
| He/She/[It]       | <b>is</b>  |                         |
| We<br>You<br>They | <b>are</b> |                         |

| Affirmative       |            |                     |
|-------------------|------------|---------------------|
| I                 | <b>am</b>  | <b>cleaning</b> up. |
| You               | <b>are</b> |                     |
| He/She/[It]       | <b>is</b>  |                     |
| We<br>You<br>They | <b>are</b> |                     |

See Azar: Page: 102

| Question   |                   |                     |
|------------|-------------------|---------------------|
| <b>Am</b>  | I                 | <b>cleaning</b> up? |
| <b>Are</b> | you               |                     |
| <b>Is</b>  | he/she/[it]       |                     |
| <b>Are</b> | we<br>you<br>they |                     |

### Example

The students **are clearing** away the rubbish.

## 6. The table shows how we form the -ing form of a verb:

|                     |                |                 |
|---------------------|----------------|-----------------|
| Most verbs,         | + ing,         | walk > walking. |
| Verbs ending in e,  | -e + ing,      | come > coming.  |
| Verbs ending in ie, | -ie + y + ing, | lie > lying.    |

Short verbs ending in a vowel + a consonant, Double the consonant + ing,  
run > running.

-Now try these ones:

drive > driving

hope > hoping

smile > smiling

dance > dancing

joke > joking

shake > shaking

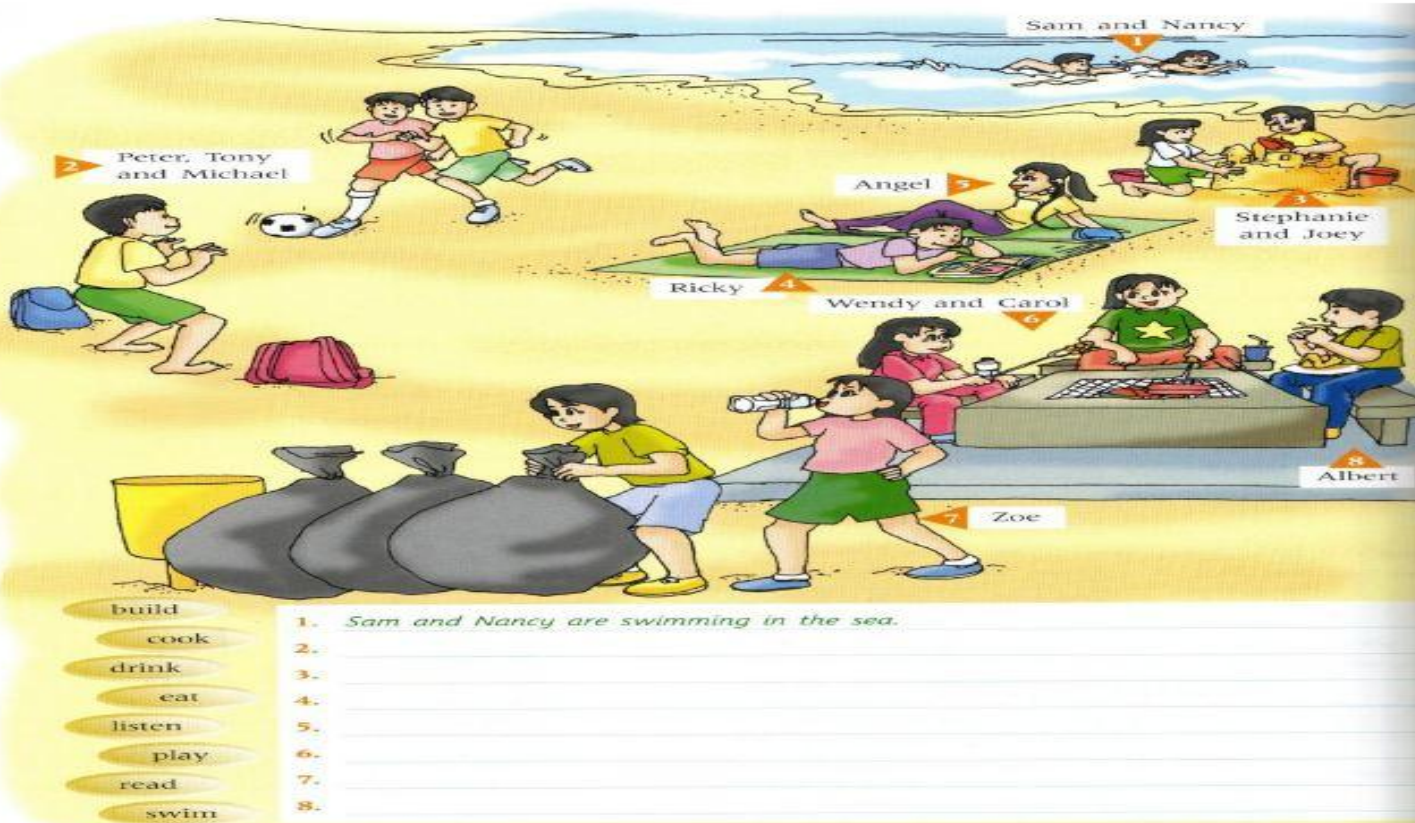
choose > choosing

come > coming

## 4-5 7. THE SIMPLE PRESENT vs. THE PRESENT PROGRESSIVE

|                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>STATEMENTS</p> <p>(a) I <b>sit</b> in class <i>every day</i>.</p> <p>(b) I <b>am sitting</b> in class <i>right now</i>.</p> <p>(c) The teacher <b>writes</b> on the board <i>every day</i>.</p> <p>(d) The teacher <b>is writing</b> on the board <i>right now</i>.</p>                                        | <ul style="list-style-type: none"> <li>The SIMPLE PRESENT expresses habits or usual activities, as in (a), (c), and (e).</li> <li>The PRESENT PROGRESSIVE expresses actions that are happening right now, while the speaker is speaking, as in (b), (d), and (f).</li> </ul> |
| <p>QUESTIONS</p> <p>(e) <b>Do</b> you <b>sit</b> in class <i>every day</i>?</p> <p>(f) <b>Are</b> you <b>sitting</b> in class <i>right now</i>?</p> <p>(g) <b>Does</b> the teacher <b>write</b> on the board <i>every day</i>?</p> <p>(h) <b>Is</b> the teacher <b>writing</b> on the board <i>right now</i>?</p> | <ul style="list-style-type: none"> <li>The SIMPLE PRESENT uses <b>do</b> and <b>does</b> as helping verbs in questions.</li> <li>The PRESENT PROGRESSIVE uses <b>am</b>, <b>is</b>, and <b>are</b> in questions.</li> </ul>                                                  |
| <p>NEGATIVES</p> <p>(i) I <b>don't sit</b> in class <i>every day</i>.</p> <p>(j) I <b>am not sitting</b> in class <i>right now</i>.</p> <p>(k) The teacher <b>doesn't write</b> on the board <i>every day</i>.</p> <p>(l) The teacher <b>isn't writing</b> on the board <i>right now</i>.</p>                     | <ul style="list-style-type: none"> <li>The SIMPLE PRESENT uses <b>do</b> and <b>does</b> as helping verbs in negatives.</li> <li>The PRESENT PROGRESSIVE uses <b>am</b>, <b>is</b>, and <b>are</b> in negatives.</li> </ul>                                                  |

# -Activities:



## □ EXERCISE 27. Sentence practice. Pay Attention: Non-Action Verbs

Directions: Use the words in parentheses to complete the sentences. Use the simple present or the present progressive.

1. Alice is in her room right now. She (read) is reading a book. She (like) likes the book.
2. It (snow) \_\_\_\_\_ right now. It's beautiful! I (like) \_\_\_\_\_ this weather.
3. I (know) \_\_\_\_\_ Jessica Jones. She's in my class.
4. The teacher (talk) \_\_\_\_\_ to us right now. I (understand) \_\_\_\_\_ everything she's saying.
5. Mike is at a restaurant right now. He (eat) \_\_\_\_\_ dinner. He (like) \_\_\_\_\_ the food. It (taste) \_\_\_\_\_ good.

**-Sample Questions:**

1. The men \_\_\_\_\_ in the building now.  
a. worked      b. works      c. are working      d. working
2. \_\_\_\_\_ waiting me at the moment? – near the pharmacy.  
a. Where he is      b. Where does he      c. Where did he      d. Where is he
3. The boys \_\_\_\_\_ football now .  
a. are play      b. play      c. is playing      d. aren't playing
4. Listen! The baby \_\_\_\_\_ in the next room.  
a. will cry      b. crying      c. are crying      d. is crying
5. I can't go with you. I \_\_\_\_\_ my homework now.  
a. did      b. have don      c. am doing      d. do
6. She \_\_\_\_\_ meat with rice now.  
a. isn't liking      b. doesn't like      c. is liking      d. like
7. She \_\_\_\_\_ meat with rice at the moment.  
a. eats      b. doesn't eats      c. is eating      d. eat
8. The boys \_\_\_\_\_ football now .  
a. are play      b. play      c. is playing      d. aren't playing
9. look! The car \_\_\_\_\_ coming toward us.  
a. will come      b. coming      c. are coming      d. is coming
10. My mother is in the kitchen. She \_\_\_\_\_ now.  
a. cooked      b. have cooked      c. is cooking      d. cook

**\*Lectures 7**

**-WH Questions**

|       |         |
|-------|---------|
| Who   | Person  |
| What  | Things  |
| Where | Place   |
| Why   | Reason  |
| When  | Time    |
| How   | Process |
| Which | Choose  |

- 1) Sentences with helping verbs.  
-You must *invert* the subject and the helping verb following the 'wh' word.

\*Sammy is going to Florida.

(Subject Helping Verb Main Verb Where?)

-Where is Sammy going?

### 'Do' Markers -Present Tense:

I do We do

You do You do

He/She does They do

It

### 'Do' Markers -Past tense:

I did We did

You did You did

He/She did They did

It

## 2) Sentences without auxiliary verbs.

-Change the main verb to its Base form.

-Sentences without an auxiliary verb need to have a form of the verb "do" inserted.

-Place the **wh word in the initial position**

-The man **broke** the window.

=**What** **did** the man **break**.

## 3)The subject is unknown

-when the **subject** of the sentence is **not known**, there is no inversion.

-Just add the wh word to take the place of the unknown subject.

**? is feeling** sick.

**Who is feeling** sick?

helping verb Main verb

-Examples...

-**Jenny went to the store.**

(no helping verb)

\* Who: People:

Rule?

There is no change b/c...

-there is no helping verb!

**Who** went to the store?

**(Jenny)**

Matt is going to the mall tonight.

\* When: Time:

Rule?

We must invert the subject and the helping verb.

Why?

B/c there is a helping verb in the sentence.

When is Matt going to the mall?

(tonight)

Bob brought cookies to school.

\*What: Thing:

Rule?

Change the verb to the present tense.

Needs 'do' support

What did Bob bring to school?

(cookies)

**-Remember!!!!**

- Sentences with helping verbs.

Invert the subject and helping verb

-Sentences without helping verbs.

Needs 'do' support

Change verb to its present form

-Unknown Subject?

Leave them alone!!

## 2 .Scan and Skim the reading passage ( page 89):

Marriage is often not easy. Maybe man and woman love each other, but they argue . They get angry. Later they apologize, but it happens again and again. What's the problem? Are men and women really very different.

Deborah Tannen says yes, men and women are very different. Tannen teaches at Georgetown University in Washington, D.C. She writes books about the ways people talk. She believes that men and women talk- and think- in different ways. She tells about some differences in her book, *You Just Don't Understand*.

The differences, Tannen says, begin when men and women are children. Very young boys and girls are similar to each other. In other words, they like many of the same things and play in the same ways. They aren't very different. But then there is a change. When children in the United States are five or six years old, boys usually play in large groups. One boy gives orders . For example, he says, " Take this," " Go over there". He is the leader. Boys also brag . In other words, they say good thing about themselves. But girls there usually play in small groups or with one other girl. A girl's best friend is her very good friend and important to her. Girls often don't give orders; they give suggestions.

-Sample questions ( page 89)

1. The differences between men and women begin \_\_\_\_\_.  
A. at the age of sixteen                      B. when they are old  
C. when they are babies                      D. when they are children
2. The underlined pronoun “ she” Line 5 refers to \_\_\_\_\_.  
A. woman                                      B. man  
C. Deborah Tannen                      D. a girl
3. Where does Deborah Tannen work? \_\_\_\_\_.  
A. At school                                      B. At hospital  
C. At university                                      D. At restaurant
4. The underlined word “ argue” line 1 means \_\_\_\_\_.  
A. discuss angrily                                      B. cry loudly  
C. speak slowly                                      D. listen carefully
5. \_\_\_\_\_ gives orders while playing in groups.  
A. A man                      B. A girl                      C. A boy                      D. A woman
6. A word in paragraph ONE which has the opposite meaning of “ similar” is \_\_\_\_\_.  
A. apologize                                      B. problem  
C. different                                      D. angry
7. The underlined pronoun “ they” Line 9 refers to \_\_\_\_\_.  
A. women                                      B. men  
C. boys                                      D. young boys and girls
8. Who gives suggestions? \_\_\_\_\_.  
A. Girls                                      B. Boys  
C. Deborah Tannen                                      D. The men
9. Which country does Deborah live in? \_\_\_\_\_.  
A. Japan                                      B. Europe  
C. America                                      D. Saudi Arabia
10. The underlined word “ brag” means \_\_\_\_\_.  
A. cry                      B. talk proudly                      C. play                      D. laugh

### 3. Simple Past Tense:

Simple Past Tense is an action or event that happened in the past ; before now.

1. The verb is in the second form ( play- played/ go-went )
2. The indicators ( ago, yesterday, in the past, last , any date in the past)
3. No helping verbs
4. We use didn't in forming Negative
5. We use did in forming questions

We have 2 kinds of verbs:

A- Regular verbs: end with –ed in past tense

B- Irregular verbs: they end with different forms in past tense

**-Sample questions:**

1. The students \_\_\_\_\_ the homework last week.  
a. do                      b. did                      c. will do                      d. are doing
2. We \_\_\_\_\_ to the new shopping mall yesterday.  
a. go                      b. are going                      c. didn't go                      d. didn't went
3. \_\_\_\_\_ he \_\_\_\_\_ the accident two days ago?  
a. Does/ see                      b. Does/ saw                      c. Did / saw                      d. Did/ see
4. The doctor \_\_\_\_\_ busy when I phoned him.  
a. was                      b. is                      c. did                      d. are
5. She \_\_\_\_\_ a meeting with the doctor at university last Monday.  
a. has                      b. doesn't have                      c. had                      d. hadn't
6. When he came, I \_\_\_\_\_ here.  
a. didn't was                      b. wasn't                      c. am not                      d. didn't do

**-Sample Questions ( Wh- Questions):**

Circle the most suitable answer a, b, c or d for each of the following

1. \_\_\_\_\_ was the reason of the car accident? – It was the very high speed.  
A. Why                      B. Where                      C. What                      D. How
2. Could you please tell me \_\_\_\_\_ will be the final test ? - Next Monday.  
A. Where                      B. When                      C. How                      D. Who
3. \_\_\_\_\_ do you eat a day? - Only twice.  
A. How far                      B. How long                      C. How often                      D. How
4. How long did it take you to finish doing the homework? - \_\_\_\_\_  
A. Three kilometers                      B. Two hours                      C. Four children                      D. Yesterday
5. \_\_\_\_\_ is knocking at the door? \_\_ It is Rami  
A. How                      B. When                      C. Why                      D. Who
6. I really don't know \_\_\_\_\_ the football match begins.  
A. when                      b. who                      C. what                      D. whose
7. How \_\_\_\_\_ is the hospital from the police station? \_ Three kms.  
A. long                      B. often                      C. much                      D. far
8. \_\_\_\_\_ did she say? – Nothing  
A. Who                      B. Why                      C. What                      D. When
9. I need your help please. I don't know \_\_\_\_\_ to start this machine.  
A. who                      B. how                      C. what                      D. whose
10. \_\_\_\_\_ house is that beautiful one? – Its mine  
A. Who                      B. What                      C. Whose                      D. Where
11. \_\_\_\_\_ colour do you prefer Aysha ? – The red one  
A. Which                      B. Who                      C. When                      D. how
12. How \_\_\_\_\_ are you Abdullah? \_ 178 cm  
A. long                      B. tall                      C. far                      D. old

## 2. Vocabulary Previewing ( pages 88 / 99 )

| No. | Nouns     | Verbs     | Adjectives | Adverbs      |
|-----|-----------|-----------|------------|--------------|
| 1   | feelings  | apologize | active     | According to |
| 2   | hierarchy | brag      | equal      | never        |
| 3   | orders    | fix       | private    | sometimes    |
| 4   | position  | love      | public     |              |
| 5   | phrase    |           |            |              |
| 6   | shopping  |           |            |              |

### -Vocabulary Exercise

- The word ' \_\_\_\_\_ ' means a group of words but not a sentence  
a. phrase                      b. hierarchy                      c. beverage      d. meal
- " \_\_\_\_\_ " is the opposite of hate.  
a. Eat                                              b. Love  
c. relax                                              d. watch
- The word that has the same meaning as "moving around doing many things, is \_\_\_\_\_ .  
a. wealthy                      b. sick                      c. active                      d. fond of
- We enjoyed \_\_\_\_\_ last Thursday. We bought new clothes.  
a. swimming                      b. shopping                      c. playing                      d. driving
- " \_\_\_\_\_ " is the opposite meaning of private.  
a. Relaxed                      b. serious                      c. public                      d. high
- The phrase " get older " means \_\_\_\_\_.  
a. age                      b. to be young                      c. fat                      d. strong
- " \_\_\_\_\_ " means not even once.  
a. Always                      b. never                      c. sometimes                      d. rarely
- The word that has the same meaning as " drinks of all kinds " is \_\_\_\_\_.  
a. water                      b. food                      c. vegetables                      d. beverages
- " Unhealthy things to eat " means \_\_\_\_\_.  
a. overweight                      b. junk food                      c. honey                      d. milk
- " \_\_\_\_\_ " means find an answer.  
a. solve                      b. shake                      c. draw                      d. watch
- The opposite meaning of "Physical" is \_\_\_\_\_.  
a. successful                      b. happy                      c. healthy                      d. mental
- He doesn't like anyone. He has a **cold hear** . A cold heart means \_\_\_\_\_  
a. very sad                      b. mean                      c. in the middle of                      d. a new feeling

## \*Lectures 8

### -Accountable and Unaccountable or Mass Nouns:

-There are 2 kinds of noun in English:

-Countable:

Things you can count (singular or plural)

One apple, two apples, three apples...

-Uncountable:

Things you can't count (they can't be plural)

Butter, meat...

-Some nouns can be countable or uncountable but the meaning is different.

Example: chocolate.

-In English, the distinction into countable and uncountable (mass) nouns is basic.

Countable nouns take definite and indefinite articles and admit a plural form:

I would like to buy a book.

Here's the book I've told you about.

There are many books on that shelf.

-Uncountable nouns take zero article, as well as definite and indefinite quantifiers, but do not really admit a plural form.

There is wine on the table.

This wine is sour.

Please, take some wine!

-Sometimes, an unaccountable noun like *bread* can be reclassified as an accountable noun meaning "type of bread":

What breads have you got today?

# A / AN / SOME / ANY

| Type of sentence | Countable                  | Uncountable              |
|------------------|----------------------------|--------------------------|
| + We need        | an apple<br>some apples    | some butter<br>some milk |
| - We don't need  | a tomato<br>any tomatoes   | any rice<br>any sugar    |
| ? Do we need     | a tomato?<br>any tomatoes? | any rice?<br>any sugar?  |

Use a / an with singular countable nouns.

Use some with plural countable nouns and uncountable nouns in + sentences.

Use any with plural countable nouns and uncountable nouns in – or ? sentences.

We can also use some in ? to ask for and offerings:

-Can I have some coffee?

-Do you want some biscuits?

## -How much / how many...?

Use *How much...*? with uncountable nouns.

*How much water do you drink?*

Use *How many...*? with plural countable nouns.

*How many students do you have?*

Possible answers:

- I drink a lot of water.
- I drink quite a lot.
- I don't drink much water. (not much)
- I don't drink any water.
- None.
- Not many (students).

-Use of some – many/much – few/little

with accountable and unaccountable nouns:

*Would you like some apples? (plural)*

*Would you like some water? (partitive – a glass of water)*

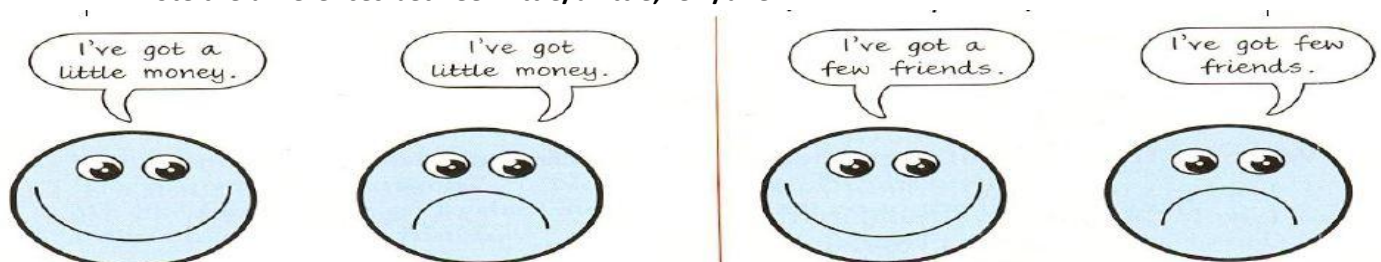
*There are many things I would like to tell you.*

*There is much trouble in this house.*

*There are few people I can trust.*

*There was little food in the fridge.*

Note the differences between little/a little, few/a few:



-Using ( many/much/ a few/ a little, some, several...etc ):

A. **Many, a few, few, some, several** = Used before countable nouns

( **Countable nouns** ( nouns that can be singular and plural

e.g [ boy- car – door – page – girl – houses.....etc ]

B. **Much, a little, little, some**= Used before uncountable nouns

**Uncountable nouns** ( nouns that don't have singular or plural forms(

e.g [ water – sugar – snow – money – food – milk, .....etc ]

C. **A, An, Each & Every** = used before singular nouns

D. **Any**= used in negative and questions.

E. **Some**= used when we offer something.

### a little / a few

1. Have you got any money? Yes, I have got \_\_\_\_\_.
2. Have you got many envelopes? No, I've got just \_\_\_\_\_.
3. Does your friend speak English? Yes, he speaks \_\_\_\_\_.
4. Do you want sugar in your coffee? Yes, I would like \_\_\_\_\_.
5. We are going away for \_\_\_\_\_ days.

### very little / very few

1. Your English is very good. You make \_\_\_\_\_.
2. I drink \_\_\_\_\_. I don't like it.
3. Hurry up. We've got \_\_\_\_\_.
4. I am sad and lonely. I've got \_\_\_\_\_.
5. I'm afraid I won't be able to buy that, I've got \_\_\_\_\_.

### much / many

1. Do you drink \_\_\_\_\_ coffee?
2. I stay at home most of the time. I don't go out \_\_\_\_\_.
3. I've seen \_\_\_\_\_ films with Brad Pitt.
4. How \_\_\_\_\_ photos did you take?
5. Do you eat \_\_\_\_\_ chocolate?

**-Vocabulary Previewing ( pages 107 110/ 113 ):**

| No. | Nouns        | Verbs      | Adjectives  | Adverbs |
|-----|--------------|------------|-------------|---------|
| 1   | evidence     | wonder     | awake       | however |
| 2   | hormone      | Fix        | anxious     |         |
| 3   | psychologist | Happen     | familiar    |         |
| 4   | emotions     | Wish       | complicated |         |
| 5   | symbols      | travel     |             |         |
| 6   | vision       | realize    |             |         |
| 7   | logic        | Make sense |             |         |
| 8   | Reason       |            |             |         |
| 9   | Opinions     |            |             |         |
| 10  |              |            |             |         |

**-Vocabulary Exercise:**

Fill in the following blank space with the most appropriate answer a, b, c or d:-

- To ask oneself and think means: \_\_\_\_\_  
a. prefer                      b. wonder                      c. repair                      d. enjoy
- " \_\_\_\_\_ " has the same meaning as " proof".  
a. essence                      b. similarity                      c. evidence                      d. reference
- The word that has the same meaning as " a chemical that helps us to grow" is \_\_\_\_\_.  
a. germs                      b. sugar                      c. bacteria                      d. hormone
- " \_\_\_\_\_ " the same meaning as " nevertheless".  
a. however                      b. because                      c. since                      d. as
- something we use to refer to another thing is a \_\_\_\_\_.  
a. book                      b. pen                      c. symbol                      d. sheet
- \_\_\_\_\_ is the opposite of sleeping.  
a. Dreaming                      b. Awake                      c. Running                      d. Active
- Wishes means: \_\_\_\_\_  
a. wonders                      b. desires                      c. dreams                      d. studies
- " \_\_\_\_\_ " has the same meaning as " repair".  
a. fix                      b. damage                      c. prepare                      d. concern
- The word that has the same meaning as " reason" is \_\_\_\_\_.  
a. question                      b. purpose                      c. basic                      d. season
- The word that means "period of time" is \_\_\_\_\_.  
a. areas                      b. project                      c. stage                      d. sense
- " \_\_\_\_\_ " the same meaning as " happens".  
a. occurs                      b. finishes                      c. starts                      d. enjoys
- The word that means "go places" is \_\_\_\_\_.  
a. swim                      b. leave                      c. travel                      d. look
- " \_\_\_\_\_ " is the opposite of easy.  
a. make sense                      b. complicated                      c. normal                      d. expensive

-Scan and Skim the reading passage( page 108/ 109):

Many people wonder: Why do we sleep? Why do we dream? They ask themselves the purpose, or reason. There are many theories, or opinions about this , but scientists don't know if these ideas are correct.

One theory of sleep says that during the day, we need sleep to make new chemicals and repair, or fix, our bodies. This theory is called the "Repair Theory". One piece of evidence for this theory is that our bodies produce more of growth hormone while we sleep.

Another theory is that the purpose of sleep is to dream. Dreaming occurs only during one stage , or period, of sleep ( Rapid Eye movement- REM )sleep. REM sleep occurs about 90 minutes and last for about 20 minutes. Some scientists believe that REM sleep helps us to remember things, but others don't believe and don't agree.

-Sample questions ( page 108/ 109):

1. The underlined pronoun " themselves" refers to: \_\_\_\_\_  
A. purposes  
B. dreams  
C. many people  
D. reasons
2. The underlined pronoun " this " Line 2 refers to \_\_\_\_\_  
A. theories  
B. purpose of dreaming & sleeping  
C. many people  
D. scientists
3. Who don't know if these ideas are correct or no? \_\_\_\_\_  
A. many people  
B. theories  
C. dreams  
D. scientists
4. Why do we need sleep according to " Repair Theory" \_\_\_\_\_  
A. to dream  
B. to fix or repair our bodies  
C. take rest  
D. to help our friend sleep
5. The underlined word " evidence " line 6 means \_\_\_\_\_.  
A. proof  
B. chemicals  
C. dream  
D. repair
6. How long does REM sleep last? \_\_\_\_\_  
A. 20 minutes  
B. 90 minutes  
C. the whole night  
D. 2 minutes
7. how many theories about sleep and dream are in the passage? \_\_\_\_\_  
A. One theory  
B. many theories  
C. Two theories  
D. Three theories
8. What does REM sleep help us to do? \_\_\_\_\_  
A. To dream  
B. To remember things  
C. To make chemicals  
D. to last for a long time
9. The underlined word " occurs " means \_\_\_\_\_.  
A. dreams  
B. helps  
C. happens  
D. sleeps
10. The underlined word " others " refers to \_\_\_\_\_.  
A. theories  
B. chemicals  
C. scientists  
D. many people

**-Sample Questions ( many/much/ a few/ a little, some, several...etc ) page 195:**

1. I was very hungry. I ate \_\_\_\_\_ food .  
a. many                      b. little                      c. much                      d. a few
2. \_\_\_\_\_ students will pass the test. It is very easy.  
a. Few                      b. Some                      c. A few                      d. Many
3. Fortunately, \_\_\_\_\_ people died in the terrible accident.  
a. Many                      b. Some                      c. Few                      d. A few
4. He was very happy . He won \_\_\_\_\_ money in the project.  
a. many                      b. much                      c. little                      d. a few
5. \_\_\_\_\_ student should have the textbooks.  
a. many                      b. Some                      c. Every                      d. All
6. I didn't like the food. I ate \_\_\_\_\_  
a. much                      b. many                      c. little                      d. few
7. I read \_\_\_\_\_ books about English literature.  
a. a little                      b. several                      c. much                      d. every
8. I haven't seen \_\_\_\_\_ students at university on Friday.  
a, many                      b. some                      c. any                      d. a few

## \*Lecture 9

-Vocabulary Previewing ( pages 127 / 132 / 139 ):

| No. | New words    |     | meanings                                    |
|-----|--------------|-----|---------------------------------------------|
| 1   | environment  | N   | The condition we live in/ everything around |
| 2   | hardships    | N   | Problems in life/ pains                     |
| 3   | teenager     | N   | a person's age between 13 and 19            |
| 4   | contrast     | N   | A big or strong difference                  |
| 5   | Crime        | N   | illegal behavior like killing or stealing   |
| 6   | Emotions     | N   | Love, anxiety, joy / feelings               |
| 7   | Vision       | N   | A picture                                   |
| 8   | Volunteer    | V   | Work for free                               |
| 9   | Release      | V   | To let things/ persons free                 |
| 10  | Prepare      | V   | To get ready                                |
| 11  | Deliver      | V   | Take things to destination / hand on        |
| 12  | Famous       | Adj | Well-known                                  |
| 13  | Lonely       | Adj | Being without any people around             |
| 14  | Tough        | Adj | Very hard / strong                          |
| 15  | Fun          | Adj | Happiness or enjoyment                      |
| 16  | Fast         | Adj | quickly                                     |
| 17  | Take care of | PV  | Look after                                  |

-Exercise:

1. The word " \_\_\_\_\_ " means work for free.
 

A. employ

C. prepare

B. volunteer

D. watch
2. The phrase " a big or strong difference " means \_\_\_\_\_.
 

A. contract

B. contrast

B. difficulty

D. similarity
3. You are \_\_\_\_\_ because everybody knows about you.
 

A. sick

C. a player

B. a driver

D. famous
4. A person between 13 and 19 years old is a \_\_\_\_\_.
 

A. teenager

C. volunteer

B. worker

D. pilot

5. In our society, a mother usually \_\_\_\_\_ her children and prepares food.  
 A. kills B. goes for  
 C. Takes care of D. sets out
6. The word " \_\_\_\_\_ " is closest in meaning to the word " a picture".  
 A. mission B. vision  
 B. revision D. television
7. The box is \_\_\_\_\_. It is not easy to break it.  
 A. heavy B. rough  
 C. tough D. red
8. Some examples of \_\_\_\_\_ are love, feelings and joy.  
 A. invitation B. emotions  
 C. tourism D. sickness

### -Adverbs of Frequency



### - Location or position of Frequency Adverbs in sentences:

1. If there is only a main verb in a sentence we put the frequency adverb immediately before it

e.g.,- Sami \_\_\_\_\_ his friends.

- A. respects always B. respects never  
 C. always respects D. respects sometimes

2. If there is only one of the verbs to Be ( is, am, are, was, were ), we put the frequency adverb immediately after that verb to Be.

e.g.,- The students \_\_\_\_\_ afraid of the final tests.

- A. usually are B. are usually  
 C. is usually D. usually is

3. If there is a helping verb and a main verb in a sentence we put the frequency adverb between the helping verb and the main verb

e.g.- Our doctor \_\_\_\_\_ his mobile.

A. has switched off rarely

B. has rarely switched off

C. rarely has switched off

D. never has switched off

4. In case of a question , we just replace the subject with the helping verb

e.g. – The doctor has never disappointed any student.

Has the doctor ever disappointed any student?

Note: Be careful! In questioning, we change never to ever

-Exercise:

1. My friend is very clever. He \_\_\_\_\_ passes the tests.

A. sometimes

B. always

C. never

D. seldom

2. My friend is very clever. He \_\_\_\_\_ fails the tests.

A. always

B. sometimes

C. never

D. seldom

3. \_\_\_\_\_ a snake? – No, I haven't.

A. Have you seen ever

B. Have you ever seen

C. Have you seen never

D. Have you never seen

-FORM:

-The position of these adverbs is:

➤ **before the main verb**

|       |     | Adverbs of frequency | verb   |                |
|-------|-----|----------------------|--------|----------------|
| I     |     | always               | get up | at 6.45.       |
| Ali   | can | usually              | play   | football.      |
| Mandy | has | sometimes            | got    | some homework. |

➤ **after a form of to be am, are, is (was, were)**

|              | verb | Adverbs of frequency |       |
|--------------|------|----------------------|-------|
| <u>Laila</u> | is   | never                | late. |

-Examples:

\*Ali always plays the tennis.

\*She usually eats some chocolate.

\*She often goes shopping.

\*He is sometimes late for work.

\*Ali hardly ever travels by cars.

\*He never smokes a cigarette.

-Reading Section:

II. Read the following essay ,then answer the questions that follow. (page 128):

Some people go to work each day and then come home. They spend time with their family and friends. Maybe they watch TV or go to a movie. Sometimes they exercise or read. This is their life. But for other people, this is not enough. They look around their neighborhoods and see people with terrible hardships: sickness, liveness, and homelessness. Other people see problems with the environment. Many people want to help. They volunteer. They give some of their time to help others.

Volunteers help in many ways. Some visit sick and lonely people. Some give their friendship to children without parents. Some build houses for homeless people .

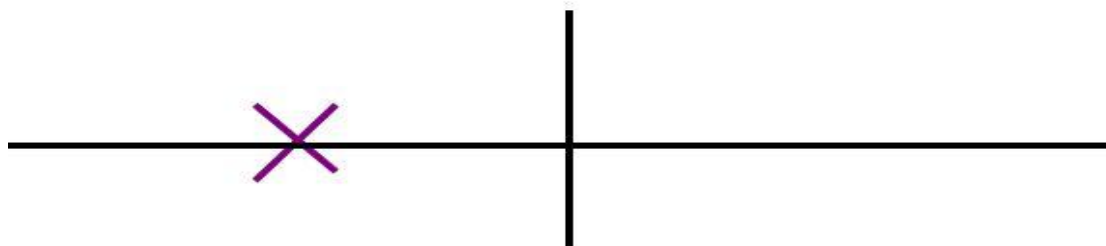
-Exercise:

- 1.The most suitable Topic for the passage is \_\_\_\_\_  
A. Homelessness  
B. Volunteering  
C. Hardships  
D. Sickness
2. The underlined word “ exercise ” means: \_\_\_\_\_  
A. building houses  
B. question  
C. Practice sports  
D. test
3. \_\_\_\_\_ is an example of hardships.  
A. Volunteering  
B. environment  
C. neighborhood  
D. homelessness
4. Why do some people give some of their time to others?  
A. To earn much money  
B. To help them  
C. To know the time  
D. To watch TV
5. The underlined pronoun “ their ” Line 9 refers to \_\_\_\_\_  
A. all people  
B. friendships  
C. some volunteers  
D. all volunteers
6. \_\_\_\_\_ is closest in meaning to the phrase “work for free “  
A. Volunteer  
B. build houses  
C. give some time  
D. look around

## Past Progressive VS. Past Progressive.

### -The Simple Past:

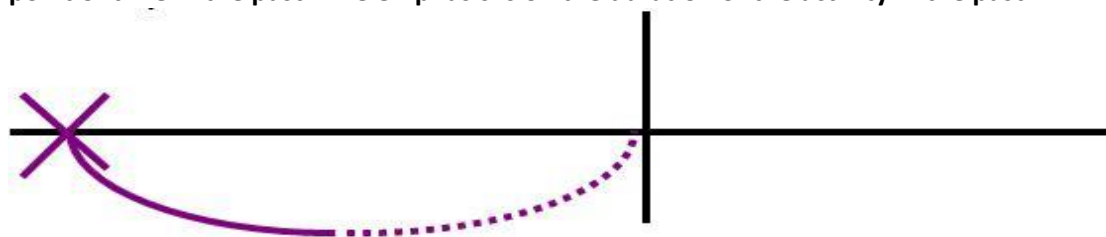
We use the simple past to indicate exactly when an action or event took place in the past.



I visited my sister yesterday.  
We went out to dinner last night.

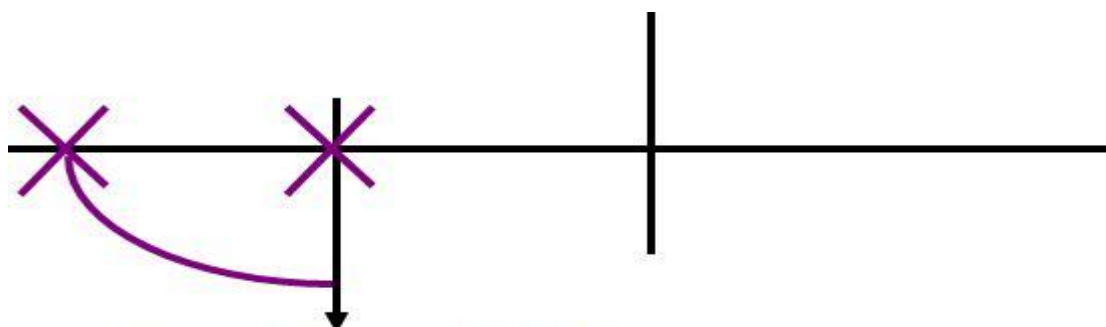
### -The Past Progressive:

The past progressive is used to talk about an activity that was in progress at a specific point of time in the past. The emphasis is on the duration of the activity in the past.



I was studying for an exam while my mother was cooking dinner.  
We were walking in the park around 7 p.m. last night.

-The past progressive is often used with the simple past to show that one action was in progress when another action occurred



I was taking a bath when the doorbell rang.  
They were eating dinner when the neighbors stopped by for a visit.

**-Exercise : Past Progressive:**

1. We saw an accident while we \_\_\_\_\_ to university.  
A. go B. have gone  
C. were going D. was going
2. When he \_\_\_\_\_, it was raining heavily.  
A. was arriving B. arrived  
C. arrives D. is arriving
3. As the children \_\_\_\_\_ in the park, someone fell down.  
A. were playing B. played  
C. play D. are playing

**-Exercise : Adverbs of Frequency:**

1. Hind is very punctual. She \_\_\_\_\_ comes late to her work.  
A. always B. never  
C. sometimes D. often
2. Rami plays football three times a week. He \_\_\_\_\_ plays football.  
A. always B. sometimes  
C. never D. seldom
3. \_\_\_\_\_ the homework alone?  
A. Do you do usually B. Do you never do  
C. Do usually you do D. Do you usually do

How often do you sleep in class?



**\*Lecture 10**

**-Vocabulary Previewing ( pages 147/ 50/ 152 /160):**

| No. | New words          | meanings                                 |
|-----|--------------------|------------------------------------------|
| 1   | Attractive ( Adj ) | Very beautiful                           |
| 2   | Diet ( N )         | Special food for sick or for slimming    |
| 3   | Raw (Adj)          | Not cooked                               |
| 4   | Slim ( Adj )       | thin in an attractive way                |
| 5   | Gain ( V )         | Win or get something                     |
| 6   | join ( V )         | Meet or unite                            |
| 7   | Overweight ( Adj)  | Fat – the opposite of slim or thin       |
| 8   | While ( conj)      | during                                   |
| 9   | Work ( V )         | Do / succeed/ have a job                 |
| 10  | Snack ( N )        | a small or light meal between main meals |
| No. | New words          | meanings                                 |
| 11  | Bake ( V )         | Heat with fire                           |
| 12  | Boil ( V )         | Heat in water                            |
| 13  | Fry ( V )          | Heat in oil                              |
| 14  | Disgusting ( adj)  | Old, smelly and bad                      |
| 15  | Delicious ( adj)   | Very pleasant taste                      |
| 16  | Except ( Conj)     | Apart from                               |

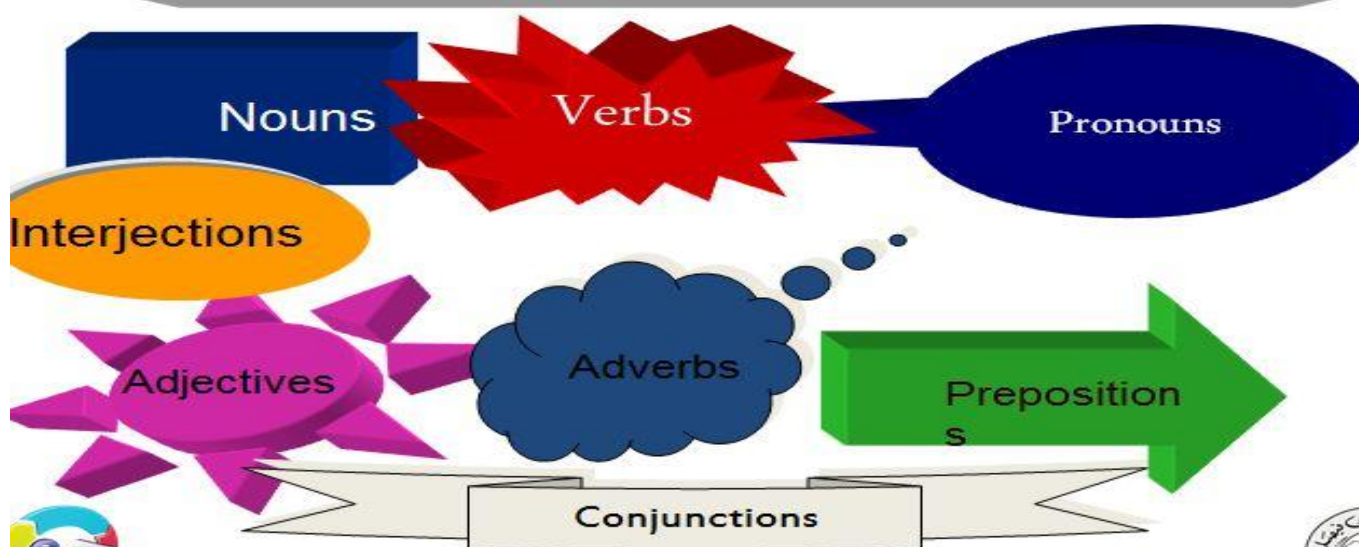
**-Previewing Vocabulary:**

- The word " \_\_\_\_\_ " is closest in meaning to the phrase " not cooked".  
 A. boiled  
 B. raw  
 C. fried  
 D. ugly
- Some people lose weight fast, but they usually \_\_\_\_\_ it back again.  
 A. gain  
 B. eat  
 C. help  
 D. give
- The word " \_\_\_\_\_ " is closest in meaning to the phrase " very beautiful".  
 A. interesting  
 B. attractive  
 C. difficult  
 D. thin

4. She looks very \_\_\_\_\_ because of the diet she follows.  
 A. slim B. ugly  
 C. dangerous D. tall
5. I remembered the meanings of all words \_\_\_\_\_ the word "except".  
 A. expect B. accept  
 C. except D. receipt
6. My friend suffers from being \_\_\_\_\_. He is now too fat.  
 A. thin B. overweight  
 C. light D. happy
7. " \_\_\_\_\_ " is closest in meaning to the phrase " old, smelly and very bad".  
 A. interesting B. attractive  
 C. disgusting D. delicious
8. Dieting often doesn't work. People usually gain back the weight.  
 The word "Work" means: \_\_\_\_\_  
 A. have a job B. succeed  
 C. fail D. be active and try

-English Grammar .. Parts of Speech .

## Eight Parts of Speech



# Noun :

Word that names

A Person



A Place



A Thing



An Idea



- Kinds of Nouns:

## Common Nouns

boy  
girl

## Proper Nouns

John  
Mary

## Singular Nouns

boy  
girl

## Plural Nouns

boys  
girls

## Singular Possessive

boy's  
girl's

## Plural Possessive

boys'  
girls'



-The Verb: A word that expresses action or otherwise helps to make a statement.

Action

Subject

Linking

predicate

"be" verbs  
&  
taste  
feel  
sound  
look  
appear  
become  
seem  
grow  
remain  
stay

\*Every sentence must have a verb.

-Kinds of Verbs:

1-Action verbs express mental or physical action.

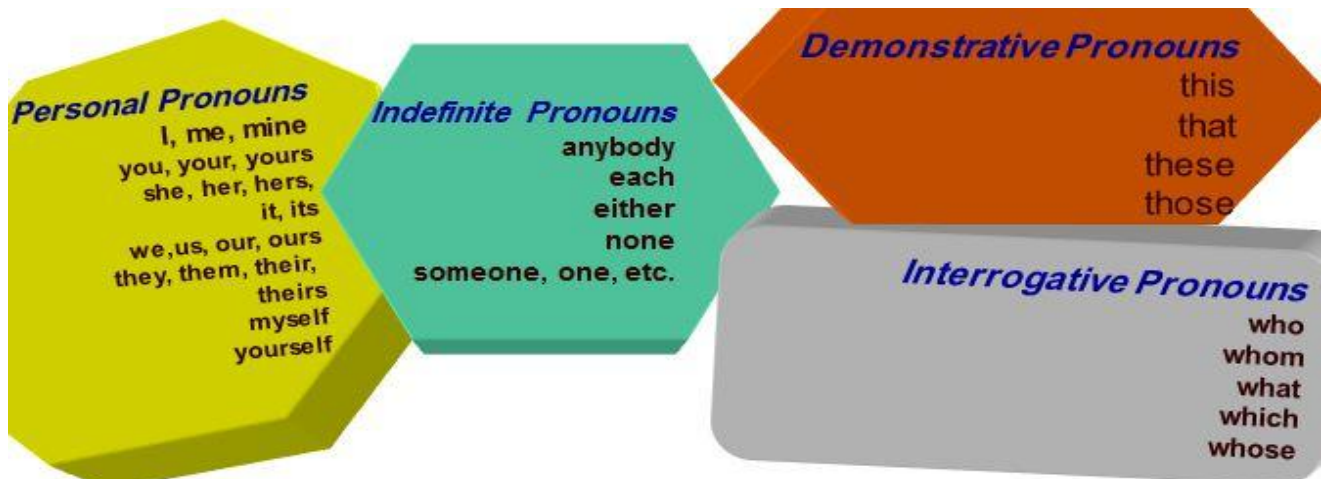
-He rode the horse to victory.

2-Linking verbs make a statement by connecting the subject with a word that describes or explains it.

-He has been sick.

-The Pronoun:

The pronoun is a word used in place of one or more nouns.  
It may *stand for* a person, place, thing, or idea.



- The Adjective.

Modifies or describes a noun or pronoun.

Did you lose your address book ?

Is that a wool sweater?

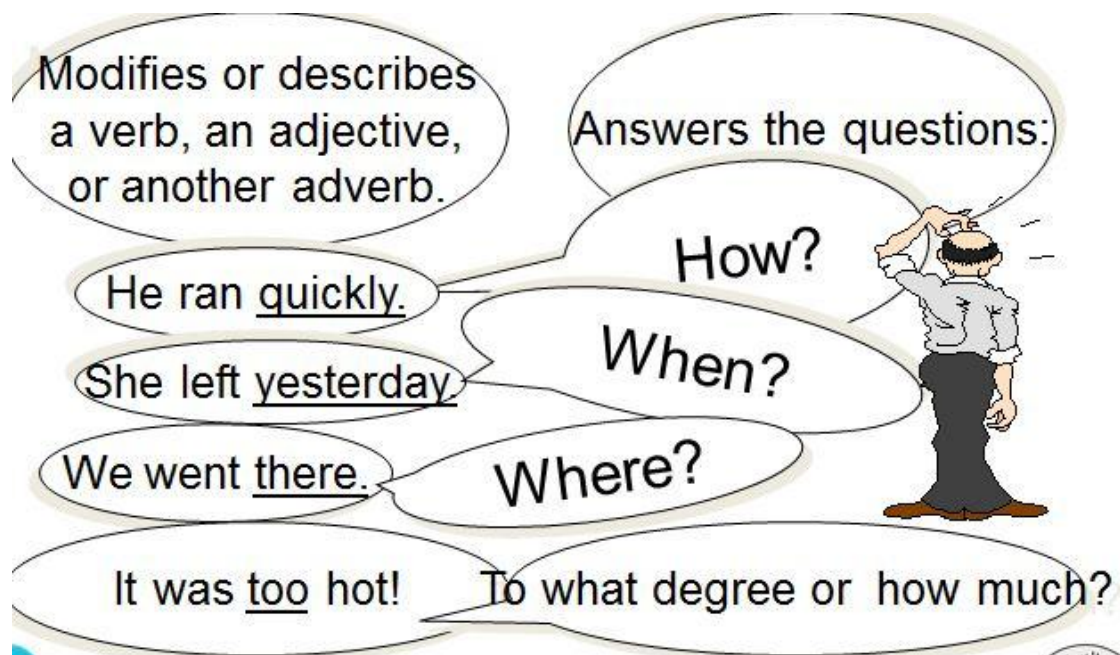
Just give me five minutes.

-Answers these questions:

**Which?**  
**What kind?**  
**How many?**



## -The Adverb



## -Kinds of Adverbs:

**Interrogative  
Adverbs**  
introduce questions

How did you break  
your leg?

When does your plane  
leave?

**How?**  
**When?**

How often?  
How often  
do you run?

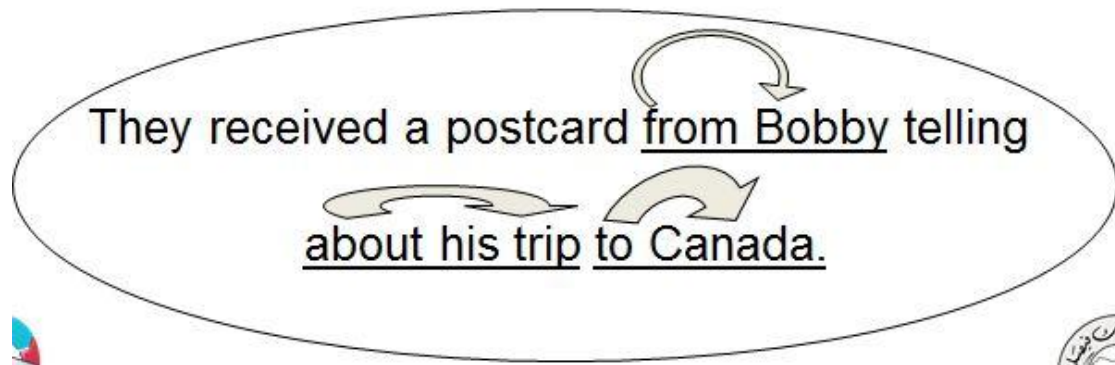
**where?**

Where did you put  
the mouse trap?



### -The Preposition:

A preposition introduces a noun or pronoun or a phrase or clause functioning in the sentence as a noun. The word or word group that the preposition introduces is its object.

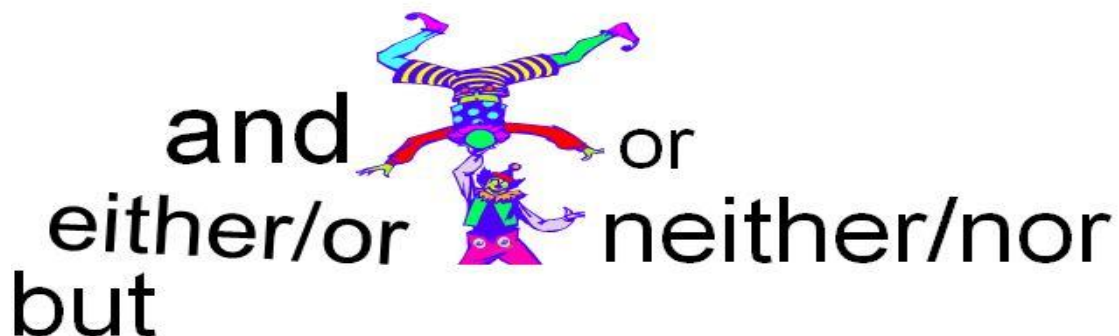


### -Some Common Prepositions:

|         |         |         |            |
|---------|---------|---------|------------|
| aboard  | behind  | from    | throughout |
| about   | below   | in      | to         |
| above   | beneath | into    | toward     |
| across  | beside  | like    | under      |
| after   | between | of      | underneath |
| against | beyond  | off     | until      |
| along   | by      | on      | up         |
| among   | down    | over    | upon       |
| around  | during  | past    | with       |
| at      | except  | since   | within     |
| before  | for     | through | without    |

### -The conjunction:

A conjunction is a word that joins words or groups of words.



-The interjection:

is an exclamatory word that expresses emotion

\*Goodness! What a cute baby!

\*Wow! Look at that sunset!

-Exercise:

Circle the most suitable answer a, b, c or d for each of the following

- The final test will be similar to the questions in the lectures exercises.

1. The part speech of " final" is \_\_\_\_\_  
A. a verb  
B. an adverb  
C. a noun  
D. an adjective
2. The part speech of " questions " is \_\_\_\_\_  
A. a verb  
B. an adverb  
C. a noun  
D. an adjective
3. The part speech of " will" is \_\_\_\_\_  
A. a main verb  
B. a verb to be  
C. a modal  
D. a preposition
4. The part speech of " in" is \_\_\_\_\_  
A. a verb  
B. a preposition  
C. a noun  
D. an adjective

-The doctor gave us the first homework last week.

5. The part speech of " us" is \_\_\_\_\_ pronoun  
A. a possessive  
B. an object  
C. a subject  
D. a reflexive
6. The part speech of " gave " is \_\_\_\_\_  
A. a present verb  
B. an auxiliary  
C. a future verb  
D. a past verb
7. The part speech of " last" is \_\_\_\_\_  
A. an adjective  
B. a verb to be  
C. an article  
D. a preposition
8. The part speech of " doctor" is \_\_\_\_\_  
A. a verb  
B. a subject noun  
C. an object noun  
D. an adjective

## \*Lecture 11

### -Contents:

- Introduction
  - What is a noun?
  - What is an adjective?
  - What is a syllable?
    - Syllable – further examples
- Adjectives
  - Comparative form
    - How to built comparative forms?
  - Superlative form
    - How to built superlative forms?
- Summary
  - Comparison chart

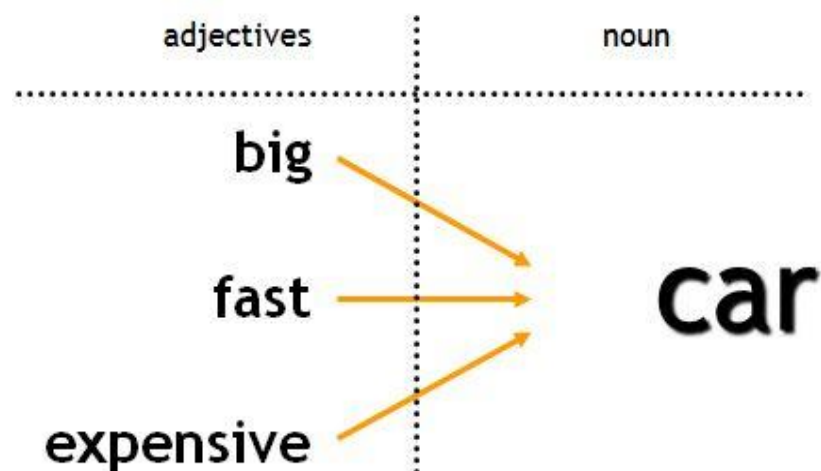
### -What is a noun?

Noun is a word which refers to a thing, person, activity, place etc.

EX. Car, Teacher, Reading, Street.

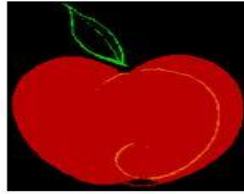
### -What is an adjective?

Adjective is a word which describes a noun

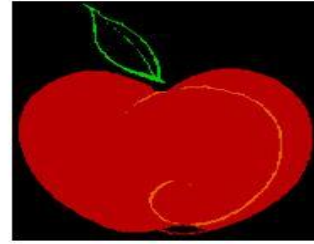




large



larger



largest

-Examples, Adjectives :

The first apple is large.

The second apple is larger than the first.

The third apple is the largest of the three.

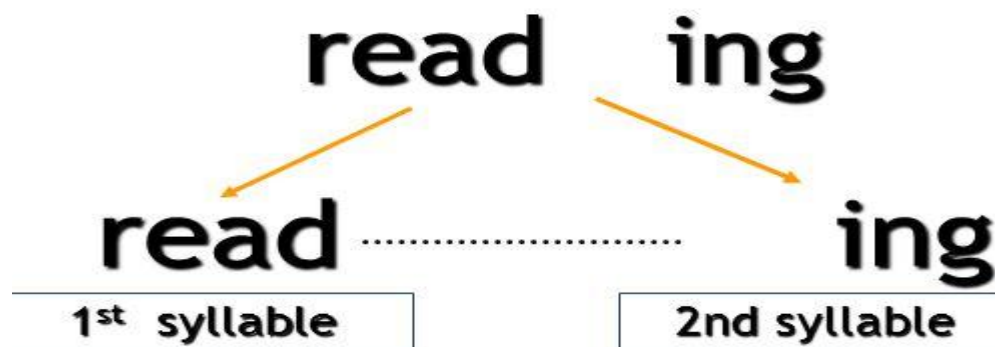
The jalopy is a fast car.

The racecar is the faster car.

The dragster is the fastest car.

-What is a syllable?

Syllable is a part of a word containing vowel sound :



-Syllables – examples:

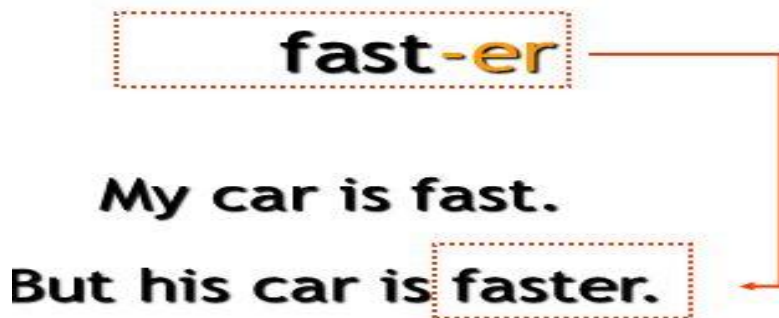
1. One-syllable adjectives  
 → fast big cheap long
2. Two-syllable adjectives  
 → hap **py** cra **zy** dir **ty**
3. Three-syllable adjectives  
 → im**por** **tant** won**der** **ful**

-LET'S START ☺ :

Adjectives and adverbs are words that modify other words. The comparative form of an adjective or adverb compares two things. The superlative form of an adjective or adverb compares three or more things.

-What is a "comparative form"?

Comparative form expresses the idea of 'more'



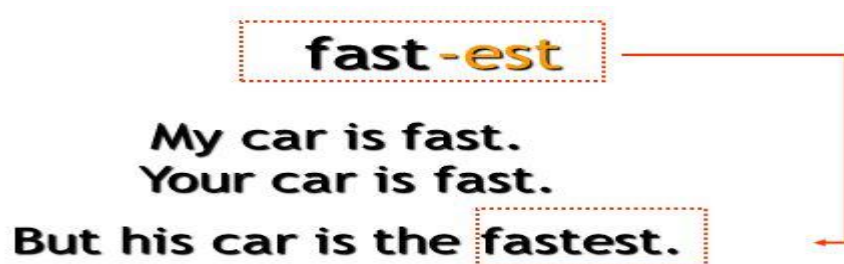
-“Comparative form”?

How is a 'comparative' form built?



-What is a "superlative form"?

Comparative form expresses the idea of 'most'



-“Superlative form”?

How is a ‘superlative’ form built?

one syllable adjectives

long **est**

two syllable adjectives  
ending in -ly

funny**iest**

other two and three syllable  
adjectives

modern->**most** modern


irregular adjectives  
for example ‘good’

**best->** good



-Summary comparison:

|        | comparative        | superlative        |
|--------|--------------------|--------------------|
| long   | long <b>er</b>     | long <b>est</b>    |
| funny  | funn <b>iest</b>   | funn <b>iest</b>   |
| modern | <b>more</b> modern | <b>most</b> modern |
| good   | <b>better</b>      | <b>best</b>        |

To make comparative and superlative forms of adjectives some rules must be followed.

**-Rule 1**

To form the comparative or superlative of one syllable words with more than one vowel OR ending with more than one consonant at the add -er OR -est.

|      |        |         |
|------|--------|---------|
| tall | taller | tallest |
| neat | neater | neatest |
| deep | deeper | deepest |

**-Rule 2**

To form the comparative or superlative of a one syllable word ending in e add -r OR -st.

|      |       |        |
|------|-------|--------|
| wide | wider | widest |
| fine | finer | finest |
| cute | cuter | cutest |

**-Rule 3**

To form the comparative or superlative of a one syllable word with one vowel and one consonant at the end double the consonant, and add -er OR -est.

|     |        |         |
|-----|--------|---------|
| sad | sadder | saddest |
| big | bigger | biggest |
| fat | fatter | fattest |

**-Rule 4:**

To form the comparative or superlative of a two syllable word ending in y, change the y to i, then add -er OR -est.

|       |         |          |
|-------|---------|----------|
| happy | happier | happiest |
| jolly | jollier | jolliest |
| lazy  | lazier  | laziest  |

**-Rule 5:**

To form the comparative or superlative of a two syllable word ending a vowel-sound that is not stressed then add -er OR -est.

Adjectives ending in -le, -ow, or frequently take -er and -est.

|        |          |           |
|--------|----------|-----------|
| yellow | yellower | yellowest |
| gentle | gentler  | gentlest  |
| simple | simpler  | simplest  |

| Adjective form                                                                                                                          | Comparative                                                                            | Superlative                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Only one syllable, with more than one vowel or more than one consonant at the end. Examples: <i>light, neat, fast, tall, neat, deep</i> | Add -er:<br><i>lighter, neater, faster, taller, neater, deeper</i>                     | Add -est:<br><i>lightest, neatest, fastest, tallest, neatest, deepest</i>              |
| Only one syllable, ending in E. Examples: <i>wide, fine, cute</i>                                                                       | Add -r:<br><i>wider, finer, cuter</i>                                                  | Add -st:<br><i>widest, finest, cutest</i>                                              |
| Only one syllable, with one vowel and one consonant at the end. Examples: <i>hot, big, fat, sad</i>                                     | Double the consonant, and add -er:<br><i>hotter, bigger, fatter, sadder</i>            | Double the consonant, and add -est:<br><i>hottest, biggest, fattest, saddest</i>       |
| Two syllables, ending in Y. Examples: <i>happy, silly, lonely, jolly</i>                                                                | Change y to i, then add -er:<br><i>happier, sillier, lonelier, jollier</i>             | Change y to i, then add -est:<br><i>happiest, silliest, loneliest, jolliest</i>        |
| two syllable word ending a vowel-sound that is not stressed<br><i>yellow, simple</i>                                                    | Add -er:<br><i>yellower, simpler</i>                                                   | Add -est:<br><i>yellower, simpler</i>                                                  |
| Two syllables or more, not ending in Y. Examples: <i>modern, interesting, beautiful,</i>                                                | Use more before the adjective:<br><i>more modern, more interesting, more beautiful</i> | Use most before the adjective:<br><i>most modern, most interesting, most beautiful</i> |

### -Rules at a Glance:

**NOTE:** Like adjectives some adverbs can take comparative and superlative forms, with -er and -est:

Sally works hard.  
Steve works harder than Sally  
Kathy and Sue work the hardest of all.  
The bird sings loudly.  
The moose sang louder than the bird.  
Pete sang the loudest of them all.

### -List of Adverbs in Which -er and -est May Be Added:

| Adverb | Comparative | Superlative |
|--------|-------------|-------------|
| fast   | faster      | fastest     |
| slow   | slower      | slowest     |
| quick  | quicker     | quickest    |
| early  | earlier     | earliest    |
| bright | brighter    | brightest   |
| high   | higher      | highest     |

-However, the majority of adverbs do not take these endings. Instead, they form the comparative using *more* and the superlative using *most*:

| <b>Adverb</b>      | <b>Comparative</b>      | <b>Superlative</b>      |
|--------------------|-------------------------|-------------------------|
| <i>recently</i>    | <i>more recently</i>    | <i>most recently</i>    |
| <i>effectively</i> | <i>more effectively</i> | <i>most effectively</i> |
| <i>frequently</i>  | <i>more frequently</i>  | <i>most frequently</i>  |

-Irregular Comparative and Superlative Adjectives and Adverbs ...

Some comparative and superlative forms are irregular and do not follow any rules or patterns. These must be memorized.

-Irregular Adverbs:

| <b>Word</b> | <b>Comparative</b> | <b>Superlative</b> |
|-------------|--------------------|--------------------|
| badly       | worse              | worst              |
| much        | more               | most               |
| little      | less               | least              |
| much        | more               | most               |
| well        | better             | best               |

**-Irregular Adjectives:**

| <b>Word</b> | <b>Comparative</b> | <b>Superlative</b> |
|-------------|--------------------|--------------------|
| good        | better             | best               |
| bad         | worse              | worst              |
| much        | more               | most               |
| little      | less               | least              |
| far         | farther            | farthest           |
| old         | older<br>elder     | oldest<br>eldest   |

**Example:**

**Nathan made good stew.**

**Molly's stew was better than Nathan's.**

**Ezra made the best stew of all.**

\*Lecture 12

-Vocabulary Previewing ( pages 167/ 168 ):

| No. | New words          | meanings                                       |
|-----|--------------------|------------------------------------------------|
| 1   | Species ( N )      | Kinds of living things                         |
| 2   | behavior ( N )     | Way of acting                                  |
| 3   | seeds (N)          | The small hard part of a plant                 |
| 4   | personality ( N )  | Character / qualities and features of a person |
| 5   | museum ( N )       | A building where old things are shown          |
| 6   | coast ( N )        | Sea or ocean beach/ shore                      |
| 7   | Count ( V )        | Calculate or say 1, 2, 3.....                  |
| 8   | Disappear ( V )    | Be impossible to see / stop existing           |
| 9   | Prefer ( V )       | like                                           |
| 10  | Enjoy ( V )        | To be happy in doing something                 |
| 11  | Travel ( V )       | To move from a place to another                |
| 12  | bored (Adj)        | Feel uninterested                              |
| 13  | Intelligent ( Adj) | Very clever                                    |
| 14  | Worried ( adj)     | Anxious or unhappy                             |
| 15  | Irony ( N )        | Comment in a joking way                        |
| 16  | together ( adv )   | With each other/ opposite of apart             |
|     |                    |                                                |

-Previewing Vocabulary:

- The word " \_\_\_\_\_ " is closest in meaning to the phrase " a way of acting".  
 A. difficulty  
 B. behavior  
 C. entertainment  
 D. character
- Mos  
 t of the students feel \_\_\_\_\_ because of the final tests.  
 A. worried  
 B. thirsty  
 C. sleepy  
 D. hungry
- The word " \_\_\_\_\_ " is closest in meaning to the phrase " very clever".  
 A. interesting  
 B. intelligent  
 C. easy  
 D. enjoyable
- Everyone felt \_\_\_\_\_ because of the bad movie.  
 A. bored  
 B. happy  
 C. dangerous  
 D. tall

5. " \_\_\_\_\_ " is closest in meaning to the phrase " kinds of living things".
- A. islands  
B. beaches  
C. species  
D. insects
6. All children \_\_\_\_\_ watching cartoon movies.
- A. dislike  
B. enjoy  
C. are afraid of  
D. avoid
7. " \_\_\_\_\_ " is closest in meaning to the word " like".
- A. hate  
B. attract  
C. prefer  
D. avoid
8. When the sun rises, the fog \_\_\_\_\_ quickly .
- A. disappears  
B. succeeds  
C. returns  
D. fails

#### -SOME RULES ABOUT FORMING COMPARATIVES AND SUPERLATIVES

- One syllable adjectives generally form the comparative by adding -er and the superlative by adding -est, e.g.:

| <u>Adjective</u> | Comparative | Superlative         |
|------------------|-------------|---------------------|
| Soft             | Softer      | The softest         |
| Cheap            | Cheaper     | The cheapest        |
| Sweet            | Sweeter     | The sweetest        |
| Thin             | Thinner     | <u>The thinnest</u> |

#### -SPELLING RULES:

Note that if a one syllable adjective ends in a single vowel letter followed by a single consonant letter, the consonant letter is doubled, e.g.: thin → thinner, big → biggest.

If an adjective ends in -e, this is removed when adding -er/-est, e.g.: wide → wider/widest.

If an adjective ends in a consonant followed by -y, -y is replaced by -i when adding -er/-est, e.g.: dry → drier/driest.

**-TWO SYLLABLE ADJECTIVES:**

- two syllable adjectives which end in -y usually form the comparative by adding -er and the superlative by adding -est, (note the change of -y to -i in the comparative/superlative) e.g.:

| <u>Adjective</u> | <u>Comparative</u> | <u>superlative</u> |
|------------------|--------------------|--------------------|
| Lucky            | luckier            | The luckiest       |
| Pretty           | Prettier           | The prettiest      |
| Tidy             | Tidier             | <u>The tidiest</u> |

- two syllable adjectives ending in -ed, -ing, -ful, or -less always form the comparative with more and the superlative with the most, e.g.:

| <u>Adjective</u> | <u>Comparative</u> | <u>superlative</u>      |
|------------------|--------------------|-------------------------|
| Worried          | More worried       | The most worried        |
| Boring           | More boring        | The most boring         |
| Careful          | More careful       | The most careful        |
| Useless          | More useless       | <u>The most useless</u> |

**-THREE SYLLABLE ADJECTIVES:**

- Adjectives which have three or more syllables always form the comparative and superlative with MORE and THE MOST, e.g.:

| <u>Adjective</u> | <u>Comparative</u> | <u>Superlative</u>        |
|------------------|--------------------|---------------------------|
| <u>Dangerous</u> | More dangerous     | The most dangerous        |
| Difficult        | More difficult     | <u>The most difficult</u> |

- The only exceptions are some three syllable adjectives which have been formed by adding the prefix -un to another adjective, especially those formed from an adjective ending in -y. These adjectives can form comparatives and superlatives by using more/most or adding -er/-est, e.g.: unhappy – unhappier – the unhappiest/ the most unhappy.

#### -IRREGULAR ADJECTIVES:

| Adjective | Comparative     | Superlative           |
|-----------|-----------------|-----------------------|
| Good      | Better          | The best              |
| Bad       | Worse           | The worst             |
| Far       | Farther/further | The farthest/furthest |

#### -USE OF COMPARATIVES:

Comparatives are very commonly followed by than and a pronoun or noun group, in order to describe who the other person or thing involved in the comparison is, e.g.:

John is taller than me.

I think that she's more intelligent than her sister.

#### **-OTHER USES OF COMPARATIVES:**

- Comparatives are often qualified by using words and phrases such as much, a lot, far, a bit/little, slightly etc., e.g.:  
You should go by train, it would be much cheaper.  
Could you be a bit quieter?  
I'm feeling a lot better.  
Do you have one that's slightly bigger?
- Two comparatives can be contrasted by placing the before them, indicating that a change in one quality is linked to a change in another, e.g.:  
The smaller the gift, the easier it is to send.  
The more stressed you are, the worse it is for your health.
- Two comparatives can also be linked with and to show a continuing increase in a particular quality, e.g.:
  - The sea was getting rougher and rougher.
  - Her illness was becoming worse and worse.
  - He became more and more tired as the weeks went by

#### **-USE OF SUPERLATIVES:**

Like comparatives, superlatives can be placed before nouns in the attributive position, or occur after be and other link verbs, e.g.:

the most delicious chocolate cake I've ever eaten

Annabel was the youngest

This restaurant is the best

As shown in the second two examples, superlatives are often used on their own if it is clear what or who is being compared. If you want to be specific about what you are comparing, you can do this with a noun, or a phrase beginning with in or of, e.g.:

Annabel was the youngest child

Annabel was the youngest of the children

This restaurant is the best in town.

#### **-THE OPPOSITES OF COMPARATIVE AND SUPERLATIVES:**

We use the forms less (the opposite of comparative more), and the least (the opposite of superlative the most).

Less is used to indicate that something or someone does not have as much of a particular quality as someone or something else, e.g.:

This sofa is less comfortable.

I've always been less patient than my sister.

The least is used to indicate that something or someone has less of a quality than any other person or thing of its kind, e.g.:

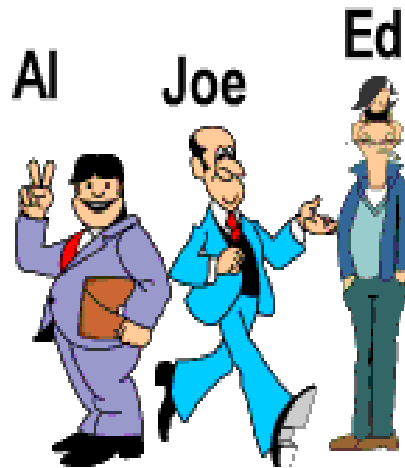
It's the least expensive way to travel.

She was the least intelligent of the three sisters.



3. What is the superlative of "soft"?
  1. softest
  2. softiest
  3. softtest
  4. most soft
4. What is the comparative of "hot"?
  1. hotter
  2. hotter
  3. hottest
  4. hottest
5. What is the comparative of "heat"?
  1. heater
  2. heater
  3. heatier
  4. hetter
  5. none of these
6. What is the superlative of "ugly"?
  1. uglier
  2. uggliest
  3. uglyest
  4. ugliest
7. What is the superlative of "unpleasant"?
  1. unpleasant
  2. most unpleasant
  3. more unpleasant
  4. unpleasantest
8. What is the superlative of "small"?
  1. smallier
  2. smaller
  3. smalliest
  4. smallest
9. What is the comparative of "lively"?
  1. livelyer
  2. more livelyer
  3. livelier
  4. more livelier
10. What is the superlative of "deep"?
  1. deeper
  2. deepper
  3. deepest
  4. deepest

1. Joe is..... than Ed. (short)
2. Al is the ..... (short)
3. Ed is the.... . (thin)
4. Joe is..... than Al. (thin)
5. Al has the..... clothes. (colorful)
6. Al is..... than Joe. (heavy)
7. Ed is..... the . (light)
8. Joe is..... than Ed. (happy)
9. Ed is the ..... . (mysterious)
10. Joe is..... than Ed. (energetic)



- This sentence uses a comparative, but it is mixed-up. Put the words and punctuation in the correct order.

than Vancouver smaller . much Victoria is

- This sentence uses a superlative, but it is mixed-up. Put the words in the correct order.

biggest . city Canada Toronto in is the

- These sentences use a superlative, but it is mixed-up. Put the words in the correct order.

. Uglytown is beautiful more Jasper than  
in province . Canada BC most the attractive is

| No. | Irregular adjective | superlative form |
|-----|---------------------|------------------|
| 1   | Good                | The best         |
| 2   | Bad                 | The worst        |
| 3   | Many                | The most         |
| 4   | Much                | The most         |
| 5   | little              | The least        |

- John is \_\_\_\_\_ of all.
- A. better b. best
- C. the better D. the best

- Choose the correct alternative for each sentence. (Comparatives or Superlatives):

1. I think that's \_\_\_\_\_ film I've ever seen

- a) the funnier than                      b) the funny  
b) c) the funniest                      d) the funnier

2. Is football the \_\_\_\_\_ sport in Chile?

- a) popular                      b) more popular  
b) c) popularest                      d) most popular

3. Vegetables are \_\_\_\_\_ last week

- a) expensiver than                      b) more expensiver than  
b) c) more expensive than                      d) most expensive

4. I think Vladimir is \_\_\_\_\_ intelligent person in the class

- a) more than                      b) the most  
c) most                      d) the more

5. Don't you think there are \_\_\_\_\_ things to do on hokidays than watching tv all day?

- a) best                      b) bestest                      c) better  
d) better than

6. Summer is \_\_\_\_\_ season in our country

- a) the hottest                      b) hotter than                      c) the hot  
d) hot

7. Groenland has the \_\_\_\_\_ weather of the world. It's always raining and snowing

- a) bad                      b) worse than                      c) worst  
d) worstest

8. The Everest is \_\_\_\_\_ the Aconcagua

- a) the highest                      b) highest than                      c) the higher than                      d) higher than

9. Last week we had \_\_\_\_\_ day in Santiago, the temperature was  $-18^{\circ}\text{C}$

- a) the colder                      b) the coldest                      c) the cold  
d) colder than

10. To fall from a motorcycle is \_\_\_\_\_ to fall from a bicycle.  
 a) more painful    b) more painful than    c) painfuller than    d) the painfullest
11. If you suffer asthma, don't go to Mexico City. It is one of the \_\_\_\_\_ cities in the world  
 a) pollutest    b) more polluted    c) polluter than    d) most polluted
12. The \_\_\_\_\_ place from Chile is Australia. It's on the other side of the world.  
 a) farther    b) farthest    c) farther than    d) farthest than
13. I don't think your bike is \_\_\_\_\_ mine.  
 a) fastest than    b) faster    c) fastest    d) faster than
14. Michael was \_\_\_\_\_ basketball player in the world  
 a) taller    b) tallest    c) the taller    d) the tallest
15. Speaking Japanese is \_\_\_\_\_ writing it.  
 a) the easiest    b) easy    c) easier than    d) easier than

### Superlative Adjectives

Adjectives with 1 syllable or two syllables ending in "Y"

VIII Follow the example and complete the list with the correct Superlative

- e.g. fast                      → the fastest  
 nice                         → the nicest  
 large                        →  
 tall                         →  
 old                         →  
 long                        →  
 great                        →  
 smart                       →  
 friendly                    → the friendliest  
 funny                       →  
 silly                        →  
 hot                         → the hottest  
 big                         →

Adjectives with two, three, four, or more quantity of syllables

- popular                    → the most popular  
 exciting                   →  
 successful                →

Write the following sentences using the correct form of the adjective (comparative or superlative)

- Clare is \_\_\_\_\_ Mike.  
(old)
- Jane is \_\_\_\_\_ of the four. She eats very well and does a lot of sports,  
(healthy)
- The coach thinks that Peter is the \_\_\_\_\_ player of the team,  
(fast)
- The Sahara desert is one of the \_\_\_\_\_ deserts in the world.  
(hot)
- The climate in the North of Chile is \_\_\_\_\_ in the South,  
(dry)
- Asia is \_\_\_\_\_ Europe.  
(big)
- A Rolls-Royce is one of \_\_\_\_\_ cars in the world.  
(expensive)
- \_\_\_\_\_ hurricanes are developed over México,  
(violent)
- Diamonds are \_\_\_\_\_ jewels in the world.  
(precious)
- History classes are \_\_\_\_\_ chemistry classes.  
(interesting)

## \*Lecture 13

-Articles: a/an/the ...

-Using Articles:

What is an article? Basically, an article is an adjective. Like adjectives, articles modify nouns.

English has two articles: the and a/an. The is used to refer to specific or particular nouns; a/an is used to modify non-specific or non-particular nouns. We call the the *definite* article and a/an the *indefinite* article.

the = definite article

a/an = indefinite article

For example, if I say, "Let's read the book," I mean a *specific* book. If I say, "Let's read a book," I mean *any* book rather than a specific book.

-Here's another way to explain it:

The is used to refer to a *specific* or *particular* member of a group. For example, "I just saw the most popular movie of the year." There are many movies, but only one particular movie is the most popular. Therefore, we use the.

-"A/an"

"A/an" is used to refer to a *non-specific* or *non-particular* member of the group. For example, "I would like to go see a movie." Here, we're not talking about a *specific* movie. We're talking about *any* movie. There are many movies, and I want to see *any* movie. I don't have a specific one in mind.

-a/an:

Normally, we use a/an to refer to something for the first time. For example, "We went to a museum in Paris. We ate at the museum too".

-Indefinite Articles: a and an:

"A" and "an" signal that the noun modified is indefinite, referring to *any* member of a group. For example:

"My daughter really wants a dog for Christmas." This refers to *any* dog. We don't know which dog because we haven't found the dog yet.

- "Somebody call a policeman!" :

This refers to *any* policeman. We don't need a specific policeman; we need any policeman who is available.

- "When I was at the zoo, I saw an elephant!" :

Here, we're talking about a single, non-specific thing, in this case an elephant. There are probably several elephants at the zoo, but there's only *one* we're talking about here.

- Remember, using a or an depends on the sound that begins the next word. So...

a + singular noun beginning with a consonant: *a boy; a car; a bike; a zoo; a dog*

an + singular noun beginning with a vowel: *an elephant; an egg; an apple; an idiot; an orphan*

a + singular noun beginning with a consonant sound: a user (sounds like 'yoo-zer,' i.e. begins with a consonant 'y' sound, so 'a' is used); a university; a unicycle

- If the noun is modified by an adjective, the choice between a and an depends on the initial sound of the adjective that immediately follows the article:

a broken egg

an unusual problem

a European country (sounds like 'yer-o-pi-an,' i.e. begins with consonant /j/ sound)

- Remember, too, that in English, the indefinite articles are used to indicate

membership in a group:

I am a teacher. (I am a member of a large group known as teachers.)

Brian is an Irishman. (Brian is a member of the people known as Irish.)

Sam is a practicing muslim.

- Definite Article: the :

The definite article is used before singular and plural nouns when the noun is specific or particular. The signals that the noun is definite, that it refers to a particular member of a group. For example:

"The dog that bit me ran away." Here, we're talking about a *specific* dog, the dog that bit me.

- "I was happy to see the policeman who saved my cat!"

Here, we're talking about a *particular* policeman. Even if we don't know the policeman's name, it's still a particular policeman because it is the one who saved the cat.

- "I saw the elephant at the zoo."

Here, we're talking about a *specific* noun. Probably there is only one elephant at the zoo.

- Countable and Noncountable Nouns :

The can be used with noncount nouns, or the article can be omitted entirely.

"I love to sail over the water" (some specific body of water)

or

"I love to sail over water" (any water).

"He spilled the milk all over the floor" (some specific milk, perhaps the milk you bought earlier that day)

or

"He spilled milk all over the floor" (any milk).

"A/an" can be used only with count nouns.

"I need a bottle of water."

"I need a new glass of milk."

Most of the time, you can't say, "She wants a water," unless you're implying, say, a bottle of water.

- Geographical use of **the** :

Do not use **the** before:

names of most countries/territories: *Italy, Mexico, Bolivia*; however, the Netherlands, *the* Dominican Republic, *the* Philippines, *the* United States

names of cities, towns, or states: *Seoul, Manitoba, Miami*

names of streets: *Washington Blvd., Main St.*

names of lakes and bays: *Lake Titicaca, Lake Erie* except with a group of lakes like *the Great Lakes*

names of mountains: *Mount Everest, Mount Fuji* except with ranges of mountains like *the Andes* or *the Rockies* or unusual names like *the Matterhorn*

names of continents (Asia, Europe)

names of islands (Easter Island, Maui, Key West) except with island chains like the Aleutians, the Hebrides, or the Canary Islands

-Do use the before:

names of rivers, oceans and seas: *the Nile, the Pacific*

points on the globe: *the Equator, the North Pole*

geographical areas: *the Middle East, the West*

deserts, forests, gulfs, and peninsulas: *the Sahara, the Persian Gulf, the Black Forest, the Iberian Peninsula*

-Don't forget the:

The centre, the top, the middle, the bottom, the left, the right, the end of, the beginning of...

The same, the best, the worst...

The sun, the moon, the world, the sky, the sea, the ground, the country...

The police, the fire brigade, the army...

The piano, the guitar, the trumpet, the flute...

The radio (but television, without the)

The doctor, the toilet, the bank, the theatre, the post office, the dentist, the cinema...

-Do not use the:

Breakfast, lunch, dinner

Go to work, get to work, be at work, start work, finish work...

Got to school, be at school, start school, leave school...

Go to university, be at university...

Go to church, be in church (or mass)

Go to bed, be in bed

Go to hospital, be in hospital

Go to prison, be in prison

Go home, get home, arrive home, come home, walk home, leave home, be at home, stay at home

-Omission of Articles:

Some common types of nouns that don't take an article are:

Names of languages and nationalities: *Chinese, English, Spanish, Russian*

Names of sports: *volleyball, hockey, baseball*

Names of academic subjects: *mathematics, biology, history, computer science*

Or Generalization

*Mothers are kind to their kids,*

*Infants are innocent.*

-In each of the sentences below, you will see a blank. Please choose one of the following articles for each sentence – a, an, the or leave it blank.

1. My father's car is considered to be \_\_\_\_\_ piece of art.
2. \_\_\_\_\_ (B/b)eauty is fleeting.
3. \_\_\_\_\_ (A/a)ir in the room was stifling.
4. The doctor told me that I needed \_\_\_\_\_ operation tomorrow.
5. \_\_\_\_\_ (I/i)nformation I received was extremely important.
6. \_\_\_\_\_ (A/a)ir is made up of millions of atoms.
7. My parents could not believe that their dog had peed on \_\_\_\_\_ carpet.
8. \_\_\_\_\_ (A/a)pple a day keeps the doctor away.
9. In some cultures \_\_\_\_\_ dogs are considered man's best friend.
10. My sister decided to cut her hair with \_\_\_\_\_ scissors.
11. I was bitten by \_\_\_\_\_ mosquito in the Caribbean.
12. When the horn honked, it scared me and I dropped \_\_\_\_\_ glass on the floor.
13. In ancient Egypt \_\_\_\_\_ cat was considered sacred.
14. Is \_\_\_\_\_ water in Lake Erie safe to drink?

-A, An, The, Zero Article :

1. Could you please give me \_\_\_\_\_ piece of cake?  
a. an            b. two            c. a            d. many
2. \_\_\_\_\_ dog is \_\_\_\_\_ animal.  
a. An/a            b. An/an            c. A/an            d. A/a
3. I visited \_\_\_\_\_ Ahmed last week.  
a. an            b. the            c. a            d. Zero Article
4. The capital of Saudi Arabia is \_\_\_\_\_ Riyadh.  
a. Zero Article    b. an            c. a            d. the
5. I finished \_\_\_\_\_ unit in English language course.  
a. an            b. a            c. three            d. few
6. I take \_\_\_\_\_ umbrella when it rains.  
a. a            b. an            c. two            d. several

## \*Lecture 14

### Review: Exercises

- Verb to be (is, are, am):

Kaka \_\_\_\_\_ a soccer player. He \_\_\_\_\_ an attacking midfielder

Angelina Jolie and Brad Pitt \_\_\_\_\_ both American.

In your opinion, \_\_\_\_\_ they a perfect couple?

- Subject Verb Agreement,

Everyone ..... going to the park.

Tonight, Ralph and I (is/are) hanging out.

(Is/Are) the jury going to decide on the case tomorrow?

Should we watch the news for three (hour/hours) or not ?

- Preposition of Place,

The teacher is writing\_ on \_ the blackboard.

I am a student \_\_\_ at \_\_\_ king Faisal University

- Using Have, Has, Had:

We \_\_\_\_\_ a beautiful house.

She \_\_\_\_\_ a very good English accent.

I \_\_\_\_\_ a classic car two years ago.

- SCANNING & SKIMMING:

**Skimming** refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

**Scanning** is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

- III. Vocabulary :

A.Fill in each blank with a word from the box

building - different - neighbors - crowded - front - drugstore

1-This store is always \_\_\_\_\_. There are always lots and lots of people.

2-My\_\_\_\_\_are from Mexico. They're very nice people.

٣-There are two big trees in \_\_\_\_\_of my house.

4-There is a big apartment\_\_\_\_\_ on the corner of the street.

5-People in my neighborhood are from \_\_\_\_\_ countries.

**B. Identifying Opposites**

Fill in each blank space with the opposite meaning

| No. | Column A    | Column B  |
|-----|-------------|-----------|
| 1   |             | large     |
| 2   | hate        |           |
| 3   |             | dirty     |
| 4   | safe        |           |
| 5   |             | expensive |
| 6   | married     |           |
| 7   |             | hungry    |
| 8   | healthy     |           |
| 9   |             | difficult |
| 10  | interesting |           |

clean  
love  
small  
dangerous  
cheap

easy  
single  
boring  
full  
sick

- Pronouns:

1. The doctor gave \_\_\_\_\_ a lecture about pronouns.
  - a. we
  - b. us
  - c. our
  - d. ours
2. \_\_\_\_\_ friend sent an email to the doctor regarding the homework.
  - a. I
  - b. Me
  - c. Mine
  - d. My

-Vocabulary Previewing ( pages 5+ 18 ):

| No. | Word       | Meaning                             |
|-----|------------|-------------------------------------|
| 1   | Copy       | Write the same thing                |
| 2   | Wonderful  | Very, very good/ fantastic          |
| 3   | Population | Number of people in one square mile |
| 4   | Crowded    | Having lots of people in one place  |
| 5   | Monster    | Fearful creature                    |
| 6   | Terrible   | Very bad                            |
| 7   | Afraid     | frightened                          |
| 8   | Mall       | Shopping centre                     |
| 9   | Huge       | Very big or large                   |
| 10  | Quit       | Leave / give up                     |

- Exercise:

The phrase “ write the same thing’ means \_\_\_\_\_ .

- |         |           |
|---------|-----------|
| A. cut  | B. paste  |
| C. copy | D. delete |

The trip to the sea was very, very good. “ very, very good” means:-

- |              |              |
|--------------|--------------|
| A. wonderful | B. dangerous |
| C. terrible  | D. easy      |

| <b>at</b>           | <b>in</b>                                        | <b>on</b>             |
|---------------------|--------------------------------------------------|-----------------------|
| <b>PRECISE TIME</b> | <b>MONTHS, YEARS, CENTURIES and LONG PERIODS</b> | <b>DAYS and DATES</b> |
| at 3 o'clock        | in May                                           | on Sunday             |
| at 10.30am          | in summer                                        | on Tuesdays           |
| at noon             | in the summer                                    | on 6 March            |
| at dinnertime       | in 1990                                          | on 25 Dec. 2010       |
| at bedtime          | in the 1990s                                     | on Christmas Day      |
| at sunrise          | in the next century                              | on Independence Day   |
| at sunset           | in the Ice Age                                   | on my birthday        |
| at the moment       | in the past/future                               | on New Year's Eve     |

-Do, Does, Did, Doing, Done :

- We do the homework every week
- She does the homework every week
- The students did the homework last week
- They are doing the homework now/ at the moment
- Salma has done the homework.

- Vocabulary Previewing:

| No. | Word       | Meaning                                |
|-----|------------|----------------------------------------|
| 1   | garage     | A place to park your car               |
| 2   | customers  | People who buy                         |
| 3   | profit     | Money you earn in business / interest  |
| 4   | purchase   | Buy                                    |
| 5   | choose     | Select                                 |
| 6   | search     | Look for                               |
| 7   | gourmet    | A specialist in food                   |
| 8   | alone      | Separated from others/ nobody with you |
| 9   | categories | Classifications                        |
| 10  | easy       | Opposite of difficult                  |

- Exercise:

- Where is the car? It's in the \_\_\_\_\_.  
A. library B. bog  
C. garage D. kitchen
- If you didn't find the book, you can look for it in the other room. the underlined word look for means:  
A. buy B. search  
C. read D. eat
- English language is \_\_\_\_\_. It is not difficult.  
A. beautiful C. boring  
C. safe D. easy

- Present Simple, form:

Example: to think, present simple.

| Affirmative        | Interrogative           | Negative                  |
|--------------------|-------------------------|---------------------------|
| I think            | Do I think?             | I do not think            |
| You think          | Do you think?           | You don't think           |
| he, she, it thinks | Does he, she, it think? | He, she, it doesn't think |
| We think           | Do we think?            | We don't think            |
| You think          | Do you think?           | You don't think           |

-Third-Person Singular (Spelling and Pronunciation):

Put an -s or -es ending on third-person singular (*he, she, it*).

He need<sup>s</sup> a shirt.



She want<sup>s</sup> an apple.



It catch<sup>es</sup> the stick.



**-Scanning & Skimming Reading paragraph ( Interaction, Page 47):**

Families in almost every country are changing. This is true in rich countries and poor ones. It is true in Africa, the Americas, Asia and Europe. All over the world, families are getting smaller.

In North Africa , in the past, many people lived in extended families. Fifty to hundred people lived together in a group of houses.

These were all family members- grandparents, aunts, uncles, cousins, children, and grandchildren. But now this traditional family is breaking into smaller groups.

The traditional family in Mexico was also big. One generation ago, the average Mexican woman had seven children. Today, she has an average of only 2.5 children. Now , without so many children, families don't need to spend so much money on basics, such as food, clothing and housing.

**- Vocabulary Previewing ( Interaction- pages 65 / 70 )**

| No. | Nouns          | Verbs    | Adjectives      | Adverbs   |
|-----|----------------|----------|-----------------|-----------|
| 1   | beverages      | age      | bilingual       | often     |
| 2   | blood pressure | damage   | chronic         | never     |
| 3   | brain          | Exercise | healthy         | sometimes |
| 4   | diseases       | solve    | mental          |           |
| 5   | Junk food      |          | physical        |           |
| 6   | Stress         |          | Sleep- deprived |           |
| 7   | wrinkles       |          | Overweight      |           |
| 8   | dentist        |          |                 |           |
| 9   | toes           |          |                 |           |

**-Present Progressive:**

Most verbs + ing

walk → walking

Verbs ending in e -e + ing

come → coming

Verbs ending in ie -ie + y + ing

lie → lying

Short verbs ending in a vowel + a consonant

Double the consonant + ing

run → running

## 4-6 NONACTION VERBS NOT USED IN THE PRESENT PROGRESSIVE

Azar's Basic Grammar Textbook: page 111

(a) I'm hungry **right now**. I **want** an apple.

INCORRECT: *I am wanting an apple.*

(b) I **hear** a siren. **Do** you **hear** it too?

INCORRECT: *I'm hearing a siren. Are you hearing it too?*

Some verbs are NOT used in the present progressive. They are called "nonaction verbs."

In (a): *Want* is a nonaction verb. *Want* expresses a physical or emotional need, not an action.

In (b): *Hear* is a nonaction verb. *Hear* expresses a sensory experience, not an action.

### NONACTION VERBS

*dislike*

*hear*

*believe*

*hate*

*see*

*know*

*like*

*smell*

*think* (meaning *believe*)\*

*love*

*taste*

*understand*

*need*

*want*

### Examples:

1. I hear you now clearly.

2. They understand the lesson now.

3. Be careful! We smell dangerous chemical gas.

| "Yes" or "No" questions |               |                    | Short Answers      |                         |
|-------------------------|---------------|--------------------|--------------------|-------------------------|
|                         |               |                    | إجابات مختصرة      |                         |
|                         |               |                    | Affirmative إثبات  | Negative نفي            |
| Be                      | +Subject فاعل | + Complement تكملة | Yes + Subject + Be | No + Subject + Be + not |
| Are                     | you           | a teacher?         | Yes, I am.         | No, I am not.           |
| Were                    | the boys      | at school?         | Yes, they were.    | No, they were not.      |

## - Making Questions with the verb to HAVE as a main verb

تكوين السؤال مع فعل "يملك" فعل رئيسي

| <b>"Yes" or "No" questions</b><br>أسئلة إجابتها بنعم و لا |                  |       |                         | <b>Short Answers</b><br>إجابات مختصرة |                                       |
|-----------------------------------------------------------|------------------|-------|-------------------------|---------------------------------------|---------------------------------------|
|                                                           |                  |       |                         | <b>Affirmative</b><br>إثبات           | <b>Negative</b><br>نفي                |
| Do/Does/<br>Did                                           | +Subject<br>فاعل | +have | + Complement<br>تكملة   | Yes + Subject<br>+<br>do/does/did     | No + Subject +<br>do/does/did<br>+not |
| Do                                                        | you              | have  | a car?                  | Yes, I do.                            | No, I do not.                         |
| Does                                                      | he               | have  | a new watch?            | Yes, he does.                         | No, he does not                       |
| Did                                                       | they             | have  | Breakfast this morning? | Yes, they did.                        | No, they did not.                     |

## الأزمنة TENSES

### الماضي البسيط Past Simple Tense (What happened yesterday?)

يستخدم هذا الزمن للتعبير عن حدث وقع في الماضي.  
يتكون هذا الزمن من التصريف الثاني للفعل أي إضافة **ed** مع ملاحظة  
Irregular verbs الأفعال الغير منتظمة  
يأتي هذا الزمن عادة مع كلمات مثل:

|                                                   |             |         |
|---------------------------------------------------|-------------|---------|
| yesterday أمس                                     | last الماضي | ago مضى |
| أو أي تاريخ في الماضي مثل: in 1988 AD, in 1415 AH |             |         |

## Countable & Uncountable Nouns

### الأسماء المعدودة و غير المعدودة

**Countable Nouns:** are things that are counted as *one, two, three*, and so on.

الأسماء المعدودة: هي الأشياء التي يمكن عدّها بـ واحد ، اثنان ، ثلاثة وهكذا.

**Uncountable Nouns:** cannot be counted.

الأسماء الغير معدودة: هي التي لا يمكن عدّها أي لا يمكن وضع رقم قبلها.

## Countable Nouns

### الأسماء المعدودة

- These nouns have singular and plural forms.  
هذه الأسماء لها صيغ مفردة و جمع.

Before singular countable nouns you can use **a/an**.

قبل الأسماء المفردة المعدودة تستطيع استخدام  
**(a/an)**

You cannot use singular countable nouns alone without words such as:

**a, an, one, my, your, his, etc.**

لا نستطيع استخدام أسماء مفردة معدودة بمفردها بدون الكلمات السابقة.

## Uncountable Nouns

الأسماء الغير المعدودة

Uncountable nouns cannot be counted.

هي التي لا جمع لها بإضافة

**es , s**

أمثلة:

salt, coffee, tea, food, meat, gold, music, blood.

لا تستطيع استخدام أو قبل الأسماء الغير المعدودة

**an**

**a**

## حالات خاصة

هناك بعض الأسماء الشاذة:

| Singular | Plural   |
|----------|----------|
| man      | men      |
| woman    | women    |
| child    | children |
| person   | people   |
| foot     | feet     |
| tooth    | teeth    |
| goose    | geese    |
| mouse    | mice     |

## Uncountable Nouns

الأسماء الغير المعدودة

Uncountable nouns cannot be counted.

هي التي لا جمع لها بإضافة **es , s**

أمثلة:

salt, coffee, tea, food, meat, gold, music, blood.

لا تستطيع استخدام **a** أو **an** قبل الأسماء الغير المعدودة

## Uncountable Nouns

الأسماء الغير المعدودة

|             |         |        |        |           |         |
|-------------|---------|--------|--------|-----------|---------|
| flour       | دقيق    | salt   | ملح    | meat      | لحم     |
| information | معلومات | coffee | قهوة   | knowledge | معرفة   |
| butter      | زبد     | food   | طعام   | tea       | شاي     |
| sugar       | سكر     | gold   | ذهب    | blood     | دم      |
| news        | أخبار   | glass  | زجاج   | cheese    | جبين    |
| milk        | حليب    | paper  | ورق    | bread     | خبز     |
| rice        | رز      | wood   | خشب    | furniture | مفروشات |
| rain        | مطر     | steel  | حديد   | grass     | عشب     |
| cloth       | قماش    | music  | موسيقى | marble    | رخام    |

-Using ( many/much/ a few/ a little, some, several...etc ) page 195:

- A. Many, a few , few, some, several = Used before countable nouns  
Countable nouns ( nouns that can be singular and plural)  
e.g [ boy- car – door – page – girl – houses.....etc ]
- B. Much, a little, little, some= Used before uncountable nouns  
Uncountable nouns ( nouns that don't have singular or plural forms)  
e.g [ water – sugar – snow – money – food – milk, .....etc ]
- C. A, An , Each & Every = used before singular nouns
- D. Any= used in negative and questions.
- E. Some= used when we offer something

- Vocabulary Previewing ( pages 107 110/ 113 ):

| No. | Nouns        | Verbs      | Adjectives  | Adverbs |
|-----|--------------|------------|-------------|---------|
| 1   | evidence     | wonder     | awake       | however |
| 2   | hormone      | Fix        | anxious     |         |
| 3   | psychologist | Happen     | familiar    |         |
| 4   | emotions     | Wish       | complicated |         |
| 5   | symbols      | travel     |             |         |
| 6   | vision       | realize    |             |         |
| 7   | logic        | Make sense |             |         |
| 8   | Reason       |            |             |         |
| 9   | Opinions     |            |             |         |

- Scan and Skim the reading passage( page 108/ 109):

Many people wonder: Why do we sleep? Why do we dream? They ask themselves the purpose, or reason. There are many theories, or opinions about this , but scientists don't know if these ideas are correct.

One theory of sleep says that during the day, we need sleep to make new chemicals and repair, or fix, our bodies. This theory is called the " Repair Theory". One piece of evidence for this theory is that our bodies produce more of growth hormone while we sleep.

Another theory is that the purpose of sleep is to dream. Dreaming occurs only during one stage , or period, of sleep ( Rapid Eye movement- REM)sleep. REM sleep occurs about 90 minutes and last for about 20 minutes. Some scientists believe that REM sleep helps us to remember things, but others don't believe and don't agree.

- Scan and Skim the reading passage ( page 89):

Marriage is often not easy. Maybe man and woman love each other, but they argue . They get angry. Later they apologize, but it happens again and again. What's the problem? Are men and women really very different.

Deborah Tannen says yes, men and women are very different. Tannen teaches at Georgetown University in Washington, D.C. She writes books about the ways people talk. She believes that men and women talk- and think- in different ways. She tells about some differences in her book, *You Just Don't Understand*.

The differences, Tannen says, begin when men and women are children. Very young boys and girls are similar to each other. In other words, they like many of the same things and play in the same ways. They aren't very different. But then there is a change. When children in the United States are five or six years old, boys usually play in large groups. One boy gives orders . For example, he says, " Take this," ' Go over there". He is the leader. Boys also brag . In other words, they say good thing about themselves. But girls there usually play in small groups or with one other girl. A girl's best friend is her very good friend and important to her. Girls often don't give orders; they give suggestions.

- Vocabulary Previewing ( pages 127 / 132 / 139 ) :

| No. | New words   |   | meanings                                    |
|-----|-------------|---|---------------------------------------------|
| 1   | environment | N | The condition we live in/ everything around |
| 2   | hardships   | N | Problems in life/ pains                     |
| 3   | teenager    | N | a person's age between 13 and 19            |
| 4   | contrast    | N | A big or strong difference                  |
| 5   | Crime       | N | illegal behavior like killing or stealing   |
| 6   | Emotions    | N | Love, anxiety, joy / feelings               |
| 7   | Vision      | N | A picture                                   |
| 8   | Volunteer   | V | Work for free                               |
| 9   | Release     | V | To let things/ persons free                 |
| 10  | Prepare     | V | To get ready                                |
| 11  | Deliver     | V | Take things to destination / hand on        |

|    |              |     |                                 |
|----|--------------|-----|---------------------------------|
| 12 | Famous       | Adj | Well-known                      |
| 13 | Lonely       | Adj | Being without any people around |
| 14 | Tough        | Adj | Very hard / strong              |
| 15 | Fun          | Adj | Happiness or enjoyment          |
| 16 | Fast         | Adj | quickly                         |
| 17 | Take care of | PV  | Look after                      |

### • Adverbs of Frequency



### Adverbs [الأحوال]

**Adverbs of frequency** tell how often we do something

الظروف الدالة على التكرار: التي نخبرنا عن عدد مرات حدوث الشيء. ومن هذه الظروف:

|                      |                                 |
|----------------------|---------------------------------|
| <b>always</b> دائماً | <b>often</b> غالباً             |
| <b>usually</b> عادة  | <b>sometimes</b> أحياناً        |
| <b>seldom</b> نادراً | <b>rarely</b> نادراً جداً       |
| <b>never</b> أبداً   | <b>occasionally</b> من حين لآخر |

**Verb to BE:** يأتي ظرف التكرار بعد الفعل المساعد

Ammar is **always** on time.

**Other Verbs:** يأتي ظرف التكرار قبل الفعل العادي

Ammar **sometimes** reads a book.

# FORM

The position of these adverbs is:

➤ before **the main verb**

|       |     | Adverbs of frequency | verb   |                |
|-------|-----|----------------------|--------|----------------|
| I     |     | always               | get up | at 6.45.       |
| Ali   | can | usually              | play   | football.      |
| Mandy | has | sometimes            | got    | some homework. |

➤ after a form of to be **am, are, is (was, were)**

|       | verb | Adverbs of frequency |       |
|-------|------|----------------------|-------|
| Laila | is   | never                | late. |

\*Read the following essay ,then answer the questions that follow -page 128 :

Some people go to work each day and then come home. They spend time with their family and friends. Maybe they watch TV or go to a movie. Sometimes they exercise or read. This is their life. But for other people, this is not enough. They look around their neighborhoods and see people with terrible hardships: sickness, loneliness, and homelessness. Other people see problems with the environment. Many people want to help. They volunteer. They give some of their time to help others.

Volunteers help in many ways. Some visit sick and lonely people. Some give their friendship to children without parents. Some build h

ouses for homeless people .

## ٥. Past Continuous Tense الماضي المستمر (What was happening?...)

يستخدم هذا الزمن للتعبير عن فعل وقع في الماضي أثناء وقوع فعل آخر .  
يتكون هذا الزمن من : **was / were + ing + فعل**

يأتي هذا الزمن عادة مع كلمات مثل :

when عندما  
while بينما  
as حيث أن  
because لأن

## الماضي المستمر Past Continuous Tense

### أمثلة

ملاحظة: يمكن وضع أداة الربط وسط الجملة دون أن يتغير المعنى فتصبح الجملتان السابقتان كما يلي :

A thief entered while I was sleeping .

ماضي بسيط

ماضي مستمر

دخل لص غرفتي بينما كنت نائماً

My father came when we were eating .

ماضي بسيط

ماضي مستمر

جاء والدي بينما كنا نأكل

- Vocabulary Previewing ( pages 147/ 50/ 152 /160 ):

| No. | New words          | meanings                                 |
|-----|--------------------|------------------------------------------|
| 1   | Attractive ( Adj ) | Very beautiful                           |
| 2   | Diet ( N )         | Special food for sick or for slimming    |
| 3   | Raw ( Adj )        | Not cooked                               |
| 4   | Slim ( Adj )       | thin in an attractive way                |
| 5   | Gain ( V )         | Win or get something                     |
| 6   | join ( V )         | Meet or unite                            |
| 7   | Overweight ( Adj ) | Fat – the opposite of slim or thin       |
| 8   | While ( conj )     | during                                   |
| 9   | Work ( V )         | Do / succeed/ have a job                 |
| 10  | Snack ( N )        | a small or light meal between main meals |
| 11  | Bake ( V )         | Heat with fire                           |
| 12  | Boil ( V )         | Heat in water                            |
| 13  | Fry ( V )          | Heat in oil                              |
| 14  | Disgusting ( adj ) | Old, smelly and bad                      |
| 15  | Delicious ( adj )  | Very pleasant taste                      |
| 16  | Except ( Conj )    | Apart from                               |

- Parts of Speech :

| مثال                            | تعريف                                                   |                                                                                                                           |
|---------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Noun</b><br>اسم              |                                                         | <b>Ahmed, book</b>                                                                                                        |
| <b>Pronoun</b><br>ضمير          | هو ما يدل على اسم أو يحل محله                           | <b>I, he, she, it, etc. ....</b>                                                                                          |
| <b>Verb</b><br>فعل              | هو ما يدل على حدوث شيء في وقت ما                        | <b>Play, played, will play</b>                                                                                            |
| <b>Adjective</b><br>صفة         | هو عبارة عن كلمة تصف الاسم وتكون قبله                   | <b>rich man</b> رجل غني<br>لاحظ أن الصفة هنا سبقت الاسم الموصوف يعكس اللغة العربية التي تكون فيها الصفة بعد الاسم الموصوف |
| <b>Adverb</b><br>حال            | هو عبارة عن كلمة تصف الفعل أو تزيد الصفة وضوحاً         | <b>Ahmed writes quickly.</b><br>أحمد يكتب بسرعة.                                                                          |
| مثال                            | تعريف                                                   |                                                                                                                           |
| <b>Preposition</b><br>حرف الجر  | هو كلمة تأتي مع الاسم أو الضمير لتبين علاقته بكلمة أخرى | <b>Ahmed goes to school.</b><br>أحمد يذهب إلى المدرسة<br><b>They traveled by plane.</b><br>هم سافروا بالطائرة             |
| <b>Conjunction</b><br>حرف العطف | هو كلمة تصل ما بين كلمة و كلمة أو جملة وجملة .          | <b>Ali and Ahmad visited us yesterday.</b><br>علي و أحمد زارونا أمس                                                       |
| <b>Interjection</b><br>حرف تعجب | هو عبارة عن أصوات أو صيحات تعبر عن التعجب               | <b>Alas! She died.</b><br>يا للأسف ! لقد ماتت.                                                                            |

- Exercise :

Circle the most suitable answer a, b, c or d for each of the following

- The final test will be similar to the questions in the lectures exercises.

- The part speech of " final" is \_\_\_\_\_  
 A. a verb  
 B. an adverb  
 C. a noun  
 D. an adjective
- The part speech of " questions " is \_\_\_\_\_  
 A. a verb  
 B. an adverb  
 C. a noun  
 D. an adjective
- The part speech of " will" is \_\_\_\_\_  
 A. a main verb  
 B. a verb to be  
 C. a modal  
 D. a preposition
- The part speech of " in" is \_\_\_\_\_  
 A. a verb  
 B. a preposition  
 C. a noun  
 D. an adjective

-Summary comparison:

|        | comparative | superlative |
|--------|-------------|-------------|
| long   | longer      | longest     |
| funny  | funnier     | funniest    |
| modern | more modern | most modern |
| good   | better      | best        |

-PAY ATTENTION:

What is the comparative of "hot"?

1. hotter
2. hotter
3. hottest
4. hottest (incorrect)

What is the superlative of "unpleasant"?

1. unpleasant
2. most unpleasant
3. more unpleasant (Incorrect)
4. unpleasantest

Al has the..... clothes. (colorful) -- The most colorful (if we compare three or more)  
Or (the more colorful) if we compare between two persons or things.

**-Using Articles:**

**What is an article? Basically, an article is an adjective. Like adjectives, articles modify nouns.**

**English has two articles: the and a/an. The is used to refer to specific or particular nouns; a/an is used to modify non-specific or non-particular nouns. We call the the *definite* article and a/an the *indefinite* article.**

**the = definite article**

**a/an = indefinite article**

**For example, if I say, "Let's read the book," I mean a *specific* book. If I say, "Let's read a book," I mean *any* book rather than a specific book.**

تم بحمد الله  
في الختام كل الشكر للدكتور : عمار المعاني .  
و أسأل الله لي ولكم الهداية و التوفيق في الدارين ،  
و اتمنى ان يحوز المخلص على رضاكم ، و ان يكون علمنا ينتفع به .  
أن اصبحت فهو من فضل الله و منته ، و إن أخطأت فآتمسو لي العذر ...  
اخوكم / عبد اللطيف .

4/15/2012

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