Polycopié. Élaboré en vue de l'obtention de l'habilitation universitaire

Grammar for Second-year LMD Students Department of Letters and English Language

Présenté par:

Dr. Samira Menaoui

2024/2025

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Contents

Semester Three

Semester Four

List of Abbreviations

ADJ: Adjective

ADV: Adverb

ART: Article

Aux: Auxiliary

CO: Object Complement

Conj: Conjunction

CS: Subject Complement

MV : Main Verb

N: Noun

NP: Noun Phrase

OD: Direct Object

OI: Indirect Object

PP: Prepositional Phrase

Prep: Preposition

S: Subject

Vi: Intransitive Verb

VP: Verb Phrase

Vt: Transitive Verb

List of Tables

Introduction of the Grammar Course

● Course Presentation

Level: Second-year LMD students

Teaching Unit: Fundamental

Credit: 4

Standard: 2

Course hours: 45 hours per Semester (Two TD sessions per week, one hour and a half per session).

Assessment: Continuous assessment/TD (50%), Exam (50%)

● General Course Objectives

This Grammar course is taught to second year students belonging to the department of Letters and English Language at Badji Mokhtar University - Annaba. It introduces them to various rules that govern the English language. These EFL learners' constant exposure to the way chunks of language (phrases, clauses, sentences) are constructed and used can lead them to effective and accurate communication of ideas both in writing and speaking the English language.

● Course Structure

Semester Three

Lesson One: Phrases

Lesson Two: Conditionals

Lesson Three: Questions

Lesson Four: Direct Speech vs Indirect (Reported) Speech

Lesson Five: Active Voice and Passive Voice

Semester Four

Lesson One: Conjunctions

Lesson Two: Clauses

Lesson Three: Types of Sentences: Simple, Compound, Complex, and Compound

Complex

Lesson Four: Parallelism, Sentence Fragments, and Run-ons

Lesson Five: Punctuation

Lesson Six: Collocation

● **Assessment**

- **Semester Three**

TD assessment (attendance 2 pts, participation 2pts, homework 2pts, quiz 14 pts)

Exam assessment (20 pts)

- **Semester Four**

TD assessment (attendance 2 pts, participation 2pts, homework 2pts, quiz 14 pts)

Exam assessment (20 pts)

Semester Three

Lesson One: Phrases

I. Objectives

By the end of this lesson, students will be able to:

- Provide a simple definition to a 'phrase'.

- Discover the components that constitute every type of phrase (head and modifiers).

- Identify the function (s) of different phrases.

II. Content

1- Definition and Structure of a Phrase

2- Types and Functions of Phrases

    2.1. Noun Phrase

    2.2. Verb Phrase

    2.3. Adjective/ Adjectival Phrase

    2.4. Adverb/ Adverbial Phrase

1. Definition and Structure of a Phrase

A *phrase* is defined by Chalker and Weiner (1994) as a linguistic unit that lies between a word and a clause. A more detailed definition for a *phrase* can be formulated on the basis of its structure. Hence, in this regard, Grau and Reeves (1995) refer to a phrase as a group of words that semantically revolve around a *head*. The latter is the only primordial word in a phrase; the other optional elements surrounding it are called *modifiers*. They are classified into *pre-modifiers* and *post-modifiers*.

To illustrate clearly one possible structure of a phrase, we mention the following example:

e.g. **That beautiful lady with the red stunning dress** is my ex-lecturer of Linguistics.

In this example, the group of words highlighted in blue 'That beautiful lady with the red stunning dress' is a phrase that comprises eight words, in which the nucleus or the head is 'lady'. This element is preceded by two modifiers: 'that', 'beautiful' (pre- modifiers) and followed by one modifier 'with the red stunning dress' (post-modifier).

2. Types and Functions of Phrases

2.1. Noun Phrase

2.1.1. Definition and structure of Noun Phrases

Depending on the previous definition of a phrase, one can define the noun phrase as a type of phrase that includes a noun as a head in addition to other associated modifiers (pre-modifiers, post-modifiers, or both). To clarify the nature of modifiers that can modify the head noun, we mention the following table:

Table 1. Structure of the Noun Phrase

Pre-modifiers				Head	Post-modifiers
Determiners (article, demonstrative adj, numeral, quantifier, interrogative adj, possessive adj)	**Adjective Phrase**		**Noun**	**Noun**	**Prepositional Phrase**
	Adverb	**Descriptive Adjective**			
A (ART)				student	
That (demonstrative ADJ)				bird	
Her (possessive ADJ)				decision	
Some (quantifier)				coffee	
Whose (interrogative ADJ)				keys	
The (ART)			railway	station	
		pretty		girls	
These (demonstrative ADJ)		handsome		men	
Two (cardinal number / numeral)		foreign		languages	
The (ART)		modern fantastic		device	
A (ART)	very	miserable		childhood	
The				cats	of my neighbour
The		main		medium	of communication on Internet

Note. It is important to mention that if an adverb is present in a noun phrase, it should occur before the adjective it modifies, and not the head noun since the rule states that adverbs never act as noun-modifiers. Therefore, in the example 'a very miserable childhood', it is the adjective phrase 'very miserable' that modifies the noun 'childhood'.

Exercise 01: Identify the head and the nature of modifiers in the following noun phrases

1. The first lady of the United States

2. My favourite summer vacation

3. The man with a rich educational background

4. The freshly washed rug

Exercise 02: Construct five noun phrases that follow these patterns:

1. DET+ Descriptive ADJ+ Descriptive ADJ+ Head N

2. DET+ N+N+ Head N

3. DET+ Descriptive ADJ+ Head N+PP+PP+PP

4. Descriptive ADJ+ Head N+PP

5. ADV+ Descriptive ADJ+Head N

2.1.2. Functions of Noun Phrase

A noun phrase can take one of the following functions:

- **Subject**

A noun phrase functioning as a subject does the action or is the topic of the sentence itself. It is usually found before the finite verb (yet there are exceptions).

e.g. **An Asian restaurant** will open downtown very soon.

    NP (S)

As for the exceptions of such position, we can illustrate these examples:

e.g. Here is **his attractive proposal**.
                NP (S)
e.g. There are **many complex issues**.

           NP (S)

In sentences starting with 'here' or 'there' and followed by a copulative verb (like verb to be), the subject comes after the verb.

- **Direct Object**

A noun phrase functioning as a direct object receives the action. It answers the question 'whom?' or 'what?'.

e.g. I have just met **her smart siblings**.

e.g. The boy with white t-shirt kicked **the ball**.

In the first sentence, the noun phrase '**her smart siblings**' answers the question '**Whom** have I just met?' because we refer to humans; whereas in the second sentence, '**the ball**' answers the question '**What** did the boy with white t-shirt kick?' since the object is non-human.

It should also be noted that the type of action verbs requiring a single object (direct in type) are called 'Monotransitive Verbs'.

- **Indirect Object**

A noun phrase that acts as an 'indirect object' shows 'to whom' or 'to what' the action is addressed. This type of phrase follows 'Ditransitive verbs', verbs requiring two objects (indirect and direct), which makes us deduce that 'an indirect object' can never be found in a sentence without the presence of 'a direct object'.

e.g. The gentleman has offered **his girlfriend**   **a luxurious watch**.
                                        NP (OI)   NP(OD)

This example clearly demonstrates the usual pattern of 'OI' preceding 'OD'. However, it is possible to find the 'OD' occurring before the 'OI' as in:

e.g. Kate sent **a formal email**   **to her Grammar teacher**.
                    NP(OD)   PP (OI)

We can conclude from this sentence structure that if the 'OD' is located before the 'OI', the latter no longer remains a noun phrase, rather it turns into a prepositional phrase (Prep + NP).

- **Object of Preposition**

Every noun phrase occurring after a preposition functions as the object of that preposition .

e.g. That cat (next to) **Jordon's house** is so cute.

Prep   NP (Object of Prep)

- **Object Complement**

A noun phrase which functions as an 'object complement' occurs with a special type of verbs known as 'complex transitive verbs' like *appoint, make, declare, elect, call, choose, name*…etc. Similar to what has been explained earlier, a 'CO' can not be present in any sentence without the presence of 'OD' as the term 'object complement' itself implies an element that completes the object or adds extra information to it. Concerning the accurate position of 'OD' and 'CO', we can refer to this example:

e.g. The rector appointed **the head of our department**   **the new dean of the faculty**.
                                            NP (OD)   **NP (CO)**

This sentence shows that 'the new dean…' comes after 'the head…department' in order to add extra important details about it. In this case, both 'CO' and 'OD' tackle the same entity; and this is in fact what distinguishes ' OD', 'CO' from 'OI', 'OD' in which the latter pair deals with different entities.

- **Subject Complement**

This function refers to a part of the sentence that completes, renames, or identifies the subject. The noun phrase having this function comes after certain category of verbs called 'copula' or 'linking verbs' as in *to be, appear, seem, look, smell, taste*…etc. With regard to the subtype of 'CS' that concerns noun phrases, it is known as 'predicate nominative. The latter is named so because the 'CS' is found in the sentence predicate and its nature is an element acting as a nominal (NP).

e.g. My mother is **a brilliant professor**.
             NP (CS, predicate nominative)

Exercise 03: Identify the **type** and **function** of the following underlined noun phrases

1. A decent man granted **the orphan children of this region**   **necessary winter supplies**.

2. These rotten green apples are disgusting.

3. My father calls **my brother's friend**   **the dwarf man**.

4. She has committed **a horrible crime.**

5. The woman with the eagle tattoo is <u>**his ex-wife**</u>.

6. <u>**The most common EFL learners' mistake in writing**</u>   is spelling.

7. The orange Hermès bag on <u>**the round table**</u> is hers.

8. Dina married <u>**a famous Lebanese plastic surgeon**</u>.

9. <u>**My two siblings**</u> are in the back yard.

10. I embarked <u>**this novel project**</u> without <u>**a careful thought**</u>.

11. A husband should make his wife **a queen**.

2.2. Verb Phrase

2.2.1. Definition and Structure of Verb Phrases

It should be noted that the Verb Phrase has been defined differently taking into consideration different perspectives and schools. On the one hand, some linguistic works, and traditional grammars consider the term as a 'predicate/ constituent'. In this case, the verb phrase is "the sum of all those constituents of the clause that do not belong to the subject NP" (Declerck, Reed., & Cappelle, 2006, p.15). On the other hand, "others use the term in a much narrower sense, to denote no more than the main verb and any auxiliaries accompanying it" (Declerck, Reed., & Cappelle, 2006, p.15). The structure of both definitions can be exemplified as follows:

- **Structure of Definition One**

> (adv) + verb form [(auxiliaries)+ main verb/ head]+ (adverbials)/ (complements)/
>
> (objects)…]

Ps. The parentheses inside the frame indicate optionality**.**

Examples:

1. soon arrived ➝ adv+ head verb

2. arrived early ➝ head verb + adv

3. was kidnapped at the park   ➝ aux + head verb + pp that functions as adverb of place

4. were dancing publicly ➝ aux + head verb + adv

5. shall have ended the program by May ➝ aux 1 + aux 2 + head verb + NP (OD)+ pp that functions as adverb of time

6. are artists ➝ head verb + N

7. infringed the law ➝ head verb + NP (OD)

- **Structure of Definition Two**

> (aux 1)+ (aux 2) + (aux 3)+ (aux 4)+ main verb/ head

Examples

1. was explaining ➝ aux+ head verb

2. should have done ➝ aux + aux+ head verb

3. could have been left ➝ aux + aux + aux+ head verb

4. may have been being interviewed ➝ aux + aux + aux+ aux+ head verb

As for this Grammar course, we follow 'a narrower definition' of the verb phrase. Consequently, we adopt the second structure whenever we refer to the VP in the upcoming exercises or elsewhere.

Exercise 04: <u>**Complete**</u> the following sentences by adding a <u>**verb phrase**</u> that respects the <u>**structure**</u> given to you

1. I   <u>**aux+ head verb**</u>   my lessons.

2. Jim <u>**aux+ head verb**</u> with me.

3. The ship <u>**aux+ head verb**</u> beyond horizons.

4. Kate and David <u>**aux+ aux+ aux+ head verb**</u> to the royal wedding ceremony next month.

5. Annabella <u>**aux+ aux+ aux+ head verb**</u> outside the grocery shop.

6. The car <u>**aux+ aux+ head verb**</u>.

Exercise 05: Depending on the following head verbs, create verb phrases by adding auxiliaries to the heads, and then put them in sentences of your own

1. Make, **2.** Cut, **3.** Damage, **4.** Laugh, **5.** Bargain, **6.** Prepare, **7.** Fire, **8.** Expel, **9.** Inspire **10.** Hire.

2.2.2. Functions of the Verb Phrase

The verb phrase has no clear function as the prior phrase, noun phrase. Hence, it is only present in a clause so as to "fill in the verb or predicator slot" (Davidson, 2003, p.103).

e.g. I **will be working** with you on all these projects.
     VP (aux+ aux+ head verb)

2.3. Adjective/ Adjectival Phrase

2.3.1. Definition and Structure of Adjective/ Adjectival Phrases

The two terms "Adjective Phrase" and "Adjectival Phrase" are most of the time used interchangeably. i.e. Both refer to a type of phrase that contains an adjective as a head in addition to a pre-modifier. What characterizes this phrase is that it can be located in the same position as a single adjective in a noun phrase; or as a single adjective in a sentence. However, it is possible to separate between these two phrases in order to 'avoid confusion' (Davidson, 2003).

Therefore, an adjective phrase, on the one hand, comprises an adjective as a head, preceded by an adverb (the usual pre-modifier) and can replace a single adjective in a sentence (Davidson, 2003). For example, in: *Carol' s room is **very tidy**.* 'very tidy' is the adjective phrase consisting of the head 'tidy' and the adverb of degree 'very'. This phrase can replace the adjective 'tidy' in a sentence.

An adjectival phrase, on the other hand, also has a similar head (adjective) and pre-modifier (adverb). However, the adjectival phrase is part of a noun phrase and modifies a

noun (Davidson, 2003). For instance, in the sentence, *she was talking with her mother in a* ***very slow*** *voice*, the adjectival phrase 'very slow' belongs to the noun phrase ' a very slow voice', in which it has 'slow' as a head and 'very' as a pre-modifier.

2.3.1. Functions of the Adjective/ Adjectival Phrase

The adjective phrase has two functions, namely: **subject complement and object complement**. The former function takes place when the phrase occurs after a copula verb (appear, be, become, bleed, get, look, prove, remain, seem, shine, smell, sound, stay, taste…etc); whereas, the latter function is associated with the presence of complex transitive verbs (elect, consider, choose, call…etc) and a direct object. With regard to **the adjectival phrase**, it has one function which is **noun modifier**.

Examples

1. Nowadays, TikTok female content creators **seem** **so trivial**.
                                                              Copular verb   Adjective phrase (CS)

2. I **consider** my teenage son' s behaviour **entirely irresponsible**.
    Complex transitive Verb   Adjective phrase (CO)

3. The results were **good enough**.
                          Adjective phrase (CS)

4. There is a **tall, good- looking** man outside who wants to talk with you.
              Adjectival phrase (it modifies the noun, man)

5. It was a **very happy** marriage.
              Adjectival phrase (it modifies the noun, marriage)

(Examples 3, 4, and 5 are adopted from Davidson, 2003, p.83, p.86, p.82 successively).

It is important to note that the structure of the adjective phrase 'good enough' in sentence (3) is an exception to the previously discussed common structure of adjective phrases. We notice that the modifier (enough, adverb) follows the head (good, adjective) instead of preceding it; owing to the Grammar rule which states that 'enough' should be placed after the adjective. Additionally, depending on the structure of the adjectival phrase

mentioned in sentence (4), we deduce that it is possible to form an adjectival phrase by combining adjectives together (tall and good looking).

Exercise 06: Underline the adjective and adjectival phrases in these sentences, circle the head, identify the modifiers, and then specify the function of every phrase

1. The extremely tired puppy fell asleep in my brother's bedroom.

2. I smell freshly baked cinnamon rolls.

3. The pie looks so delicious.

4. My daughter' s best mark in English language made the whole family very proud.

5. Lisa was slightly upset.

Exercise 07: Construct **THREE adjective phrases** and **THREE adjectival phrases**, then put them in **sentences**.

2.4. Adverb and Adverbial Phrases

Similar to what has been tackled earlier in the two previous phrases, the adverb phrase and adverbial Phrase can also be separated.

2.4.1. Adverb Phrase

2.4.1.1. Definition and Structure

An adverb phrase is a type of phrase that includes both of the head and the modifier as 'adverbs'. With the exception of the adverb 'enough', the other modifiers come before the head adverb. The latter holds the principal meaning of the phrase; whereas the adverb modifying the head (like pretty, very, extremely, quite…etc) plays the role of raising or decreasing its power (Davidson, 2003).

e.g. The queue at the post office was moving **frustratingly slowly**.

modifier (adverb)   +   head (adverb) = adverb phrase

2.4.1.2. Functions

- **Adjunct**

When an adverb phrase functions as an adjunct, it means it shows extra information about the time, manner, or degree (Davidson, 2003).

e.g. My new born baby boy has been crying ***extremely* loudly**.
<div align="right">**Adverb phrase that functions as an adjunct**</div>

In this example, the adjunct expresses the manner of crying since it answers the question 'how has he been crying?).

- **Disjunct**

It refers to a function where the adverb phrase comments on the remaining part of the sentence (Davidson, 2003).

e.g. **Quite honestly**, I refuse to lend you such amount of money.
    Adverb phrase (disjunct)

2.4.2. Adverbial Phrase

It concerns any type of phrase that can function as an adverbial. Hence, in addition to the adverb phrase, other phrases like the **noun phrase** and the **prepositional phrase** can occupy this function (Davidson, 2003).

Examples

1. Ann found her eyeglasses **under the chair**.
<div align="center">**PP (function: adverbial of place)**</div>

2. The signature of my job resumption will be **on Sunday**.
<div align="center">**PP (function: adverbial of time)**</div>

3. They will celebrate their wedding anniversary **tomorrow morning**.
<div align="center">**NP (function: adverbial of time)**</div>

4. Expect my final decision **this afternoon**.
<div align="center">**NP (function: adverbial of time)**</div>

The prepositional phrase/ noun phrase functions as adverbial of time as it answers the question 'when?'; while the prepositional phrase functions as an adverbial of place since it answers 'where?'.

Exercise 08: Follow these instructions:

a. Circle the adverbial phrase in the following sentences and say whether its form is a noun phrase or a prepositional phrase

b. Underline the adverb phrase and show its function or what it exactly expresses.

   1. Oddly enough, Daniel, my best friend, pretended to forget our first meeting.

   2. My parents and I visit Paris every winter vacation.

   3. Last year I graduated from department of Letters and English language.

   4. I know the characteristics of this genre of text quite well.

   5. The legendary football player scored a goal at the last minute.

Exercise 09: In no more than **eight lines**, **compare** and **contrast** between **adverb phrases** and **adverbial phrases** (focus on the **structure** and **function**); illustrate your answer with **examples**.

Exercise 10: Identify the **type** and **function** (whenever possible) of the **underlined phrases**

1. They were **very delighted**.

2. Don't touch **my precious materials**.

3. All of us consider Mrs. Anne **a brilliant teacher of Applied Linguistics**.

4. Helena gave **her lovely cat** **a plate of seafood.**

5. That is a **huge difference.**

6. Your father **has been searching** for your lost bracelet everywhere.

7. The little boy has just arrived with his mother.

8. The **large, loud, and upset** workers protested **for days**.

9. Quite understandably, Hardin was not satisfied with **the number of his TikTok followers**.

10. I will join this organization **very soon**.

Lesson Two: Conditionals

I. Objectives

By the end of this lesson, students will be able to:

- Define conditional sentences.

- Find out the situation/ meaning of condition that determines the use of Conditional type 0, 1, 2, and 3.

- Decide about the appropriate tenses accompanying the two clauses of every conditional sentence.

II. Content

1. Definition of Conditional Sentences containing If Clauses

2. Types of Conditional Sentences

    2.1. Zero Conditional

    2.2. First Conditional

    2.3. Second Conditional

    2.4. Third Conditional

1. Definition of Conditional Sentences containing If Clauses

In general, a conditional sentence refers to a type of sentence that includes a condition in one of its clauses. The presence of this condition is very important for the occurrence of certain results or outcomes in the other clause. The **clause** that carries the **condition** is usually introduced by the **subordinating** conjunction **'if'**; consequently, it is called **'conditional clause'**, **'subordinate clause'**, or **'if clause'**. However, the remaining part of the sentence or the **other clause** is known as the '**main clause'**, '**independent clauses'**, or **'consequence clause'**. It should be noted that the type of verb tense employed in both clauses is determined by the meaning of conditional sentences (Nurhayati, 2021).

2. Types of Conditional Sentences

In English, there are **four** types of conditionals, namely: **Zero Conditional, First Conditional, Second Conditional, and Third Conditional**.

2.1. Zero Conditional

This type is usually referred to as **'If clause type 0'**. It is used to express **true** situations or **scientific facts**. The conjunction 'if' here expresses the same meaning of 'when' or 'whenever'. With respect to the verb tense, simple present is used in both clauses (Nurhayati, 2021).

Examples

1. If water **freezes**,   it **turns** into ice.
    Simple present   SP

If Clause (dependent clause),   main clause (independent clause)

2. When you **add** sugar to the custard cream, it **tastes** sweet.

3. Ice **melts** if you **heat** it.

As observed in example three, it is possible to change the order of clauses since the meaning is still preserved; but the comma that used to separate between clauses in the usual structure should be deleted.

2.2. First Conditional

It is also known as '**Open Conditional'**, or '**If Clause type 1'**. Its use fits the expression of **future predictions** (Allen, 2007). In the First conditional, the realistic condition may or may not be fulfilled. Besides, the verb of the If clause is conjugated in the simple present, whereas the verb of the main clause is conjugated in simple future.

Examples

1. If the drought **continues**,   the wild animals **will die** (Allen, 2007, p.24).
      If clause   **independent clause (result clause)**

2. You **will succeed** if you **endeavour** in your studies.
      Future simple   **present simple**

3. I **will invite** her for my engagement party if I **find** her new phone number.

2.3. Second Conditional

Second conditional, or '**If clause type 2**' is associated with **imaginary** or **unrealistic** situations, i.e. situations that are not likely to occur (Allen, 2007). In addition, Downing (2015) calls this type of conditional, '**hypothetical** conditional' in which the simple past tense is used to show '**modal remoteness'**. The latter means "the event or state coded in the condition is seen as less likely to be fulfilled, though not hypothetically impossible" (ibid, p.265). With regard to tenses, the verb of the 'if clause' receives the simple past, while the verb of the 'main clause' receives the conditional present.

Examples

1. If I **were** a billionaire, I **would buy** Social media platforms.
    Simple Past   **conditional present**

2. If she **had** a sponsor, she **could win** the competition.

3. If Dave **had** enough time, he **might learn** another foreign language.

Based on these examples, the first sentence containing "would" stands for a hypothetical situation in the present or future; whereas the second sentence including 'could' expresses a hypothetical ability, while the third sentence consisting of 'might'

expresses 'hypothetical possibility'. Furthermore, when verb 'to be' is present in the 'if clause', 'were' should be employed instead of 'was' with all pronouns (I, you, he, she, it, we, you, and they).

2.4. Third Conditional

This last type of conditional, 'if clause type 3' is concerned with making or forming **'guesses'**. It targets "impossible events that can not be carried out because they are past events; so the opportunity for accomplishing them is no longer possible" (Allen, 2007, p.25). Similarly, Downing (2015) refers to this type of conditional as **'Counterfactual conditional'** as the event contradicts facts **(unfulfilled condition)**. Concerning the verb forms, the past perfect suits the 'if clause' and 'perfect conditional' fits the main clause.

Examples

1. If Ms. Stephany **had known** about his severe mental issues, she **would have** not

selected him as the principal actor in her play.

2. If she **had** not **suffered** from Obsessive Compulsive Disorder (OCD) and panic attacks, she **might have stayed** with him for a longer period.

3. Sally **could have arrived** on time if she **had brought** her brother's luxurious car.

    Perfect conditional   **Past perfect**

The structure of the aforementioned types of conditionals, especially the verb tenses is summarized in table (2) as follows:

Table 2. Summary of the Verb Tenses used in the Four Types of Conditionals

	If Clause (Subordinate, Dependent, Conditional Clause)	Main Clause (Independent, Consequence Clause)
Zero Conditional	Present Simple	Present Simple
First Conditional	Present Simple	Future simple (will/ shall + stem)
Second Conditional	Past Simple	Conditional Present (would/ could/ might+ stem)
Third Conditional	Past Perfect (had+ Past participle)	would/ should/could/ might+present perfect (have+ past participle)

Exercise 11: Relying on the hint given to you in every sentence, specify the type of conditional sentence and the accurate verb form

1. If it (not rain), I will go today.

2. If they had tried hard, they (achieve) it.

3. If she (be) him, she would not do it.

4. I (ask) him for help when I find him.

<div align="right">(Sinha, N. C., 2021, pp. 71-72)</div>

5. If you (heat) butter, it melts.

6. The floor becomes sandy if you (throw) sand on it.

7. If you had not criticized his religious beliefs, he (not leave) the live streaming.

8. The ground gets wet when it (rain).

9. If she were a judge, she (sentence) me for twenty years.

Exercise 12: Construct eight conditional sentences in which you diversify them as follows:

Two conditionals type zero, Two conditionals type one, Two conditionals type two, and Two conditionals type three.

Lesson Three: Questions

I. Objectives

By the end of this lesson, students will be able to:

- Define interrogative sentences and tag questions.

- Identify the types of Questions

- Form the Structure of every Question Type

II. Content

1. Definition of Interrogative Sentences

2. Types of Interrogative Sentences

    2.1. Yes/ No Question

    2.2. Wh-Questions

    2.3. Alternative Questions

3. Tag Questions

    3.1. Definition of Tag Question

    3.2. Types of Tag Question

        3.2.1. Positive Tag Question

        3.2.2. Negative Tag Question

1. Definition of Interrogative Sentences

An interrogative sentence is "a sentence that asks a question" (Davidson, 2003, p.184). The latter follows a specific structure depending on its type.

2. Types of Interrogative Sentences

An interrogative sentence can be categorized into three types, namely: **Yes/ No Questions, Wh- Questions**, and **Alternative Questions** (Davidson, 2003).

2.1. Yes/ No Questions

A yes/ no question is called in this way since its answer begins with either 'Yes' or 'No'. To form this type of question, the subject and verb of the statement should be revered (Kannan, 2018). The following examples illustrate this point:

- **Positive Statements:**

1. Dilara   is   preparing the pizza dough.
Subject Verb

- **Yes/ NO Question:**

Is   Dilara   preparing the pizza dough?

Verb Subject

- The answer to this question is: **Yes, she is.**

When there is no explicit auxiliary, we should create one (Kannan, 2018) depending on the tense of the main verb as follows:

2. She speaks English fluently.

- **Yes/ NO Question:**

Does she speak English fluently?

Verb Subject

It is worth mentioning that the auxiliary 'does' initiates the 'Yes/ NO Question' when the main verb is in the simple present, and the subject is (he, she, it); however, 'do' is

employed with the remaining pronouns (I, you, we, they). With the simple past tense, the auxiliary 'did' matches all pronouns.

In other cases where the verb phrase consists of more than one auxiliary verb, it is the first auxiliary and the subject that should be inverted (Kannan, 2018) as in:

3. **<u>Claudine</u>** **<u>has</u>** been working on this project since the morning. **(positive statement)**

  Subject   First AUX

- **Yes/ No Question:**

<u>Has</u> **<u>Claudine</u>** been working on this project since the morning?

- **Negative Statements**

The same principle of subject- verb inversion also applies here (Kannan, 2018).

Examples

<u>Caroline</u> <u>can</u> not bear this grief. ⟶ **<u>Can</u> <u>Caroline</u>** not bear this grief?

<u>She</u> <u>has</u> not been practising this sport. ⟶ **<u>Has</u> <u>she</u>** not been practising this sport?

However, attaching the negative contraction **(n't)** to the auxiliary is also common in English as in: **<u>Hasn't</u> <u>she</u>** been practising this sport?

Exercise 13: Convert the following statements into Yes/ No questions

1. Catherine Middleton is the princess of Wales.

2. They have not awarded the winner yet.

3. Princess Diana died in a tragic accident.

4. Life experiences teach us lessons.

5. She loves her parents to the moon and back.

6. He has not been blaming her for his mom' s death.

7. Lauren spilled her cup of milk.

8. They could not catch the bus.

Exercise 14: Turn these YES/ NO questions into declarative statements

1. Are you afraid of your actions' consequences?

2. Did he break in his neighbour's house?

3. Is it not your fault?

4. Have they committed a homicide?

5. Does Kate reveal the truth all the time?

2.2. WH- Questions

A WH- Question is a type of question that begins with a WH- word like **who, what, where, when, why, whose, how, which,** and **whom**. The role of these interrogative words is to ask questions about an element in the declarative sentence such as the **subject, object, adverb of place, adverb of time** …etc. What is important is that the element that the WH- word targets should be absent in the question. The following general structure displays the way words included in the WH- questions are ordered:

WH- word+ AUX V+ Subject+ (not)+ Main verb + (Object)+ (Complement)

(Kannon, 2018)

Whereas more specific structures that correspond with the type of the WH- word and its role in the question are demonstrated in table (3)

Table 3. The different Roles of WH-Words and the Corresponding WH- Question Structures

WH-Word	Role/ Element Questioned	Structure with example
Who/what/which	**Subject :** <u>**Suzan**</u> bought a new phone yesterday.	**Who/which/what+ AUX+ MV+O+C** <u>**Who**</u> bought a new phone yesterday?
What/ Whom	**Object:** The girl ate <u>**an orange**</u> yesterday.	**What/ Whom + AUX+ S+MV+C** **What** did the girl eat yesterday?
Whose/ Which	**Possessive adjective / Demonstrative adjective (determiner) Attached to the subject** <u>**This**</u> bag is stunning.	**Whose/ Which+ Subject without determiner+ AUX V + MV+ O+C** **Which** bag is stunning?
Whose/ Which	**Possessive adjective / Demonstrative adjective (determiner)**	**Whose/ Which+ object without determiner+ AUX V + S+MV+C** **Whose** plate did she smash??

	Attached to the object She smashed **my** plate.	
How many	**Numeral (determiner)** Ann wrote **three** articles.	**How many+ O+ AUXV+ S+ MV?** **How many** articles did Ann write?
Who/ What	**Subject Complement (predicate nominative)** He is **a doctor**.	**Who/ what+ AUX V+ S+ (MV)?** **Who** is he?
What type (of)/ How	**Subject Complement (predicative adjective)** She is **gorgeous**.	**What type/ how+ AUX V+ S+ (MV)?** **How** is she?
Where/When/Why ...	**Verb Complement** Her phone is **inside the bag**.	**Where/When/Why+AUXV+S+MV+ O?** Where is her phone?
What/ How	**Object Complement** His relatives call him **a nerd**	**What/How + AUX V+S+MV+O?** **What** do his relatives call him?

Source: adapted from (Kannon, 2018)

Exercise 15: Form Wh-Questions to target the underlined elements

1. This wonderful outfit leaves me **speechless**.

2. The poor girl met **her biological parents** **a week ago**.

3. Wow! **this** skirt is so stylish.

4. Dilara committed **four** grammatical errors in this essay.

5. Her Didactics lecturer lives **in this building**.

6. She plans to resign **next week**.

Exercise 16: Form **WH-questions** that contain **these Wh-words**

Where, how, how long, why, who, and what.

2.3. Alternative Questions

This category of questions offers the individuals two or more alternatives from which they can choose one specific answer (Davidson, 2003).

Examples

1. Are you an actor, or a filmmaker?

2. Do you prefer summer or winter?

3. Does she want to pursue a PhD degree abroad or to find an immediate job here?

4. Is she Muslim, Christian, or Jewish?

It should be noted that the structure of these questions resembles Non- WH questions or Yes/No questions. What is new is only the addition of the alternatives.

Exercise 17: Form five alterative questions of your own.

3. Tag Questions

3.1. Definition of Tag Question

A Tag Question or Question Tag is a short question form put by the speaker at the end of a sentence to look for any possible agreement from the part of a listener concerning the aforementioned information (Davidson, 2003).

3.2. Types of Tag Questions

A tag question is of two types: *positive* and *negative.*

3.2.1. Positive Tag Questions

The structure of the whole statements including positive tag questions is as follows:

Negative statement**, positive tag question**		
S + V + Adv of negation+ …., **positive auxiliary+ pronoun?**		
Life is not just, **is** **it?**		

Examples:

1. They <u>are not</u> coming tonight, **<u>are they</u>?**

2. I <u>am not</u> courageous, **am I?**

3. Ann <u>does not</u> speak German, **does she?**

4. She <u>has not</u> been dancing in clubs, **has she?**

Based on these examples, we can say that if the verb of the first part of the sentence is negative, the verb of the second part (tag question) is positive. In addition, as stated in

Kannon' s work (2018), if the statement encompasses more than one auxiliary, it is the first auxiliary (operator) that forms the tag question.

3.2.2. Negative Tag Questions

The structure of the whole statements including negative tag questions is as follows:

positive statement, **negative tag question**
S   +   V   +   C/ …., **negative auxiliary+ pronoun?**
My dreams are realistic, **aren't they?**

Examples:

1. My aunt wants to visit us, **doesn't she?**

2. They benefited from discounts, **didn't they?**

3. She has lost all job opportunities, **hasn't she?**

4. I am a plumber, **aren't I?**

Relying on the first two examples, every tag question is formed with an auxiliary verb; so if the statement does not include one, we should create it taking into consideration the verb tense. Hence, we should use (do/ does) with the present simple, and (did) with the past simple. Also, if the positive statement has "am", its contracted form that initiates the tag is 'aren't' instead of '***amn't**'.

In some other case, mainly when expressing 'surprise', 'discovery of facts','‘ disapproval', it is acceptable to use *positive statements with positive tags*, on the one hand; and *negative statements with negative tags*, on the other hand (Davidson, 2003).

Examples

1. So he **is** the newly appointed trainer, **is he?** (**discovery of facts)**

2. Ms, I do not deserve such low TD mark, oh! 'you don't deserve', don't you? when will you put an end to this arrogance? **(disapproval)** (Davidson, 2003)

Exercise 18: Form suitable tag questions to these statements

1. You seem to love action movies.

2. I am smart, pretty, and successful.

3. She has not eavesdropped their speech.

4. They are not worthy of my trust.

5. Taylor Swift is an American singer.

6. She did not look attractive.

7. The cake tastes delicious.

Exercise 19:

Form **<u>two sentences</u>** including **<u>positive tags</u>**, and **<u>two others</u>** containing **<u>negative tags</u>**.

Lesson Four: Direct Speech vs Indirect (Reported) Speech

I. Objectives

By the end of this lesson, students will be able to:

- Define Direct Speech and Indirect Speech

- Discover the necessary changes brought by the shift from direct to indirect speech, including changes in verb tense, adverbs, pronouns, possessive adjectives (determiners), and word order.

- Manage to transform direct speech into reported speech when encountering different types of sentences: statements, questions, and imperatives.

II. Content

1. Direct Speech

    1.1. Definition and Examples

2. Indirect Speech

    2.1. Definition and Examples

3. Shift from Direct to Indirect speech

    3.1. Changes in Verb Tense

    3.2. Changes in Adverbs of Time and Place

    3.3. Changes in Pronouns and Possessive Adjectives (determiners)

    3.4. Structure of Transformation depending on the Type of Sentence

        3.4.1. Declarative Statements

        3.4.2. Questions

            3.4.2.1. WH-Questions

            3.4.2.2. Yes/ No Questions

        3.4.3. Imperatives

1. Direct Speech

1.1. Definition and Examples

Direct speech is employed when one quotes the accurate spoken or written words of someone else. It is put between single or double quotation marks. The direct speech is usually attached to a **reporting clause**, as in *she said, he said, Ann asked.* The reporting clause can occupy different positions such as: (Greenbaum., & Nelson, 2002)

- She said, 'I am a self-independent student.'

- "I am a self-independent student", she said.

2. Indirect Speech

2.1. Definition and Examples

Indirect speech, or the so called, reported speech is where someone reports the spoken words of others with no reference to their precise words (Sergeant, 2007).

Examples

- Mary said, "I have lost my laptop." **Direct speech**

- Mary said that she had lost her laptop. **Reported speech**

- He asked, "when did you graduate?" **Direct speech**

- He asked when I had graduated. **Reported speech**

3. Shift from Direct to Indirect speech

In doing so, first of all, the reporter should omit the quotation marks that used to exist in the direct speech. Second, he should observe the verb tense of the reporting clause. If it is in the present simple, or present perfect, the reporter does not have to alter the verb tense of the reported clause; however, if it is in the past simple, he has to change the verb tense following relevant rules. Regardless to the tense of the reporting/ introductory verb, whether it is present, present perfect, or past, the reporter is concerned with inserting

changes in the pronouns, possessive adjectives (determiners), and adverbs of time or place, used in direct speech. Last but not least, deciding about the final structure of the reported speech requires the reporter to focus on the type of the sentence mentioned in the direct speech: statement, question, or imperative, as each type has certain structure rules.

3.1. Changes in Verb Tense

All the rules that guide the changes of this realm are summarized with examples in table (4):

Table 4. Changes in the Verb Tense of Reported Speech

Direct Speech	Reported Speech
Present Simple: David said, 'I am ill.'	**Past Simple:** David said that he was ill.
Present Perfect: Ronald said: 'there has been a strike.'	**Past Perfect:** Ronald said: there had been a strike.
Present Continuous: Ann said, 'I am revising my lectures.'	**Past Continuous:** Ann said that she was revising her lectures.'
Present Perfect Continuous: Mom said, 'It has been raining since 4.am.'	**Past Perfect Continuous:** Mom said that It had been raining since 4.am.
Past Simple: Carol said, "I ate seafood".	**Past Perfect** Carol said that she had eaten seafood.
Past Perfect: Monica said, "my maternal grandmother had lost her precious necklace".	**No Change:** Monica said that her maternal grandmother had lost her precious necklace.
Past Continuous: Meryl said, 'Everybody was shouting.'	**Past Perfect Continuous:** Meryl said that everybody had been shouting.
Past Perfect Continuous: He said, 'Sarah had been waiting for days.'	**No Change :** He said that Sarah had been waiting for days.'
Future simple: She said, 'I will change my plans.'	**Conditional present:** She said that she would change her plans.
Conditional present: They said,' We would do our utmost to convince him.'	**No Change:** They said that they would do their utmost to convince him.'
Future Perfect : She said, I shall have travelled'.	**Perfect conditional:** She said that she would have travelled'.

Source: adapted from (Nurhayati, 2021)

In addition to what has been mentioned in the prior table (4), it is important to note that if the reported speech expresses universal truth, its verb tense can remain as it is found in the direct speech (Nurhayati, 2021).

Example

He said, "Water boils at 100 degrees." **direct speech**

He said that water boils at 100 degrees. **reported speech**

3.2. Changes in Adverbs of Time and Place

Adverbs holding nearness of time or place in the direct speech are modified in the reported speech in which they carry a sense of distance (Nurhayati, 2021). The list of these adverbs is included in the following table (5)

Table 5. Adverb Changes in Reported Speech

Direct speech	Reported speech
Here: He told me, 'put your umbrella **here**.'	**There :** He told me to put my umbrella **there**.
Now: He said, 'I want to leave **now**.'	**Then:** He said that he wanted to leave then.
This+…: Amber says, 'I plan to solve my problems **this week.**'	**That+…:** Amber says that she plans to solve her problems **that week**.
Today: She said, 'I have attended my Linguistics class today.'	**That day:** She said that she had attended her Linguistics class **that day**.
Tonight : He said, 'I am going to watch a horror movie **tonight**.'	**That night:** He said that he was going to watch a horror movie **that night**.
Tomorrow: Bill said, 'I will move to another apartment **tomorrow**.'	**The next day/ the following day/ the day after:** Bill said that he would move to another apartment **the next day.**
These+… : Sophia said, 'I will finish the third chapter of my master dissertation **these days.**'	**Those+…:** Sophia said that she would finish the third chapter of her master dissertation **those days.**
Next+ …: He said, 'The conference will be held **next month**.'	**The following month/ The month after:** He said that the conference would be held **the following month**.'
Yesterday: She said, 'I met my childhood friend **yesterday.**'	**The previous day/ The day before**: She said that she had met her childhood friend **the day before**.
The day before yesterday: John said, 'I met Kate the day before yesterday.'	**Two days before:** John said that he had met Kate two days before.
Last+ ... : He said, ' I was absent **last week.**'	**The previous week/ the week before:** He said that he had been absent **the week before.**

Source: adapted from (Nurhayati, 2021)

3.3. Changes in Pronouns and Possessive Adjectives (Determiners)

Table (6) below demonstrates the changes of pronouns and possessive adjectives when shifting from direct speech to indirect speech:

Table 6. Changes in Pronouns and Possessive Adjectives

Direct Speech	Indirect Speech
I	he, she
me	him/ her
mine	His/hers
my	His/ her
we	they
our	their
us	them

It is worth mentioning that the pronouns do not change when the reporter reports his own words to others.

3.4. Structure of Transformation depending on the Type of Sentence

3.4.1. Declarative Statements

A declarative sentence can be turned into the reported speech by following this structure:

> **Reporting clause** + omission of the comma or colon+ (**addition of that**)+ omission of the quotation marks) + **reported clause** (applying any possible changes in verb tense, adverbs, and pronouns).

Examples:

1. Rose said, 'A car hit a five-year old child last week.' **direct Speech**

1. <u>Rose said</u> **that** a car **had hit** a five-year old child **the previous week**. reported speech
  Reporting clause   Reported clause

If we compare the direct speech and indirect speech of the first example, we find out that the reporter has added 'that', omitted the comma and quotation marks, changed the verb tense of the reported clause (a shift from past simple to past perfect), and also changed the adverb of time (last week became the previous week).

2. Mike said, 'My facial traits resemble my paternal grandfather.' **direct speech**

2. Mike said **his** facial traits resemble **his** paternal grandfather. **reported speech**

As for the second example, the reporter has not included 'that' because its presence in the reported speech is optional. Besides, he did not change the tense of the verb because he was reporting a truth, i.e. The speaker's facial traits still resemble his grandfather's.

Exercise 20: Transform the following declarative statements from the direct speech into reported speech.

1. Dave said, 'I will not reveal the truth to anyone of you.'

2. Lily says, 'beauty is in the eye of the beholder.'

3. He said, 'my sister' s birthday party was yesterday.'

4. Dina told me, 'I saw the same dress you are wearing now in Zara boutique the day before yesterday.'

5. The couple said, 'We will sell you our old apartment next week.'

6. 'You are getting on my nerves,' said Mr. Wilson

7. 'Your new hair colour does not suit your tan complexion,' my mother told me.

8. 'We have submitted our exam papers', said the students

9. 'While I was working in the garden, I cut my finger,' Ann informed me

10. 'I have revised only four lectures for tomorrow's exam,' said my friend

3.4.2. Questions

3.4.2.1. WH-Questions

In order to report a WH-question, the following structure should be respected:

> Reporting clause + WH- word+ Subject+ Main Verb or helping verbs+ MV + complement+ period (**.**)

(Sergeant, 2007)

Examples

1. 'Where do you settle these days?' Jane asked me

1. <u>Jane asked</u>   me   <u>where</u>   <u>I</u>   <u>settled</u>   <u>those</u> days.
   reporting
     clause   WH-word   S   MV   change in the demonstrative adj (det)

2. 'Why did you allow him to ruin your life?' he asked me

2. He asked me why I had allowed him to ruin my life.

3. She asked us, 'Where are your bills?'

3. She asked us where our bills were.

3.4.2.2. Yes/ No Questions

With regard to Non- WH-Questions or Yes/ No questions, they are transferred to the indirect speech as follows:

> Reporting clause + if/ whether + Subject+ MV or helping verbs+ MV + complement+ period (**.**)

(Sergeant 2007)

Examples

1. 'Have you managed to finish the quiz on time?' my brother asked us

1. <u>My brother asked</u>   us **if** <u>we</u> <u>had managed to finish</u>   <u>the quiz</u> <u>on time.</u>
   Reporting clause   S   VP   O   adverbial of time

2. 'Do you believe in the predictions of foretellers?' Sam asks me

2. Sam asks me if I believe in the predictions of foretellers.

3. 'Did you witness the horrible accident?' The policeman asked me

3. The policeman asked me whether I had witnessed the horrible accident.

Exercise 21: Transfer these questions (WH-Questions and Yes/ No questions) into reported speech

1. Suzan said, 'Would you like to take one cup of cappuccino?'

2. 'Is it true that you have been working on this company for eight years?' he asked me

3. My colleague asked, 'Can we return this book to the library bookshelves today?'

4. 'How much does it cost you?' mom asked.

5. 'What is the solution for this complex problem?' Dany asked.

6. Ann asked, 'Is it sunny tomorrow?'

7. 'How many times did you repeat the same errors?,' My teacher asked me

8. 'Which country have you visited in vacation?' my colleague asked me

3.4.3. Imperatives

This last category belongs to imperatives, commands, or requests which can all either be positive or negative. The corresponding structure of the first is as follows:

> Reporting clause   +   infinitive verb + the remaining part of the sentence
> **e.g. mom told/ ordered/ warned me…**

However, the corresponding structure of the second is as in:

> Reporting clause   +   not+ infinitive verb + the remaining part of the sentence
> **e.g. mom told/ ordered/ warned me…**

(Sergeant, 2007)

Examples

1. My teacher ordered me, 'get out of the class now'.

1. My teacher **ordered** me **to get out** of the class **then**.

2. My teacher warned me, 'Don't make further absences in my course.'

2. My teacher **warned** me **not to make** further absences in **his** course.

3. He said, 'lie down, Kim.'

3. He told Kim **to lie down**.

4. 'Please, don't tear the classroom posters next time,' he told us

4. He advised us not to tear the classroom posters next time.

Exercise 22: Following the aforementioned rules and examples, report these commands

or requests:

1. 'Switch off your mobiles, please!' the conference organizers told us.

2. 'Stop bullying your classmates,' the instructor said

3. 'Don't forget to bring the handouts of this lesson next session,' she told us

4. 'Respect academic integrity while writing your master dissertations this year,' our

research methodology teacher told us

5. 'Don't put off until tomorrow what you can do today,' my father said

6. 'Turn down the voice of television,' my brother told my sister

Lesson Five: Active Voice and Passive Voice

I. Objectives

By the end of this lesson, students will be able to:

- Define Active Voice and Passive Voice.

- Identify the structure of Active Voice and Passive Voice.

- Transform active voice to passive voice through respecting the necessary changes, especially verb form.

II. Content

1. Definition and Structure of a Sentence in the Active Voice

2. Definition and Structure of a Sentence in the Passive Voice

3. Transformation of Active Voice to Passive Voice

1. Definition and Structure of a Sentence in the Active Voice

A sentence in the active voice is a type of sentence that contains a subject (person or object) that does the action of the transitive verb (Davidson, 2003). It can follow this structure:

> Subject+ verb phrase (auxiliaries+ main verb/ transitive) + Object

Examples

1. <u>John</u>   <u>kicked</u> <u>the ball</u>. ⟶ **A sentence in the active voice**
   S (doer of the action) Vt   OD

2. <u>Helena</u>   <u>is</u>   <u>revising</u> <u>her lessons</u>. ⟶ **A sentence in the active voice**
   S   AUX v   MV/Vt   OD

2. Definition and Structure of a Sentence in the Passive Voice

A sentence in the passive voice, on the contrary, is a sentence that includes a subject (person or object) that receives the action of the transitive verb (Davidson, 2003). Its structure is as follows:

> Subject+ verb phrase (auxiliaries+ main verb) + by+ object of the preposition 'by'

Examples

1. <u>The cup of tea</u>   <u>was</u>   <u>cracked</u>   <u>by</u>   <u>her child</u>. ⟶ **Passive Voice**

   S   AUX v   MV/ Vt   prep   object of the preposition

2. <u>An offensive email</u> <u>has been</u>   <u>sent</u>   <u>by</u>   <u>a rude student</u> ⟶ **Passive Voice**

   S   AUX vs   MV/ Vt prep   object of the preposition

3. Transformation of Active Voice to Passive Voice

The process of transformation includes a change in the **word order**, **verb form**, and **addition of BY-phrase.**

3.1. Word Order

The object of the active sentence turns into a subject of the passive sentence; whereas the subject of the active sentence becomes the object of the preposition '**by'** in the by-phrase in a passive sentence (Azar, 2003).

Example

1. Joseph Conrad wrote **Heart of Darkness**. **Active Voice**
  Subject   Object

2. Heart of Darkness was written by **Joseph Conrad**. **Passive Voice**
  Subject   Object of prep

3.2. Formation of Passive Verbs

The common form of all passive verbs consists of verb **be + past participle**. What changes from one case to another is the form of verb *be* since it can take one of these forms: ***am, is***, *are, was,* **were,** *has been, have been, will be, etc* (Azar, 2003). The choice of the form relies on the tense of the main verb in the active voice. If this main verb is in present, the auxiliary verb of the passive voice should be in present (is, are, or am)…and so on.

- **Present Simple**

  Is/ are/am + past participle of the verb

  1. Charles writes poems. **Active Voice**

  2. Poems **are written** by Charles. **Passive Voice**

- **Past Simple**

  Was/ were + past participle of the verb

1. Dina baked a cake. **Active Voice**

2. A cake **was baked** by Dina. **Passive Voice**

- **Future Simple**

Will be + past participle of the verb

1. My sister will invite Dave. **Active Voice**

2. Dave **will be invited** by my sister. **Passive Voice**

- **Present Perfect**

Has/ have been + past participle of the verb

1. Dolly has mopped the floor. **Active Voice**

2. The floor has been mopped by Dolly. **Passive Voice**

- **Past Perfect**

Had been + past participle of the verb

1. The courageous warriors **had fought** the colonizers**. Active Voice**

2. The colonizers **had been fought** by the courageous warriors**. Passive Voice**

- **Present Continuous**

Is/ are being+ past participle of the verb

1. My eldest sister is preparing the soup. **Active Voice**

2. The soup **is being prepared** by my eldest sister. **Passive Voice**

- **Past Continuous**

Was/ were being+ past participle of the verb

1. My eldest sister was preparing the soup. **Active Voice**

2. The soup **was being prepared** by my eldest sister. **Passive Voice**

- **Present Perfect Continuous**

Has/ have been being+ past participle of the verb

1. The board of examiners have been evaluating the thesis for two months.

2. The thesis **has been being evaluated** by the board of examiners for two months.

- **Past Perfect Continuous**

- **Had been being**+ past participle of the verb

   1. Stephenie had been writing a novella. **Active Voice**

   2. A novella **had been being written** by Stephenie. **Passive Voice**

Before moving to the upcoming section, it is important to note that the passive voice is only employed with a transitive verb, not an intransitive verb. The former refers to a type of verb that should be followed by an object to complete its meaning; whereas the latter is a verb that does not require an object after it. Hence, the first pair (A) is possible, while (B) is not (Azar, 2003).

Pair (A)

1. My cat **chased** a mouse. **Active Voice**
          Vt
2. A mouse was chased by my cat. **Passive Voice**

Pair (B)

1. A catastrophy **occurred**. **Active Voice**
             Vi
2. Not possible   **Passive Voice**

3.3. Addition of BY- Phrase

The by-phrase in passive voice is not always present. It is included only when it is necessary to know the doer of the action. Therefore, passive sentences lacking the 'BY-phrases' are employed by speakers or writers when they ignore the doer of the action or find it unimportant to mention. On the contrary, the active voice is used when the person knows the performer of the action and wants to emphasize it (Azar, 2003).

Examples

1. The customized graduation cakes were made **by Sarah**.

The passive voice here includes the **BY- phrase** since it is necessary for the speaker, receiver, or the context.

2. The customized graduation cakes were made in London.

The passive voice here lacks the **<u>BY- phrase</u>** as it is not necessary.

3. Sarah made the customized graduation cakes.

Here, the speaker or writer chooses the active voice as he wants to focus on the performer

of the action 'Sarah'.

Exercise 23: Transform the following sentences from active to passive. Include the BY-

phrase only if necessary.

1. People grow rice in India.

2. Thomas Edison invented the lightbulb.

3. When did someone invent the internet?

4. People sell hammers at a hardware store. People use them to pound nails.

5. Someone will list my name in the new telephone directory.

6. Stephenie Meyer wrote *The Twilight Saga.*

7. Someone published the hard cover of *Twilight in 2005.*

8. Has anyone ever Betrayed you?

9. Someone has changed the name of this street from Bay Avenue to Martin Luther

King Way.

(adapted from Azar, 2003)

Exercise 24: Complete the sentences with the correct forms of the verbs in parentheses.

Almost everyone *enjoys* visiting a zoo. Today zoos are common. The first zoo

(establish).............................. around 3500 years ago by an Egyptian queen for her

personal   enjoyment.   Five   hundred   years   later,   a   Chinese   emperor

(establish)………………… a huge zoo to show his power and wealth. Later zoos

(establish)…………………….. for the purpose of studying animals. Some of the early

European   zoos   were   dark   holes   or   dirty   cages.   At   that   time,   people

(disgust)……………………… by the bad conditions and the mistreatment of the animals.

Later, these early zoos *(replace)*………………………….. by scientific institutions where animals *(study)*………………………... and *(keep)*…………………………... in good condition. These research centers (*become*)…………………………. the first modern zoos.

(adopted from Azar, 2003, p. 286)

Exercise Twenty Five: Transform the following sentences from passive to active voice

1. My neighbour was bitten by a savage dog.

2. German is taught to us by Ms Catherine.

3. A photograph will be shot by my husband.

4. By whom were they taught linguistics course?

5. This wonderful skirt has been sewn by my mother.

6. The wounded pupil was being rescued by his colleagues.

7. The medicines of this drugstore had been stolen by a gang.

Semester Four

Lesson One: Conjunctions

I. Objectives

By the end of this lesson, students will be able to:

- Define a conjunction

- Identify types of Conjunctions

- Use each type of conjunction in its appropriate context.

II. Content

1- Definition of a Conjunction

2- Types of Conjunctions

    2.1. Coordinating Conjunctions

    2.2. Paired Conjunctions

    2.3. Subordinating Conjunctions

1. Definition of a Conjunction

A conjunction is one of the eight word-classes in English Grammar. Its role is to link words, phrases, or clauses together (Sharma, 2021).

Examples:

1. Kate, Joe, **or** Bill

              conj

- The conjunction 'or' links between three proper nouns.

2. Beautiful women **and** handsome men

                    conj

- The conjunction 'and' links between two noun phrases.

3. Dina could not utter any vulgar words in that situation **because** she is a girl with high moral standards.   **conj**

- The conjunction 'because' links between an independent and dependent clause.

2. Types of Conjunctions

There are three types of conjunctions, namely: **coordinating, paired,** and **subordinating.**

2.1. Coordinating Conjunctions

A coordinating conjunction joins words, phrases, or clauses belonging to the same grammatical category. The number of coordinating conjunctions in English is seven: ***For, and, nor, but, or, yet, so.*** The word resulting from linking the initial letters of these seven conjunctions is **FANBOYS** (Kulaya, 2022).

Examples

1. Dilara broke up with Bill, **for** he had betrayed her. (*for* joins two independent clauses)

2. Cats **and** dogs are my favourite pets. (*and* joins two common nouns)

3. This student did not attend his classes **nor** did he pass the quiz. (*nor* joins two independent clauses)

4. He begged his friends to lend him some money, **but** they all refused to do so. (*but* connects two independent clauses)

5. Would you like to drink a cup of coffee **or** tea? (*or* links two common nouns)

6. I have to accomplish many tasks, **yet** I have little time left. (*yet* joins two independent clauses)

7. She has been teaching Grammar for twenty years, **so** she is considered as a well-experienced teacher. (*so* joins two independent clauses)

Exercise 26: Fill in the blanks in the following sentences by adding one of these coordinating conjunctions: *for, and, but, or*

1. Ms Amber is tall, blond, …………….slim.

2. Learning Mathematics is difficult………….valuable.

3. Do you prefer swimming…………………….. dancing?

4. My brother wanted to drive to Algiers ……………….my father wanted to travel by plane

5. To prepare pizza dough, you need flour, oil, salt, yeast, sugar, …………… warm water.

6. Hardin wants to change school………………..he is repeatedly bullied by his classmates.

Exercise 27: Write **SIX** sentences of your own using **Nor, Yet, So**

2.2. Paired Conjunctions

Paired Conjunctions or the so called correlative conjunctions are usually two words that appear in pair. The latter's role is to show the way certain words, phrases, or clauses in a sentence connect together. The list of the most common concerned conjunctions is: (Kulaya, 2022)

- either… or
- neither… nor

- not only… but also
- both… and
- whether… or
- so… as

Examples

1. <u>Either</u> my older brother **<u>or</u>** my father will travel with me to London.

2. He **<u>neither</u>** handed me his homework paper **<u>nor</u>** did he attend the quiz.

3. <u>Both</u> the students of medicine **<u>and</u>** the students of architecture were on strike.

4. I do not know **<u>whether</u>** she was invited **<u>or</u>** not.

Exercise 28: Write **<u>SIX</u>** sentences of your own that include these paired conjunctions

- **either… or**
- **neither… nor**
- **not only… but also**
- **both… and**
- **whether… or**
- **so… as**

2.3. Subordinating Conjunctions

Contrary to coordinating conjunctions, a subordinating conjunction joins clauses that do not share the same grammatical category. It connects an independent clause with a dependent clause (Kulaya, 2022). Subordinating conjunctions are numerous. However, we can state some here: **that, since, as, because** (expresses reason), **after, before, since, as, until, when, once, while, whenever** (expresses time), **as if, as though** (comparison of manner), **although, even though, though** (concession), **so that, in order that** (purpose), **where, wherever** (place), **if, provided that, whether, unless** (condition).

Examples

1. *<u>Although</u> she was the best student in my class*, she could not succeed in Phd contest.

2. The martyrs fought the colonizers *<u>so that</u> their countries would survive*.

3. Here is the luxurious restaurant *<u>where</u> we had our first fancy dinner*.

4. My little sister ran quickly *<u>as if</u> ghosts were haunting her*.

In the first sentence, the dependent (subordinate clause) precedes the main clause; whereas in the three remaining sentences, it follows the main clause. Since the subordinating conjunction introduces the dependent clause, we can deduce that it occupies different positions in a sentence.

Exercise 29: <u>Complete</u> the following sentences by **adding** a suitable **<u>subordinating conjunction</u>**

1. ………….I were you, I would never choose this bleak path.

2. ……………Bill whispers in my ear remains a secret.

3. You are excluded from my course ……………….. you never attended.

4. …………you behave in this manner publicly disgusts me.

Lesson Two: Clauses

I. Objectives

By the end of this lesson, students will be able to:

- Define a clause.

- Identify types of clauses

- Associate between each dependent clause and its functions

II. Content

1- Definition of a Clause

2- Types of Clauses

    2.1. Independent Clause

    2.2. Dependent Clause

        2.2.1. Noun Clause

            2.2.1.1. Definition

            2.2.1.2. Functions

        2.2.2. Adjective Clause

            2.2.2.1. Definition

            2.2.2.2. Functions

            2.2.2.3. Types of Relative Clauses

                2.2.2.3.1. Restrictive Relative Clauses

                2.2.2.3.2. Non- restrictive Relative Clauses

        2.2.3. Adverb Clause

            2.2.3.1. Definition

            2.2.3.2. Functions

1. Definition of a Clause

A clause is defined as a group of words consisting of a subject and a predicate (Nurhayati, 2021). For example, *David speaks Italian fluently* is a clause as it has a subject (David) and a predicate (speaks Italian fluently). Besides, a clause has another characteristic which is the presence of a *finite verb*. The latter indicates mood, tense, person, and number. With respect to mood, the finite verb shows what the clause expresses: declarative statement, question, request, or imperative. As for tense, it shows whether the language user employs present simple like (**is** revising), or past simple like (**was** revising). Concerning person, the verb reveals if the action is done by first, second, or third person. Finally, by number, we mean the verb implies whether the action is done by a singular person (He is bargaining), or plural (They are bargaining) (Miller, 2002).

2. Types of Clauses

A clause is divided into two types: an **independent clause**, and a **dependent clause**.

2.1. Independent Clause

An independent clause, or the so called, main clause can stand alone and form a simple sentence since it expresses a complete thought (Davidson, 2003). It can occupy different positions in complex sentences.

Examples

1. Individuals who pay their debts **are trusted**.

2. When the cat is away, **the mice will play**.

3. I know that you know.

In the above examples, all what is written in bold represent main clauses, which all can remain alone without the other clauses.

2.2. Dependent Clause

A dependent clause, on the contrary, can not remain alone as it does not express full meaning (Davidson, 2003). It is always attached to the main clause to render the complex sentence meaningful. It has two types known as: **subordinate clause** and **relative clause**. The former is usually introduced by a **subordinating conjunction** (after, before, if, although, since, that, wh-words…etc); whereas the latter is introduced by a **relative pronoun** (that, when, where, why, who, whom, which, whose, and null relative pronoun Ø).

Examples

1. Individuals **who pay their debts** are trusted.

 - Dependent clause/ Relative clause because it is introduced by the relative pronoun 'who'

2. When the cat is away, the mice will play.

- Dependent clause/ subordinate clause because it is introduced by the subordinating conjunction 'when'.

3. I know **that you know**.

- Dependent clause/ subordinate clause because it is introduced by the subordinating conjunction 'that'.

Exercise 30: Underline the independent and dependent clauses in the following sentences. Then, say whether the dependent clause is subordinate or relative

1. The student who raised his hand provided a wrong answer.

2. They offered him what he wanted.

3. I can not describe accurately what I felt in that embarrassing situation.

4. That she has lunch early, she is starving.

5. I want to return back to the town where I grew up.

6. He asked the teacher to explain as he did not understand.

7. Have you noticed who broke this vase?

Indeed *subordinate* or *relative clauses* form types of clauses known as: *Noun clauses, adjective clauses*, and *adverb clauses*.

2.2.1. Noun Clause

2.2.1.1. Definition

A noun clause is a subordinate clause that functions as nouns and pronouns do in a sentence. The subordinating conjunctions in English that introduce noun clauses are *that*, *if*, *whether*, *wh-* words (what, where, why, how, when, who, whom) and *wh-ever* words (whoever, whatever, whomever) (Davidson, 2003).

2.2.1.2. Functions

A noun clause can function as a subject, subject complement, direct object, indirect object, object complement, prepositional complement, or appositive.

- **Subject**

e.g.**Whoever stole my jewellery** will be jailed.

e.g. **Whichever you select** does not bother me.

- **Subject Complement (Predicate nominative)**

e.g. Is this **what you dreamt of**?

e.g. A cup of hot chocolate is **what I need right now**.

- **Direct Object**

e.g. I wonder **if he is aware of the hypocrite people surrounding him**.

e.g. She damaged **what her parents had offered her**.

- **Indirect Object**

e.g. The board of examiners will give **what you presented** *some* consideration during deliberations.

e.g. You should have given **what the doctor prescribed** immediate application.

- **Object Complement**

e.g. You may name your new born baby **whatever you wish**.

e.g. The contest organizers have revealed the winner **whoever respected the essay structure**.

- **Prepositional Complement**

e.g. The lecturer listened to **what his students reported about the incident**.

e.g. The poor woman has been waiting for **whoever will give her alms.**

- **Appositive**

A noun clause can be put in apposition to a noun, pronoun, or a noun phrase. For example, in the sentence: *You must never forget this, that taking notes is important;* "That taking notes is important" is a noun clause put in apposition to the pronoun "this" in the main clause. Similarly, in the sentence: *The response from the company, that we buy a new wardrobe*, annoys all of us; "*that we buy a new wardrobe*" is a noun clause put in apposition to the noun phrase "the response from the company" in the main clause.

2.2.2. Adjective Clause

2.2.2.1. Definition

An adjective clause is also known as a relative clause because it is formed by a relative pronoun (Davidson, 2003).

2.2.2.2. Functions

Noun/ Noun Phrase Modifier

The primary grammatical function of adjective clauses is **noun/ noun phrase modifier**.

e.g. The man **that works in that grocery shop** is my neighbor.

e.g. The motorcycle **you hit** belongs to the man **whose niece is my classmate.**

- **Prepositional Phrase Modifier**

e.g. We should broom under the living room rug, **which is filled with dust and sand**.

2.2.2.3. Types of Relative Clauses

- **Restrictive Relative Clause**

A restrictive relative clause or a defining relative clause identifies a specific individual or object (Davidson, 2003). It restricts the scope to a targeted category by providing essential information about it.

Examples

1. She is the lady **who wants to buy my hotel**.

2. The banknote **that was on the bathroom sink** is mine.

In the first example, the speaker does not refer to all ladies, but rather to a one lady, mainly the one who wants to buy his hotel. As a result, the information carried in the clause modifying 'the lady' is so important, it can not be omitted. The same explanation applies to the second example where the speaker refers to a particular ' banknote', the one found on the bathroom sink.

- **Non-Restrictive Relative Clause**

A non- restrictive relative clause or a non- defining relative clause holds extra information about an individual or object, but this information can be deleted as it does not contribute to the identification of the concerned item (Davidson, 2003).

Examples

1. My friend Sarah**, who went to the same primary school as me,** has won an award for the best short film.

2. The painter**, whom I called yesterday,** is here now!

In the first example, the information of the non-restrictive clause can be deleted without affecting the meaning of the sentence. The speaker mentioned enough details about the winner of the award: his relationship with her (friend), and her name (Sarah). In the second example, 'the painter is here now!' is complete without the extra unnecessary details (the time of calling the painter).

In addition to meaning, the two clauses, restrictive and non-restrictive, differ in:

1. Restrictive clauses do not contain any form of punctuation; whereas non-restrictive clauses include two commas (,   ,).

2. Restrictive clauses can contain 'that', while non-restrictive clauses can not.

What is common between defining and non defining relative clauses is that both can employ 'who' and 'which' (Davidson, 2003).

Exercise 31: Underline the adjective (relative) clauses in the following sentences, then say whether they are restrictive or non-restrictive

1. The student who sits in the front bench is usually excellent.

2. The subjects who were interviewed accepted to participate in the quasi-experimental study.

3. The man who lives in the third floor has recently published his first book.

4. The kitten, which is scratching our gate, belongs to our neighbour.

5. The teacher' s story that we heard last session was so sad.

6. Mr. smith, who lives in the third floor, has recently published his first book.

2.2.3. Adverb Clause

2.2.3.1. Definition

An Adverb clause is a subordinate clause introduced by a subordinating conjunction such as *after, before, although, even though, though, because, as, since, if, unless, so that, until, when*, …etc (Davidson, 2003).

2.2.3.2. Functions of Adverb Clauses

All adverb clauses function as adjunct adverbials. They modify the whole main clause in which they add information about concession, time, place, cause, result, purpose, condition…etc.

2.2.3.2.1. Time

e.g. <u>After he graduated from the English department</u>, he started searching for a decent job.

2.2.3.2.2. Reason

e.g. I could not register online yesterday **as the internet connection was slow.**

2.2.3.2.3. Purpose

e.g. The spouses have been saving money **so that they ensure appropriate living conditions**

for their first expected baby boy.

2.2.3.2.4. Condition

e.g. If you arrive always late to your job, you will be expelled.

2.2.3.2.5. Concession

e.g. Even though she has been holding a doctorate degree in Biology for seven years, she is still

  unemployed.

2.2.3.2.6. Comparison of Degree

e.g. The price of this sneakers is higher **than I have expected.**

2.2.3.2.7. Comparison of Manner

e.g. This employee acts **as if she is the owner of Channel Haute Couture.**

Exercise 32: Identify the **type** and **function** of the dependent clauses in the following

sentences

1. The report **that only twenty people were killed in the bomb explosion** is fake.

2. December, **which is the last month in a year**, is a summer month in Australia.

3. I will watch that movie with you **as long as you organize a lovely atmosphere.**

4. That she has refused the proposal does not surprise me.

5. She informed **whoever would solve her deadlock.**

6. Mom could not know about Jack' s medical treatment **since his family members did**

 not answer her call.

7. Our victim is a female **who is blond, tall, and slim**.

8. Dave is reputable among his friends, **whereas his brother is notorious**.

9. Is this **what you requested**?

Exercise 33: Complete the following sentences with suitable clauses

1. The woman……………………………………………………is wearing my same shirt.

2. Do you know …………………………………………………………………….…?

3……………………………………………….……., we could have survived the drought.

4. That honesty is the best policy…………………………………………………….......

Lesson Three: Types of Sentences

Simple, Compound, Complex, and Compound-Complex

I. Objectives

By the end of this lesson, students will be able to:

- Define a Sentence.

- Identify Types of Sentences

- Link between Each Sentence Type and its Characteristics.

II. Content

1- Definition of a Sentence

2- Types of Sentences

2.1. Simple Sentence

2.2. Compound Sentence

2.3. Complex Sentence

2.4. Compound-Complex Sentence

1. Definition of a Sentence

A sentence has been defined differently taking into account various views. But, the most common definitions are those based on syntax and semantics. As far as the syntactic view is concerned, a sentence is a combination of words structured together. At least, it encompasses a subject and a finite verb, e.g. *Mary' s father died.* It may ofcourse have other elements as in object, complement…etc, e.g. *The hyperactive pupil* *broke the* *window*; hence, in this case, a sentence is composed of a subject and a longer predicate. Other sentences with richer ideas can include two and more clauses. As for the semantic view, a sentence refers to a complete and meaningful thought (Shormani, 2013).

2. Types of Sentences

By paying importance to syntax, there are four types of a sentence: simple, compound, complex, and compound-complex:

2.1. Simple Sentence

A simple sentence has one main or independent clause (Check the previous lesson for further details). It is composed of a subject (S) and predicate (P) (Shormani, 2013). It holds one essential idea. The subject and finite verb of a simple sentence can either be single or compound as in the following examples:

1. She   drank a cup of tea.
    S   P
2. Wafa   is so motivated to study English as a foreign language.
    S   P
3. Mary's childhood   is full of ordeals and Traumas.
       S   P
4. Bill and Rosa   left this building a year ago.
      S   P
5. Darine and Olfa   arrived at the train station early but waited until noon for the train.
       S   P

As exemplified in the previous sentences, the single subject is found in the first three sentences, in which it takes different forms (personal pronoun subject: she, proper noun:

Wafa, and a noun phrase: Mary' s childhood); while the compound subject is located in the last two sentences (Bill and Rosa; Darine and Olfa). Besides, all sentences include a single verb except the last that has a compound verb (arrived but waited). We conclude that whether the subject and verb are single or compound, the sentence remains simple since it expresses one idea.

2.2. Compound Sentence

A compound sentence is a type of sentence that consists of at least two independent clauses that are linked together using a coordinating conjunction (**FANBOYS**) or a conjunctive adverb (**however, therefore**) (Nurhayati, 2021). Such type of sentence carries two or more main ideas, in which each can stand alone. It includes two or more different subjects and predicates. With regard to punctuation, the compound sentence contains a comma (,) that separates between clauses.

Examples

1. Dave played tennis, **so**   Suzan went shopping.
Independent clause   Coordinating conj   Independent clause

2. John's hobby is playing violin; **however**, Kate's hobby is writing short stories.
   Independent clause   conjunctive adverb   Independent clause

3. I started writing a chapter last week, **but** it is still not finished, **and** I doubt I can finish it

in due time.   **IC**   **IC**   **IC**

Compound sentences (1) and (2) have two independent clauses (two different subjects, verbs) joined by a coordinating conjunction 'so', and conjunctive adverb 'however' successively. Whereas the third compound sentence includes three independent clauses linked with two coordinating conjunctions 'but', 'and'.

2.3. Complex Sentence

A complex sentence consists of an independent clause that carries the main idea of the sentence, and one or more dependent clauses that hold secondary ideas. The dependent clause in a complex sentence can either be subordinate when it is introduced by a subordinating conjunction (although, as, that, because, unless, until,…..etc), or relative in case it is formed by a relative pronoun (when, where, whom, that,…etc). Concerning the order of clauses, a complex sentence can begin with a dependent clause and end with an independent clause or vice versa (Shormani, 2013).

Examples

1. Ann is not emotionally stable   *as she underwent a miserable adolescence*.
         Independent clause   **Dependent clause**

2. *Where her jewellery box is hidden*   remains a personal matter.
         Dependent Clause   **Main clause**

3. *Although he had a cardiovascular disease*, he endeavored in his studies *since he wanted*
         Dependent clause 1   **Main clause**
to enroll at department of medicine.

    Dependent clause 2

4. This is the cemetery   *where Dany' s grave is located*.

  Independent Clause   **Dependent clause**

In the first two examples (1 & 2), the complex sentences include an independent clause and a dependent clause, in which the latter is subordinate in nature due to the presence of subordinating conjunctions (**as, where**). In example (3), the complex sentence has an independent clause and two subordinate clauses formed by the conjunctions (**although, since**). However, in the fourth complex sentence, the dependent clause is a relative clause because of the relative pronoun, where, that refers back to the noun 'cemetery'.

2.4. Compound-Complex Sentence

The last type of sentences, *compound-complex*, mixes between the characteristics of two types of sentences: *compound* and *complex*. Consequently, in a compound-complex sentence, we expect at least two independent clauses joined by a coordinating conjunction, and one subordinate clause introduced by a subordinating conjunction (Nurhayati, 2021). It should be noted that these clauses can be structured in alternative ways as long as the sentence remains grammatical and meaningful.

Examples

1. Our puppy ran away, **but** none of us was afraid *as it was trained to return back home*.

2. *As soon as I have been informed about Mark's job promotion*, I called him, **and** we decided to go together to celebrate this happy event.

Note: In both examples, there are two independent clauses connected together by coordinating conjunctions (but, and) (See the underlined clauses!) and one dependent clause introduced by a subordinating conjunction (as soon as, as) (See the clauses written in italics!).

Exercise 34: Identify the type of the following sentences

1. My brother never feels tired of sitting in front of his laptop for hours every night, chatting with native speakers of English on messenger, playing PubG game, and watching horror movies.

2. Where there is a will, there is a way.

3. The weather being nice, my mother and I went for shopping.

4. She decided to resign from her job as an accountant because she is constantly bullied by her boss and the staff.

5. I will revise my lectures, but first, I have to wash the dishes piled on the kitchen sink after we finish lunch.

6. Nour lamented when her father passed away in a car accident, but she later on tried to cope with his absence.

7. My Grammar teacher has not counted all TD marks yet, for she has crowded classes.

8. I will bring my car back from the mechanic as soon as it is repaired.

9. Carol can never forget the day when her son was diagnosed with Leukemia.

10. Though I was so exhausted, I joined the meeting.

11. I have invited Myriam for my graduation party, but she can attend only if she finds a caregiver for her handicapped mother.

12. Lisa forgot her friend's birthday, so she sent her a message expressing best wishes late.

Exercise 35: Write _two (2)_ sentences of each of the following type:

1. Simple Sentence

2. Compound Sentence

3. Complex Sentence

4. Compound-complex sentence

Lesson Four: Parallelism, Sentence Fragments, and Run-ons

I. Objectives

By the end of this lesson, students will be able to:

- Define Parallelism, Sentence Fragment, and Run-on sentence.

- Discover the level of faulty parallel structure, type of sentence fragment, and type of run-on sentence

- Manage to correct ill-parallel structure, sentence fragment, and run-on sentence.

II. Content

1. Parallelism

1.1. Definition of Parallelism

1.2. Levels of Parallelism

    1.2.1. Word Level

    1.2.2. Phrase Level

    1.2.3. Clause Level

    1.2.4. Logical Comparisons

2. Sentence Fragment

  2.1. Definition of Sentence Fragment

  2.2. Types of Sentence Fragment

    2.2.1. No-Subject Fragment

    2.2.2. No-Verb and Incomplete-Verb Fragments

    2.2.3. Extra Information Fragment

    2.2.4. Dependent-Word Fragment

3. Run- On Sentences

    3.1. Definition of Run-On Sentences

3.2. Types of Run- On Sentences

    3.2.1. Comma splice

    3.2.2. Polysyndeton

    3.2.3. Fused Sentence

3.3. Methods of correcting Run- On Sentences

    3.3.1. The Use of a Period

    3.3.2. The Use of a Comma and a Coordinating Conjunction

    3.3.3. The Use of a Semicolon

    3.3.4. The Use of a Subordinating Conjunction

    3.3.5. Changing the Words and Sentence Structure

1. Parallelism

1.1. Definition

Parallelism refers to the inclusion of elements in a sentence which have the same grammatical structure (ACT, 2020). Producing a parallel structure in English renders the ideas flow in an appealing rhythm for the reader. However, a lack of grammatical balanced matching between items in a sentence reflects a poor writer, someone unacquainted with the grammar rules of language, and results into the reader's confusion (Fasano, 2015).

1.2. Levels of Parallelism

1.2.1. Word Level

The words that are grouped together in a sentence to form a list of items should all share the same part of speech. Therefore, it is possible to link a group of nouns (N+N+ conj N) or adjectives (adj+adj+ conj adj)…etc, but not a list of mixed word classes (*adj+adj+N).

Examples

1. My favourite hobbies are **swimming**, **singing**, and **dancing**.

2. Competence, fairness, and **patience**, are all attributes of professional instructors.

3. * The EFL students were required to present their projects **accurately**, **fluently**, and **in a detailed way.**

In the first two sentences, there is a parallel structure at the level of coordinated words since in sentence (1) the highlighted words are all gerunds; whereas in sentence (2), the highlighted words are common nouns. However, in sentence (3), there is no parallel structure between the adverbs *accurately*, *fluently*, and the prepositional phrase *in a detailed way.* To correct the sentence, we should replace the prepositional phrase by an adverb like "thoroughly".

In addition to the parallelism achieved by respecting the same word class, there is also **parallelism** related to the **verb tense** as in:

e.g. Darine **wrote** an email and **sent** it to her supervisor.

The verbs written in bold are paralleled because both are conjugated in the same tense, simple past.

Exercise 36: Put a tick next to the sentences containing faulty parallelism, mention its type (i.e. part of speech, verb tense), then correct it

1. My second- year Linguistics teacher was knowledgeable, enthusiastic, and had a sense of humour.

2. Bill holds a screwdriver and turn the screw.

3. The protestors who had assembled outside the faculty of medicine were loud and they were upset.

4. He prefers to draw, carve, and sculpturing.

5. Lara is a teacher, freelance interpreter, and cake designer.

6. When my valedictorian student commits a mistake, he feels embarrassment, and upset.

1.2.2. Phrase Level

Similar to what has been discussed in the prior section, parallel structure should also be guaranteed in a sentence containing a series of phrases. In other words, if one groups two and more phrases in the form of a list, he should make sure these phrases are of the same type (e.g. linking an infinitive phrase with infinitive phrases, NP with other NP…etc.).

Examples

1. My written expression teacher always advises me **to revise my essay carefully** and **to manage the time allotted**.

2. She bought **<u>two fiction books</u>**, **<u>one grammar book</u>**, and **<u>one linguistics book</u>** from a well-known stationery.

3. *Dilara is in charge of **<u>ordering pizza ingredients</u>** and **<u>to answer customers' calls</u>**.

As noticed in examples (1) and (2), there is a parallel structure at the level of phrases, in which the first list consists of two infinitive phrases; whereas the second list encompasses three noun phrases. However, in example (3), the phrases are not paralleled since *ordering pizza ingredients* is a gerund phrase, and *to answer customers' calls* is an infinitive phrase. Hence, the last sentence can be corrected as:

*Dilara is in charge of **<u>ordering pizza ingredients</u>** and **<u>answering customers' calls</u>**.*

Exercise 37: <u>Complete</u> the following sentences by **<u>adding phrases</u>** that can be **<u>structurally parallel</u>** with the **<u>suggested phrases</u>**:

1. Yesterday, Bill went for a walk in the morning and ……………………………………

2. Helena loves watching romantic dubbed series………………………………………

3. As for the practical part of his master dissertation, he has to devise a five-point likert scale……………………………………………………………………………………....

4. She is experiencing a miserable present and………………………………………

5. Her main tenets in social life are no interference in others' business, …………

1.2.3. Clause Level

Beside the parallel structure at the word and phrase levels, it should also be present at the clause level. i.e. the series of clauses forming a list in a sentence should share the same type.

Examples

1. The coach informed his team **<u>that they should eat healthy meals</u>**, **<u>that they should sleep well</u>**, and **<u>that they should not reveal any news to the press</u>**.

2. The people in this country suffered **when the economy decreased**, **when the floods ruined the agricultural crop**, and **when wildfire burned vast surfaces**.

Both examples seem to respect parallel structure at the level of coordinated clauses. In sentence (1), the writer includes three successive noun clauses functioning as direct objects. In sentence (2), he employs three paralleled clauses which are adverbs in nature and express time.

Exercise 38: Correct the **ill-paralleled structures** at the **clause level** in the following sentences:

1. Tell her who you are, what you are doing, and the reasons for doing it.

2. I do not want to reveal where I spent my vacation and the period of staying there.

3. I truly feel sorry for what happened to you and the way it happened.

4. The exams approaching, the mother told her eight-year old child that he should avoid watching TV, that he should forget about playing online games, and to sleep early.

5. How much money I spend daily and its source do not concern you.

1.2.4. Logical Comparisons

When making an analogy between two items (X) and (Y), parallelism should be respected. For example, it is logical to compare the grammar mark of a student to a mark of another student, and not to the student himself (ACT, 2020). To clarify this point better, we can mention these examples:
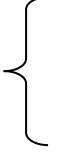
Pair
     * a. My grammar exam mark was higher than the first student in class.

(1)
     b. My grammar exam mark was higher than **that of** the first student in class.
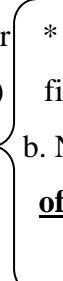
Pair * a. Nowadays, online shopping procedures in Algeria are more well-known than
(2) five years ago.

    b. Nowadays, online shopping procedures in Algeria are more well-known than **those of** five years ago.

The sentences (a) in both pairs (pair 1 & pair 2) are incorrect as they lack parallelism. It is neither logical to compare *student's mark* (abstract item) with *a student* (human) nor is it logical to compare *online shopping procedures* with *a time period*. However, sentences (b) in both pairs respect parallel structure, in which a *student's mark* is compared to *another student's mark*; and *present online shopping procedures* are compared to *old online shopping procedures*. This is achieved through the use of '**that of**' that fits the analogy of *two singular items*; and the use of '**those of**' that suits the analogy of two plural items. It is important to note that 'that of' and 'those of' help us avoid the repetition of the concerned item in a sentence.

Exercise 39: Correct the **ill-paralleled structure** related to **comparisons of items** in the following sentences:

1. Dany' s car is more expensive than George.

2. The meaning of friendship today is more superficial than ten years ago.

3. E-learning is now well- known in Algeria than the pre-Covid pandemic period.

4. Plastic surgery in the Arab world is overused than the last decade.

2. Sentence Fragment

2.1. Definition

A **sentence fragment** refers to a combination of words that does not result into a complete thought, or an independent clause that can stand alone (Helling, 1992). In other words, sentence fragment is normally part of a sentence in which the writer makes it look like a sentence through his use of punctuation; however, when someone is familiar with the English syntax rules, he can easily discover that it is a fragment.

2.2. Types of Sentence Fragment

There are four types of sentence fragment that can be explained and exemplified as follows:

2.2.1. No-Subject Fragment

It is known that a declarative sentence in English should start with an explicit subject (Helling, 1992). Hence, if there is no clear subject, the set of words can not be called a sentence, but rather a fragment missing a subject.

Examples of No- Subject Fragments

1. * Kicked the ball.

2. * Fasts from dawn to dusk.

3. * Then suddenly returned back.

Corrected Version:

1. John kicked the ball.

2. Lina fasts from dawn to dusk.

3. Then she suddenly returned back.

It should be noted that though the aforementioned fragments have been corrected by adding the subjects (John, Lina, and she); they can be corrected simply by joining each one of them to prior sentences produced by the writer.

2.2.2. No-Verb and Incomplete-Verb Fragments

What differentiates between a phrase and a sentence in English is the presence of a verb. Therefore, the only compulsory component in a predicate is the verb. In this case, a sentence can be structured as: *Subject+ Predicate* or as: *Subject+ Verb*. Hence, if a set of words lacks a verb, it is called a *no- verb fragment*. In other situations, the lexical (main verb) is present in a construction, but the auxiliary verb that helps it to complete the idea is missing; in this case, the fragment is referred to as *incomplete-verb fragment* (Helling, 1992).

Examples of No-Verb Fragments

1. *I his first chapter.

2. *The cat's eyes mysterious.

Corrected version

1. I **corrected** his first chapter.

2. The cat' s eyes **seem** mysterious.

Examples of Incomplete-Verb Fragments

1. * The men pulling the car.

2. * Her secret revealed to all.

Corrected Version

1. The men **were** pulling the car.

2. Her secret **has been/ was** revealed to all.

2.2.3. Extra Information Fragment

This error occurs when a writer separates two ideas or parts which should normally be linked together.

Examples

1. * Dolly went to the park. And played on the trampoline.

2. * It is her turn. To present the project publicly.

3. * The colleague whom I include in my project is Kate. A girl who is punctual and hard-working (Helling, 1992).

In the first example, the writer erroneously treated the additional information carried in the second part as a separate sentence. This is indicated by the full stop and the capital letter of ' a' in 'And'. But, in fact, the whole example represents a sentence containing one subject 'Dolly' and a compound predicate; therefore, the correct version is as: ***Dolly went to the park and played on the trampoline.*** In the second example, the writer deals with the infinitive phrase 'to present her project publicly' as a separate sentence; however, it should be a continuation to the simple sentence 'it is her turn'. Thus, the correct version looks like:

It is her turn to present the project publicly. Similarly, in the last example, the writer regards the dependent clause as an isolated sentence that can stand independently; so example (3) can be corrected as follows:

The colleague whom I include in my project is Kate, a girl who is punctual and hard-working.

2.2.4. Dependent-Word Fragment

This type of fragment appears in the form of a dependent clause. The latter can be introduced by a subordinating conjunction or a relative pronoun (.i.e. dependent word) (Helling, 1992).

- **Fragments introduced by Subordinating Conjunctions**

These fragments can either be corrected by adding an independent clause to complete the meaning of the dependent clause, and hence, form a complex sentence; or by simply removing the subordinating conjunction and checking if the resulting idea is thorough (Helling, 1992).

Examples of Fragments

1. ***After** my family members had finished dinner.

2. * **Even though** I was so busy.

Correct Version

1. After my family members had finished dinner, I cleaned the dirty dishes.

2. I was so busy.

In sentence (1), we have added an independent clause '*I cleaned the dirty dishes'* to complete the meaning of the complex sentence. Whereas in sentence (2), we have just omitted the subordinating conjunction 'even though' to form a simple sentence or an independent clause *'I was so busy'*.

- **Fragments introduced by Relative Pronouns**

This type of fragment is usually corrected by adding an independent clause to it to form a complex sentence.

- **Examples of Fragments introduced by <u>Relative Pronouns</u>**

1. * <u>**Who**</u> is charming

2. * <u>**When**</u> we first met.

Correct Version

1. *The girl* who is charming *is my niece*.

2. *I can never forget the day* when we first met.

Note. What is written in *italics* represents the independent clause.

Exercise 40: Say whether the following examples are <u>**fragments**</u> or <u>**sentences**</u>

1. Our prisons do not successfully rehabilitate offenders.

2. The weather nice today.

3. Watched a horror movie yesterday night.

4. That he hated them.

5. They coming to clarify the misunderstanding.

6. Teaching is a noble profession. But, it is very tiring.

Exercise 41: Mention why these examples are fragments, and then correct them

1. As if he had recognized the truth.

2. A pretty girl standing over there.

3. Whether I take part in the conference or not.

4. Michelle arrested by the police an hour ago.

5. An old woman and her grand children celebrating new year's eve.

6. She offered.

7. Everyone in this room.

8. Tarnished Suzan's reputation.

3. Run- On Sentences

3.1. Definition of Run-On Sentences

Run- on sentence refers to "two or more sentences incorrectly written as a single sentence" (Umstatter, 2010, p.74).

3.2. Types of Run- On Sentences

There are three different types of a run- on sentence, namely: **Comma splice**, **Polysyndeton**, and **fused sentence**.

3.2.1. Comma Splice

This is the most common type of run-on sentences. It connects two independent clauses or distinct ideas into a single sentence through the use of a comma. The latter is known with its limited capacity of linking separate thoughts together. The writer instead should rely on appropriate punctuation mark and conjunction (Moliken, Abel,. & Gilmore, 2007).

Examples

1. *Jane is so exhausted, she has to go to work.

2. *I adore Italian pasta, it is so delicious.

3.2.2. Polysyndeton

This is known as the least common type of run-on sentence. It inserts more than one coordinating conjunction between independent clauses following one another.

Examples

1. *Let us go fishing and have lunch by the sea and go hiking but return back home before dusk.

2. *The children played on the trampoline and the dog sat near them but the cat was observing them from a distant place.

3.2.3. Fused Sentence

In this third type of run-on sentence, the writer joins two different complete thoughts in one sentence with no insertion of a punctuation mark or a coordinating conjunction (Moliken, Abel,. & Gilmore, 2007).

Examples

1. * Maria visited the zoo she saw giraffes.

2. * My mother wakes up at 7:00 am everyday she practises Yoga.

3.3. Methods of correcting Run- On Sentences

There are five common methods that can be followed to correct a run-on sentence:

3.3.1. The Use of a Period

The easiest method to correct a run-on sentence is to put a period (**.**) between two independent clauses to separate between them, and capitalize the initial letter of the first word of the second independent clause (Moliken, Abel,. & Gilmore, 2007). This can be applied to one of the aforementioned fused sentences as in:

e.g. My mother wakes up at 7:00 am everyday**. S**he practises Yoga.

3.3.2. The Use of a Comma and a Coordinating Conjunction (Moliken, Abel,. & Gilmore, 2007)

The combination of a comma and a coordinating conjunction can be added to correct this run-on sentence:

e.g. Maria visited the zoo**, and** she saw giraffes.

3.3.3. The Use of a Semicolon

The use of a semicolon is a stylistic choice that results into a close connection between the clauses (Moliken, Abel,. & Gilmore, 2007). It can be employed to fix the prior comma splice:

e.g. I adore Italian pasta**;** it is so delicious.

3.3.4. The Use of a Subordinating Conjunction

A subordinating conjunction like *because, since, though, since, unless…etc* can be put at the beginning of the sentence or in the middle to create a complex sentence.

e.g. <u>Though</u> Jane is so exhausted, she has to go to work.

3.3.5. Changing the Words and Sentence Structure

A minor change in the words themselves and the way they are ordered can result in a grammatically correct sentence (Moliken, Abel,. & Gilmore, 2007). This method can best fit *Polysyndeton.*

e.g. Let us go fishing**,** have lunch by the sea**,** and **then hike before returning home by dusk.**

Exercise 42: Say whether the following sentences are complete or run-ons

1. Dilara is physically and emotionally supported by her family members.

2. David did not commit this crime why do you accuse him?

3. Festivals are organized every summer, they capture individuals of all ages.

4. I got an excellent mark in Grammar I am delighted.

5. I like Linguistics classes the lectures are well-explained.

6. The student slept in the session his teacher had warned him about this bad behaviour before.

7. Daniel loves cats, he hates dogs.

Exercise 43: Identify the type of every run-on sentence and then correct it

1. Please put down my book I was reading it.

2. My mom had to help me, I couldn't find my favorite shirt.

3. A pardon is impossible the condemned man is to be executed tomorrow.

4. Douag thinks that he knows more than anybody else, he is too much conceited.

5. Tell me the answer, I am dying to know.

6. You are not my friend, as a matter of fact, I hate you!

7. I did not hear the question could you repeat it?

(adopted from Moliken, Abel,. & Gilmore, 2007, pp. 11-14)

Lesson Five: Punctuation

I. Objectives

By the end of this lesson, students will be able to:

- Define Punctuation.

- Be Familiar with all punctuation rules.

- Use the different punctuation marks in their appropriate contexts.

II. Content

1. Definition of Punctuation

2. Punctuation Rules

2.1. The Period

2.2. The Comma

2.3. The Colon

2.4. The Semicolon

2.5. The Parentheses

2.6. The Quotation Marks

2.7. The Hyphen

2.8. The Exclamation Point

2.9. The Question Mark

2.10. The Apostrophe

1. Definition of Punctuation

Punctuation is a sub-field of language mechanics. It consists of specific marks or signs added to words or sentences to render them organized and clear in terms of meaning (Vickers, 2014).

2. Punctuation Rules

2.1. The Period (.)

First, a period can be used to signal the end of a sentence (Sargeant, 2007) as in the following examples:

1. He is a well-known Hollywood celebrity**.**

2. Maria Sharapova is my favorite female tennis player**.**

Second, it can also be found in abbreviations (Black, 2021) as in: **Mr.** Smith, **Mrs.** Henry Wood, **Ms.** Rachel, **Dr.** House, **B.A.** degree, **M.A.** degree, **Ph.D.** degree…etc.

2.2. The Comma (,)

There are various cases in which this punctuation mark can be used. The most common ones are listed below:

- **Signaling a short pause** (Sargeant, 2007)

e.g. What they were fearing would occur**,** occurred.

- **Separating items in a list** (Sargeant, 2007)

e.g. The fruits I hate are: melon**,** apricot**,** pear**,** and yellow apple.

- **After an introductory infinitive phrase** (Chahal, 2023)

e.g. To save her patients' lives**,** Dr. Sam is constantly conducting researches.

- **After an introductory participial phrase** (Chahal, 2023)

e.g. Writing quickly**,** she got a low mark in spelling test.

- **After an introductory prepositional phrase** (Chahal, 2023)

e.g. In summer**,** she will visit one of the Caribbean islands.

- **Setting off an appositive/ or an appositive phrase** (Chahal, 2023)

e.g. She wants to visit Anguilla**,** one of the Caribbean islands.

- **Setting off an absolute phrase** (Chahal, 2023)

e.g. My personal circumstances permitting**,** I will register in that club.

- **Setting off non-restrictive relative clause** (Chahal, 2023)

e.g. Her mother**,** who is dead now**,** had always been a role model for many women.

- **Before a coordinating conjunction in a compound sentence** (Chahal, 2023)

e.g. I drank juice**,** but the guests drank tea.

- **After the dependent clause when it initiates a complex sentence** (Chahal, 2023)

e.g. Even though he was responsible for her father's horrible accident**,** she forgave him.

- **Separating between some elements in dates, addresses…etc**

e.g. December, 15th, 2025.

2.3. The Colon (:)

It is employed in the following situations:

- **In a simple sentence before listing a number of items**

e.g. These are the modules I used to adore**:** Phonetics, grammar, and literature.

- **In a play script, mainly before the words of characters**

Example:

Jack**:** What have you got in the bag?

Maggie**:** My swimming suit.

Jack**:** When are you going swimming?

Maggie**:** This afternoon. Would you like to come?

(Sargeant, 2007, p. 143)

- **Introducing a quote**

e.g. Margaret Wolff Hungerford stated**:** " beauty is in the eye of the beholder".

2.4. The Semicolon (;)

It is mostly used in these cases:

- **Before a conjunctive adverb**

e.g. John's hobby is playing violin; however, Kate's hobby is writing short stories.

- **Joining two independent clauses that are related in meaning**

e.g. I love Italian pizza; its dough and sauce are the best.

2.5. The Parentheses (   )

It is usually employed by writers in these cases: (Black, 2021)

- **Mentioning minor or less important information compared to what has been written before**

e.g. I like all what this pastry shop sells (especially pistachio donuts).

- **In-text citations**

e.g. Colorless green ideas sleep furiously (Chomsky, 1957).

- **Enclosing numbers in a series of items**

e.g. What is attractive in her personality are three traits: (1) courage, (2) intelligence, and

(3) humour.

2.6. The Quotation Marks ("…")

The use of this punctuation mark is always attached to the case where we quote someone else's accurate words.

e.g. Bill says: "I always regret my haphazard choices in life".

2.7. The Hyphen (-)

It refers to a short horizontal line (**-**) used between two or more words to construct compound elements (Chahal, 2023). For example, ***up-to-date, check-out, sister- in-law***…etc. Besides, a double hyphen (**- -**) can be encountered in sentences to focus on a

certain element. For instance, *Do not forget that - honesty is the best policy- is the best principle you adopt in life.*

2.8. The Exclamation Point (!)

It is placed at the end of a sentence to express: (Sargeant, 2007)

- **Feelings characterized with astonishment or fear**

e.g. What a trivial act**!**

e.g. What an arrogance**!**

- **Strong imperatives**

e.g. Don't touch my phone**!**

e.g. Switch off your mobile**!**

e.g. Turn down the volume**!**

e.g. Stop disturbing your classmates**!**

- **Interjections**

e.g. Good evening**!**

e.g. Alas**!**

e.g. Oops**!**

e.g. Oh**!**

2.9. Question Mark (?)

It is located at the end of Yes/ No question or WH- question (Sargeant, 2007) as in these examples:

e.g. Do your EFL students speak English fluently**?**

e.g. What are the reasons behind EFL students' over-reliance on ChatGpt**?**

2.10. Apostrophe (')

We depend on this punctuation mark to express or show: (Sargeant, 2007)

- **Possessive Case**

e.g. Here are Ann' s keys.

e.g. Kate' s eyes are green.

• **Contractions**

e.g. She' s an independent woman. **(' s = short form of 'is')**

e.g. I can' t trust her. **(n't = short form of not)**

Exercise 44: Put the correct punctuation mark in the following sentences

1. Catherine said he who laughs last laughs best

2. Leave the room right now

3. Where do you come from

4. She is hypocrite isnt she

5. If you embark in the writing process of your MA dissertation from now you will submit

it in due time

6. I ve visited many cities Rome is the best

7. Mr Bean is the master of mime

8. We re going to the grocery shop to buy grated cheese plain yoghurt milk and butter

9. She treats her mother and her mother in law equally

10. My cousin Amel who lives in Toronto has lost her mother in a car accident.

Lesson Six: Collocation

I. Objectives

By the end of this lesson, students will be able to:

- Define collocation.

- Discover the importance of collocation.

- Realize the different types of collocation.

- Apply appropriate combination of words in their writings.

II. Content

1. Definition of Collocation

2. Importance of Collocation

3. Types of Collocation

3.1. Strong, fixed, and weak collocations

3.2. Grammatical Classification

1. Definition of Collocation

Collocation refers to "the combination of two or more words which frequently occur together" (O'Dell & McCarthy, 2008, p.6). For example, in English, the combination *quick food* is not possible because the adjective, *quick*, does not collocate with the noun, *food*; whereas, *fast food* is possible since *fast* collocates with *food*.

2. Importance of Collocation

Learning collocation first allows EFL learners to instill in their minds the precise words that can be merged with one another. Second, it enables the readers and listeners to develop positive attitudes towards the writers and speakers because the language they use looks as natural as that of native speakers. Last but not least, it leads writers to diversify the vocabulary; and hence, avoid the repetition of simple words (O'Dell & McCarthy, 2008).

3. Types of Collocation

3.1. Strong, Fixed, and Weak Collocations

- **Strong Collocations**

A strong collocation concerns words that are tightly linked together. Here are few examples of this:

  - Ann has **Auburn hair** (auburn always collocates with words related to hair as in: curls, tresses, locks…etc).

  - She felt **deliriously happy**. (deliriously collocates with happy, rather than sad, content, or glad (O'Dell & McCarthy, 2008, p.8).

- **Fixed Collocations**

A fixed collocation is so strong that it can not be replaced by any other possibility. This type of collocation gathers mostly proverbs and idioms. For example, the words in the idiomatic expression '**to and fro**' collocate together. It can be put in this sentence: "I was

walking **to and fro**" (O'Dell & McCarthy, 2008, p.8) which means that *I was walking back and forth repeatedly*.

- **Weak Collocations**

A weak collocation is the opposite of strong collocation, in the sense that a particular word can collocate with a number of possible words. Examples that can illustrate this point are listed below:

- **Broad** smile

- **Broad**- minded (*broad* here can easily be replaced by *open-)*

- **Broad** – ranging (synonymous to *wide-reaching)*

- **Broad**- spectrum (synonymous to *comprehensive*)

- **Broad** shoulders

(O'Dell & McCarthy, 2008)

3. 2. Grammatical Classification of Collocations

Different word classes can collocate with other word classes as follows: (Joshi, 2020)

- **Adjective+ Noun:** Bright future, absorbent paper, ancient civilization…

- **Adjective+ Preposition:** shocked by, aware of, different from…

- **Adjective+ Adjective:** Cool-headed, crispy golden, kind gentle…

- **Adverb+ Adjective:** very tidy, so boring, notably absent…

- **Adverb+ Adverb:** Almost simultaneously, fairly certain, remarkably well…

- **Adverb+ Preposition:** fairly close to, virtually next to…

- **Adverb+ Verb:** Legally entitle, highly recommend, almost finish…

- **Noun+ Adjective:** Disease-free, sugar-free, stress-free…

- **Noun+ Noun:** Awareness rally, bus station, post office…

- **Noun+ Preposition:** Crime against, expert in, concert on...

- **Noun+ Verb :** Lions roar, flowers bloom, water boils…

- **Verb+ Adverb:** decide fast, run quickly, finish promptly…

- **Verb+ Noun:** Feed birds, share news, spend time…

- **Verb+Preposition:** Argue about, jump over, walk into...

- **Verb+ Adjective:** Run fast, remain courageous, seem worried…

Note. More **examples of collocations** will be included in **Appendix A.**

Exercise 45: Complete the following collocations using the suggested words:

Adjourn, broad, inclement, mitigating, picturesque.

1. A…………………………accent.

2. In………………………… agreement.

3……………………….. circumstances.

4………………………… factors.

5. A…………………………smile.

6. A……………………… location.

7………………………… a meeting.

8. A……………………...town.

9………………………. a trial.

10……………………… weather.

(Adopted from O'Dell & McCarthy, 2008, p.9)

Exercise 46: Complete the following sentences by finding suitable words that can collocate with **the word written in bold**:

1. Dave wants **to broaden**…………….

2. This is an **old** ……………… chair.

3. I have a **kind**……………….soul.

4. In 2016/ 2017, I taught two **exceptionally** ……………….. students, named Anfel and Amira.

5. He has **clearly** ……………………sounds.

6. Her writing level has been **notably**………………..

7. All human beings dream of a **stress**……………… life.

8. This company has the best ……………………. **team** I have ever seen.

9. As soon as I get up in the morning, I enjoy listening to the birds…………. **tweets**.

10. The explorers, John, Lauren, Bill, and Annie, are about to **sail** ………….. Great Bear lake.

Conclusion

The present manuscript serves as a reliable source for EFL teachers and students, as far as the Grammar module is concerned. It reflects the accurate grammar syllabus of second year level. Every lesson included contains detailed rules, relevant examples, and different exercises. Since one of the appendices (**Appendix B**) answers some of the exercises used in the manuscript, students are advised to understand the lessons, answer the exercises themselves, then they can read the concerned appendix to check their responses to those exercises. As for teachers, they are recommended to adapt the content of lessons taking into consideration their teaching context (i.e. the needs, competence levels, and preferences of their students).

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Appendices

Appendix A: Examples of Collocations

Appendix B: Correction of Some Exercises

Appendix A: Examples of Collocations

1. Adjective+ Noun

1. Adjoining banks, 2. annual budget, 3.barbed fences, 4.broad forehead, 5.blocked street, 6. cancerous tumors, 7. Charismatic leader, 8. Challenging time. 9. Celebratory firing, 10. Casual clothes, 11. Charitable deed, 12. bureaucratic hurdles, 13. auspicious moment, 14. bigoted sentiments, 15. Agitated mob, 16. fiscal prudence, 17. Gentle slope, 18. exponential increase. 19. exterior walls. 20. Fractured verdict.

2. Adjective+ Preposition

1. furious about, 2. Cautious about. 3. Amazed at, 4. Unimpressed by, 5. answerable to, 6. Impatient with, 7. Intent on, 8. Skilled at, 9. Famous for. 10. Hesitant about, 11. Ignorant about, 12. obsessed about, 13. Appalled at, 14. Excited at. 15. Inspired by, 16. Astonished by. 17. Undisturbed by, 18. Shocked by.

3. Noun+ Preposition

1. Displeasure at, 2. Connection between, 3. Exclusion from, 4. Tendency toward, 5. 6.influx into, 7. Expert in, 8. Decline of, 9. Discussion with, 10. Crime against.

4. Verb + Preposition

1. Argue about, 2. Conspire against, 3. Excel at, 4. Appear for, 5. Mediate between, 6. Build from, 7. Dissolve in, 8. Bargain with, 9. Apply to, 10. Drain off, 11. Disapprove of, 12. Carve into, 13. Straighten out, 14. Apply to, 15. Dissolve in, 16. Increase by.

(Joshi, 2020).

Appendix B: Correction of Some Exercises

Exercise 01: Identify the head and the nature of modifiers in the following noun phrases

1. The: definite article, determiner

  First: ordinal number, numeral, determiner ⎫ Pre- modifiers

Lady: head noun

of the United States: PP ⟶ Post-modifier

2. My: possessive adj, determiner ⎫

favourite: descriptive adjective ⎬ Pre- modifiers

summer: noun ⎭

vacation: head noun

3. The: definite article, determiner ⟶ Pre- modifier

man: head noun

with a rich educational background: PP ⟶ Post-modifier

4. The: definite article, determiner

Freshly: adv ⎫ Adjective phrase ⎫ Pre-modifiers

Washed: participial (adj) ⎭

 Rug: head noun

Exercise 03: Identify the **type** and **function** of the following underlined noun phrases

1. the orphan children of this region: NP_____ oi

 necessary winter supplies: NP_____od

2. These rotten green apples: NP_____S

3. my brother's friend: NP_____od

the dwarf man. NP_____CO

4. a horrible crime: NP_____od

5. his ex-wife: NP_____CS

6. The most common EFL learners' mistake in writing: NP_____ S

7. the round table: NP_____ object of preposition 'on'

8. a famous Lebanese plastic surgeon: NP_____od

9. My two siblings: NP_____ S

10. this novel project NP_____ od,   <u>a careful thought</u>: NP_____object of the

preposition

11. a queen: NP_____CO

Exercise 04: <u>**Complete**</u> the following sentences by adding a <u>**verb phrase**</u> that respects the

<u>**structure**</u> given to you

1. aux+ head verb: Have revised

2. aux+ head verb: was talking

3. aux+ head verb: will sail

4. aux+ aux+ aux+ head verb: could have been invited

5. aux+ aux+ aux+ head verb: might have been waiting

6. aux+ aux+ head verb: has been repaired

Exercise 06: Underline the adjective and adjectival phrases in these sentences, circle the

head, indentify the modifiers, and then specify the function of every phrase

      adv   **adj**
1. The **<u>extremely tired</u>** (puppy) fell asleep in my brother's bedroom.

     Adjectival phrase (it modifies the noun, puppy)

adv   adj   noun

2. I smell **freshly baked cinnamon** rolls

         Adjectival phrase (it modifies the noun, rolls)

                        adv

3. The pie looks **so delicious**

              Adjective phrase (subject complement)

                                                                    Adv

4. My daughter' s best mark in English language made the whole family **very proud**

                                                Adjective phrase (CO)

                        adv

5. Lisa was **slightly upset**

              Adjective phrase (CS)

Exercise 08: Follow these instructions:

a. Circle the adverbial phrase in the following sentences and say whether its form is a noun

phrase or a prepositional phrase

b. Underline the adverb phrase and show what it exactly expresses.

   1. Oddly enough, Daniel, my best friend, pretended to forget our first meeting.

     Adverb phrase (disjunct)

   2. My parents and I visit Paris **every winter vacation**.

                NP (functions as an adverbial of time)

   3. **Last year,** I graduated from department of Letters and English language.

     NP (functions as adverbial of time)

   4. I know the characteristics of this genre of text **quite well**.

                Adverb phrase (adjunct, it expresses manner)

   5. The legendary football player scored a goal **at the last minute**

                PP (functions as adverbial of time)

Exercise 11: Relying on the hint given to you in every sentence, specify the type of conditional sentence and the accurate verb form

1. Conditional sentence type one_____ does not rain.

2. Conditional type three_____ would have achieved.

3. Conditional type two_____ were

4. Conditional type one _____will ask

5. Conditional type zero_____ heat

6. Conditional type zero_____throw.

7. Conditional type three_____ would not have left

8. Conditional type zero_____rains.

9. Conditional type two_____would sentence.

Exercise 13: Convert the following statements into Yes/ No questions

1. Is Catherine Middleton the princess of Wales?

2. Have they not awarded the winner yet?

3. Did Princess Diana die in a tragic accident?

4. Do Life experiences teach us lessons?

5. Does she love her parents to the moon and back?

6. Has he not been blaming her for his mom's death?

7. Did Lauren spill her cup of milk?

8. Could they not catch the bus?

Exercise 15: Form Wh-Questions to target the underlined elements

1. **This wonderful outfit** leaves me **speechless**.

What leaves me speechless?   **How** does this wonderful outfit leave me?

2. The poor girl met **her biological parents**   **a week ago**.

Whom did the poor girl meet a week ago? **When** did the poor girl meet her biological parents?

3. Wow! **this** skirt is so stylish.

 Which skirt is so stylish?

4. Dilara committed **four** grammatical errors in this essay.

 How many grammatical errors did Dilara commit in this essay?

5. Her Didactics lecturer lives **in this building**.

Where does her Didactics lecturer live?

6. She plans to resign **next week**.

When does she plan to resign?

Exercise 18: Form suitable tag questions to these statements

1. Don't you?

2. Aren't I?

3. Has she?

4. Are they?

5. Isn't she?

6. Did she?

7. Doesn't it?

Exercise 20: Transform the following declarative statements from the direct speech into reported speech.

1. Dave said that he would not reveal the truth to anyone of us.

2. Lily says that beauty is in the eye of the beholder.

3. He said that his sister' s birthday party had been the day before.

4. Dina told me that she had seen the same dress I was wearing then in Zara boutique two days before.

5. The couple said that they would sell me their old apartment the following week.

6. Mr. Wilson said that I was getting on his nerves.

7. My mother told me that my new hair colour did not suit my tan complexion.

8. The students said that they had submitted their exam papers.

9. Ann informed me that while she had been working in the garden, she had cut her finger.

10. My friend said that he had revised only four lectures for the next day' s exam.

Exercise 21: Transfer these questions (WH-Questions and Yes/ No questions) into reported speech

1. Suzan asked me if I would like to take one cup of cappuccino.

2. He asked me if it was true that I had been working on this company for eight years.

3. My colleague asked if we could return that book to the library bookshelves that day.

4. Mom asked how much it cost me.

5. Dany asked what the solution was for that complex problem.

6. Ann asked if it was sunny the next day.

7. My teacher asked me how many times I had repeated the same errors.

8. My colleague asked me which country I had visited in vacation.

Exercise 23: Transform the following sentences from active to passive. Include the BY-phrase only if necessary.

1. Rice is grown in India.

2. The lightbulb was invented by Thomas Edison.

3. When was the internet invented?

4. Hammers are sold at a hardware store. Nails are pounded with them.

5. My name will be listed in the new telephone directory.

6. The Twilight Saga was written by Stephenie Meyer.

7. The hard cover of Twilight was published in 2005.

8. Have you ever been betrayed?

9. The name of this street has been changed from Bay Avenue to Martin Luther

King Way.

Exercise 26: Fill in the blanks in the following sentences by adding one of these coordinating conjunctions: *for, and, but, or*

1. and

2. but

3 or

4. but

5. and

6. for

Exercise 29: <u>Complete</u> the following sentences by **<u>adding</u>** a suitable **<u>subordinating</u>**

<u>conjunction</u>

1. If

2. What

3. because/ since/ as.

4. That

Exercise 30: Underline the independent and dependent clauses in the following sentences. Then, say whether the dependent clause is subordinate or relative

1a. The student provided a wrong answer_____ independent clause

b. Who raised his hand_____ dependent clause (relative clause)

2 a. They offered him_____ independent clause

  b. What he wanted_____dependent clause (subordinate clause)

3a. I can not describe accurately_____ independent clause

  b. What I felt in that embarrassing situation_____ dependent clause (subordinate clause)

4a. That she has lunch early_____dependent clause (subordinate clause)

  b. she is starving_____independent clause

5a. I want to return back to the town_____ independent clause

   b. where I grew up_____ dependent clause (subordinate clause)

6a. He asked the teacher to explain_____ independent clause

  b. as he did not understand_____dependent clause (subordinate clause)

  7a. Have you noticed_____ independent clause

  b. who broke this vase?_____ dependent clause (subordinate clause)

Exercise 32: Identify the **type** and **function** of the dependent clauses in the following sentences

1. Adjective clause (restrictive) that modifies the NP 'the report'.

2. Adjective clause (Non-restrictive) that modifies the noun 'December'.

3. Adverb clause that expresses condition.

4. Noun clause that functions as a subject.

5. Noun clause that functions as OD.

6. Adverb clause that expresses reason.

7. Adjective clause (restrictive) which modifies the NP 'a female'.

8. Adverb clause that expresses concession.

9. Noun clause that functions as a subject.

Exercise 34: Identify the type of the following sentences

1. Simple sentence.

2. Complex sentence.

3. Simple sentence.

4. Complex sentence.

5. Compound-Complex

6. Compound sentence

7. Compound sentence

8. Complex sentence

9. Complex sentence

10. Complex sentence

11. Compound-complex

12. Compound sentence

Exercise 36: Put a tick next to the sentences containing faulty parallelism, mention its type

(i.e. part of speech, verb tense), then correct it

1. My second- year Linguistics teacher was knowledgeable, enthusiastic, and had a sense of humour. ✓ _____ …….., and **humoristic**.

2. Bill holds a screwdriver and turn the screw. ✓ (verb conjugation) _____ …….. **turns** the screw.

3. The protestors who had assembled outside the faculty of medicine were loud and they were upset. ✓ (part of speech) _____ …….. and **upset**.

4. He prefers to draw, carve, and sculpturing. ✓ (part of speech) _____ …….. and **sculpture**.

6. When my valedictorian student commits a mistake, he feels embarrassment, and upset. ✓ (part of speech) _____ …….. **embarrassed**.

Exercise 38: Correct the **ill-paralleled structures** at the **clause level** in the following sentences:

1. ……………… and *why you are doing it.*

2. ……………….. and *how long I stayed there.*

3. …………………….. and *how it happened.*

4. ………………….. and that he should sleep early.

5. ……………….. and where it comes from do not concern you.

Exercise 41: Mention why these examples are fragments, and then correct them

1. As if he had recognized the truth. Dependent word fragment: 'as if ' introduces a dependent clause that can not remain alone. An independent clause should be added to it as: ***He was talking to me a***s if he had recognized the truth.

2. Incomplete verb fragment in progressive tense_ an auxiliary verb should be added as: A pretty girl **is** standing over there.

3. Dependent word fragment: 'whether' introduces a dependent clause that can not remain alone. An independent clause should be added to it as:_____*I was unsure* whether I take part in the conference or not.

4. Incomplete verb fragment in passive voice_ an auxiliary verb should be added as: *was arrested….*

5. Incomplete verb fragment in progressive tense_ an auxiliary verb should be added as: *were celebrating….*

6. Incomplete VP, the transitive verb 'offered' requires an object/ objects after it: *She offered her father a wonderful gift.*

7. No verb fragment: Everyone **is** in this room.

8. No-subject fragment: *David* tarnished Suzan's reputation.

Exercise 43: Identify the type of every run-on sentence and then correct it

1. Fused sentence_____ Please put down my book; I was reading it.

2. Comma splice_____ My mom had to help me because I couldn't find my favorite shirt.

3. Fused sentence_____A pardon is impossible, for the condemned man is to be executed tomorrow.

4. Comma splice_____Douag thinks that he knows more than anybody else; he is too much conceited.

5. Comma splice_____ Tell me the answer, for I am dying to know.

6. Comma splice_____You are not my friend; as a matter of fact, I hate you!

7. Fused sentence_____ Could you repeat the question? I didn't hear it

Exercise 44: Put the correct punctuation mark in the following sentences

1. Catherine said he, who laughs last, laughs best.

2. Leave the room right now!

3. Where do you come from?

4. She is hypocrite, isn't she?

5. If you embark in the writing process of your MA dissertation from now, you will submit it in due time.

6. I' ve visited many cities; Rome is the best.

7. Mr. Bean is the master of mime.

8. We' re going to the grocery shop to buy grated cheese, plain yoghurt, milk, and butter.

9. She treats her mother and her mother in law equally.

10. My cousin, Amel, who lives in Toronto has lost her mother in a car accident.

Exercise 45: Complete the following collocations using the suggested words:

Adjourn, broad, inclement, mitigating, picturesque.

1. A broad accent.

2. In mitigating agreement.

3. Mitigating circumstances.

4. Mitigating factors.

5. A broad smile.

6. A picturesque location.

7. Adjourn a meeting.

8. A picturesque town.

9. Adjourn a trial.

10. Inclement weather.