



# English

المرحلة الثالثة

كلية العلوم - قسم الرياضيات

الكورس الاول

الدراسة الصباحية

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## Lecture. (1) Unit (1)

- Auxiliary verbs
- Naming the tenses
- Questions and negatives
- Short answers

### **Auxiliary (or Helping) Verbs**

Auxiliary (or Helping) verbs are used together with a main verb to show the verb's tense or to form a negative or question. The most common auxiliary verbs are have, be, and do. Auxiliary verbs, also known as helping verbs, add functional or grammatical meaning to the clauses in which they appear. They perform their functions in several different ways:

- By expressing tense (providing a time reference, i.e. past, present, or future)
- Grammatical aspect (expresses how verb relates to the flow of time)
- Modality (quantifies verbs)
- Voice (describes the relationship between the action expressed by the verb and the participants identified by the verb's subject, object, etc.)
- Adds emphasis to a sentence

Auxiliary verbs almost always appear together with a main verb, and though there are only a few of them, they are among the most frequently occurring verbs in the English language.

### **How to Identify an Auxiliary Verb**

You probably know that every sentence has at least one verb in it. There are two main types of verbs. Action verbs are used to depict activities that are doable, and linking verbs are used to describe conditions. Both action verbs and linking verbs can accompany auxiliary verbs including the three main ones: **do**, **be**, and **have**.

Sometimes actions or conditions occur only one time and then they're over. It's at times like these that some of the same verbs that are used as auxiliary verbs are instead used as action or linking verbs. In this example, we see the word "is". This is one of the most common auxiliary verbs, but because it stands alone here, it is not functioning as an auxiliary verb.

## Three Common Auxiliary Verbs

There are just three common auxiliary verbs:

- Have
- Do
- Be

In this section, we'll take a closer look at how these common verbs work, plus you'll see some examples.

### Have

“Have” is a very important verb that can stand alone in all its tenses, including **has, have, having, had, and hadn't or had not**. It is usually used to denote ownership, and it can also be used to discuss ability or describe appearance. “Have” is also a very popular substitute for the verbs “eat” and “drink.” For example: “Let's have dinner.”

When used as an auxiliary verb, **have** is always teamed up with another verb to create a complete verb phrase, making it easy to differentiate between uses. You can see the difference in the sentences below:

- Jerry **has** a large coffee stain on his shirt. → Has = action verb
- Jerry **has bought** a new shirt to replace the one that was ruined earlier. → Has = auxiliary verb; bought is a past participle that completes the verb phrase.
- Jerry **should have been** more careful! → Have = auxiliary verb; phrase “should have been” expresses time and evaluates Jerry's actions.

### Do

“Do” can be used as an action verb that stands alone in all its tenses, including **to do, do, does, done, did and didn't, doesn't or did not**.

When used as an auxiliary verb, **do** is always paired up with another verb to create a complete verb phrase. In some cases, it is used to add emphasis: “*I **did** put the garbage out!*” **Do** is often used to form questions and negated clauses. It is also used in elliptical sentences, where the

main verb is understood and is omitted as a result. For example: “*He plays piano well, **doesn’t** he?*” or “They all had dinner, but I didn’t.”

- Because he spills things so often, Jerry does more laundry than most people. ◇ Does = action verb
- Jerry didn’t put his coffee in a cup with a lid. ◇ Didn’t = auxiliary verb
- Jerry doesn’t always spill things, but it happens a lot. ◇ Doesn’t = auxiliary verb

## **Be**

“Be” or “to be” is an important verb that has a multitude of uses in English. It can be used as an action verb that stands alone in all its tenses including **be, to be, been, am, are, is, was, were, wasn’t, was not aren’t, are not, weren’t** and **were not**.

When used as an auxiliary verb, **be** is always paired with another verb to create a complete verb phrase. It can be singular or plural, present or past. Negative sentences are formed by adding the word “not”.

- Jerry is messy. ◇ Is = action verb
- Although he is always complaining about his accidents, Jerry fails to pay attention. ◇ is = auxiliary verb
- Jerry is going to be doing extra laundry for the rest of his life. ◇ to be = auxiliary verb

**Dr Shieen Rasool**

**Lec. (۲)**

## **Lecture. (۲) Unit (۲)**

- Present tenses
- Present continuous
- Simple or continuous?
- Present passive

### **Simple Present**

The simple present is a verb tense with two main uses. We use the simple present tense when an action is happening right now, or when it happens regularly (or unceasingly, which is why it’s

sometimes called present indefinite). Depending on the person, the simple present tense is formed by using the root form or by adding -s or -es to the end.

I feel great! Pauline loves pie. I'm sorry to hear that you're sick.

The other is to talk about habitual actions or occurrences.

Pauline practices the piano every day. Ms. Jackson travels during the summer. Hamsters run all night.

Typically, when we want to describe a temporary action that is currently in progress, we use the present continuous: Pauline can't come to the phone right now because she **is brushing** her teeth.

## **How to Form the Simple Present**

In the simple present, most regular verbs use the root form, except in the third-person singular (which ends in -s).

**First-person singular:** *I write*

**Second-person singular:** *You write*

**Third-person singular:** *He/she/it writes* (note the -s)

**First-person plural:** *We write*

**Second-person plural:** *You write*

**Third-person plural:** *They write*

For a few verbs, the third-person singular ends with **-es** instead of **-s**. Typically, these are verbs whose root form ends in **o, ch, sh, th, ss, gh,** or **z**.

**First-person singular:** *I go*

**Second-person singular:** *You go*

**Third-person singular:** *He/she/it goes* (note the -es)

**First-person plural:** *We go*

**Second-person plural:** *You go*

## Lecture. (۳) Unit (۳)

- Past tenses
- Past simple and continuous
- Past simple and past perfect
- Past passive

**Simple past tense** verbs—also called past simple or preterit—show action that occurred and was completed at a particular time in the past. The simple past tense of regular verbs is marked by the ending *-d* or *-ed*. Irregular verbs have a variety of endings. The simple past is not accompanied by helping verbs.

- "The simple past tense is often used with an adverbial phrase that specifies a time in the past, such as yesterday, last year, (or) an hour ago," according to *Complete English Grammar Rules*.
- An example of a simple past tense verb used in a sentence would be: "I went to the park." The speaker completed their action of going to the park, so you use the verb "go" in the simple past tense. Note how this example uses an irregular verb but in the past simple, which can be a bit confusing until you understand the rules for using these verbs.
- Regular Verbs
- As with any subject in English grammar, it's easiest to start with regular verbs. A good example sentence—from *The Wonderful Wizard of Oz*—would be: "The four travelers *passed* a sleepless night, each thinking of the gift Oz had promised to bestow on him." The present tense of the verb is *pass*. You know it's a regular verb because you simply add *-ed* to form the past tense.

### **How to Make the Simple Present Negative**

- The formula for making a simple present verb negative is **do/does + not + [root form of verb]**. You can also use the contraction **don't** or **doesn't** instead of **do not** or **does not**.

- Pauline does not want to share the pie. She doesn't think there is enough to go around. Her friends do not agree. I don't want pie anyway.
- To make the verb **to be** negative, the formula is [**to be**] + **not**.
- I am not a pie lover, but Pauline sure is. You aren't ready for such delicious pie.

### How to Ask a Question

- The formula for asking a question in the simple present is **do/does** + [**subject**] + [**root form of verb**].
- Do you know how to bake a pie? How much does Pauline love pie?
- **Common Verbs in the Simple Present**

### **Infinitive I, You, We, They He, She, It**

to ask	ask / do not ask	asks / does not ask
to work	work / do not work	works / does not work
to call	call / do not call	calls / does not call
to use	use / do not use	uses / does not use
to have	have / do not have	has / does not have

## Lecture. (٤)

## Unit (٤)

- Model verbs
- Obligation and permission
- Future forms
- Present continuous

### How to Form the Simple Present

In the simple present, most regular verbs use the root form, except in the third-person singular (which ends in **-s**).

- **First-person singular:** *I write*
- **Second-person singular:** *You write*
- **Third-person singular:** *He/she/it writes* (note the **-s**)
- **First-person plural:** *We write*
- **Second-person plural:** *You write*

- **Third-person plural:** *They write*

For a few verbs, the third-person singular ends with **-es** instead of **-s**. Typically, these are verbs whose root form ends in **o, ch, sh, th, ss, gh,** or **z**.

For most regular verbs, you put the negation of the verb before the verb, e.g. “She won’t go” or “I don’t smell anything.”

The verb **to be** is irregular:

**First-person singular:** *I am*

**Second-person singular:** *You are*

**Third-person singular:** *He/she/it is*

**First-person plural:** *We are*

**Second-person plural:** *You are*

**Third-person plural:** *They are*

**Lecture. (๑)**

**Unit (๑)**

- Questions with like
- Verb patterns
- Questions and negatives
- Short answers

## **Present Continuous**

The **present continuous** verb tense indicates that an action or condition is happening now, frequently, and may continue into the future.

The Present Continuous Formula: **to be [am, is, are] + verb [present participle]**

Aunt Christine **is warming** up the car while Scott looks for his new leather coat. They **are eating** at Scott’s favorite restaurant today, Polly’s Pancake Diner.

The present continuous (present progressive) tense is a way to convey any action or condition that is happening *right now, frequently,* and may be *ongoing*. It adds energy and action to writing, and its effect helps readers understand *when* the action is happening. Imagine Aunt

Christine has surprised her nephew Scott for his birthday and is going to take him out to his favorite restaurant, Polly's Pancake Diner. If I wanted to tell the story *after it happened*, I'd use the past tense:

They **waited** at the red light, and Scott **worried** they might miss their reservation. (Past tense)

## Lecture. (٦)

## Unit (٦)

- Present perfect
- Present perfect versus past simple
- Present perfect passive

**The Present Perfect** Tense is not easy! ζThe Present Perfect Tense in English is one of those grammar structures that would not exist in languages that are designed by people.

ζUnfortunately, languages evolve with use and the Present Perfect Tense has evolved into a tense that deals with three totally different segments of time that have practically nothing to do with one another.

- Situation ١ to use the Present Perfect Tense ζAn event begins in the past and continues up to the present moment ζExample: I have been here since ٧ a.m. ζKey Words that indicate this situation: ψsince+ date, for + a period of time, all+ a period of time
- Situation ٢ to use the Present Perfect Tense ζWhen a portion of time is not completed ζExample: I have spoken to Lise many times this week. ζKey Words that indicate this situation: ψtoday, this semester, this winter, this year

## Lecture. (٧)

## Unit (٧)

- Conditionals
- First conditionals
- Second conditionals

- Time clauses
- Modal verbs (ʔ)- probability

**Conditional Sentences** the Writing Centre, Saint Mary's University, ʔ · ʔ ʔ This handout is for personal use only. Reproduction prohibited without permission. A conditional sentence describes a condition that is necessary for a particular outcome to occur. The conjunctions if, even if, when, whenever, whether, and unless often appear in conditional sentences. The meaning of a conditional sentence determines which verb tenses need to be used in the independent and subordinate clauses. There are several types of conditionals: ʔ .

**Zero Conditional:** Used to express a general or habitual fact. In this case, the present simple tense is used in both clauses. •General fact: If I touch an ice cube, it feels cold. •Habitual fact: Whenever I touch an ice cube, it feels cold. ʔ .

**First Conditional:** Used to make predictions about the future or to express future intentions or possibilities. In this case, the verb in the subordinate clause is in the present tense, and the main verb in the independent clause is preceded by “will” or another modal verb (might, should, may, etc.). •Intention: If I win the lottery, I will go to Paris. •Possibility: If I win the lottery, I might go to Paris. ʔ .

**Second Conditional:** Used to speculate about the future result of a possible, yet unlikely, present condition. In this case, the verb in the subordinate clause is in simple past tense, and the main verb in the independent clause is preceded by the modal would, could, or might. •Speculation: If I won the lottery, I would go to Paris. The Past Subjunctive can also be used to speculate about the future result of a condition that is not true in the present. In this case, the simple past-tense verb “were” is used in the subordinate clause, and the main verb in the independent clause is preceded by the modal would, could, or might. •Speculation: If I were Prime Minister, I would do a great job. •Speculation: If I were going to Paris, I would bring my passport. ʔ .

**Third Conditional:** Used to speculate about the past result of a condition that did not happen in the past. In this case, the verb in the subordinate clause is in past perfect tense; the main verb in the independent clause is a past participle, preceded by the modal would have, could have, or might have. •Speculation: If I had won the lottery, I would have gone to Paris. ʔ .

**Conditionals that use inversion:** It is also possible to express the conditional without using the word if by simply reversing the order of the subject and the verb in the subordinate clause and omitting if. This gives the conditional sentence a more formal tone and as a result tends to be used more often in writing. •Conditional using if: If I had won the

lottery, I would have gone to Paris. • Inverted conditional: Had I won the lottery, I would have gone to Paris

## Lecture. (^)

## Unit (^)

- Present perfect continuous
- Present perfect simple versus continuous
- Questions and answers
- Time expressions

## What's the difference? Present Perfect Simple and Present Perfect Continuous

We use both of these tenses for finished and unfinished actions.

The present perfect simple can be used (often with 'since' and 'for') to talk about unfinished actions that started in the past and are still true in the present. It's often used with stative verbs:

- I've known John for three years.

The present perfect continuous can also be used (often with 'since' and 'for') to talk about unfinished actions that started in the past and are still true in the present. (Of course, we don't use the present perfect continuous with stative verbs):

- She's been living here for three years.

Sometimes there's really no difference in meaning between the two tenses. This is especially the case with verbs such as 'live', 'work' and 'study':

- They've lived in London since 2004.
- They've been living in London since 2004.
- I've studied French for ten years.
- I've been studying French for ten years.
- He's worked at the company since 2009.
- He's been working at our company since 2009.

Sometimes, there is a difference in meaning:

∩: The present perfect continuous can be used to emphasise the length of time that has passed. The present perfect simple is generally neutral:

- They've been waiting for hours! (This emphasises the length of time).

- They've waited for hours. (This doesn't emphasise the length of time).

↯: On the other hand, the present perfect simple is often used when we're talking about how much or how many. This isn't possible with the present perfect continuous:

- She's drunk three cups of coffee this morning.
- She's drunk at least a litre of coffee today.

↯: The present perfect continuous often focuses on the action itself, while the present perfect simple focuses on the fact that the action is completed:

- I've been reading the book you recommended. (I'm enjoying it, but I'm not finished).
- I've read the book you recommended. (I've finished it, so we can talk about it).

We use 'yet' and 'already' with the present perfect simple:

- Have you read the book yet?
- She's finished her work already.

This difference is often used to talk about different kinds of results in the present. The present perfect simple is used when the action is finished, and the result comes from the action being finished:

- I've eaten dinner, so let's go out.
- She's done all her homework, so she can relax this evening.
- I've made a cake. Would you like some?

## Lecture. (9)

## Unit (9)

- Indirect questions
- Questions tags
- Questions and answers
- Time expressions

### Defining the passive voice

A passive construction occurs when you make the object of an action into the subject of a sentence. That is, whoever or whatever is performing the action is not the grammatical subject of the sentence. Take a look at this passive rephrasing of a familiar joke:

*Why was the road crossed by the chicken?*

Who is doing the action in this sentence? The **chicken** is the one doing the action in this sentence, but the chicken is not in the spot where you would expect the grammatical subject to

be. Instead, the road is the grammatical subject. The more familiar phrasing (why did the chicken cross the road?) puts the actor in the subject position, the position of doing something—the chicken (the actor/doer) crosses the road (the object). We use active verbs to represent that “doing,” whether it be crossing roads, proposing ideas, making arguments, or invading houses (more on that shortly).

Once you know what to look for, passive constructions are easy to spot. Look for a form of “to be” (is, are, am, was, were, has been, have been, had been, will be, will have been, being) followed by a past participle. (The past participle is a form of the verb that typically, but not always, ends in “-ed.” Some exceptions to the “-ed” rule are words like “paid” (not “payed”) and “driven.” (not “drived”).

Here’s a sure-fire formula for identifying the passive voice:

**form of “to be” + past participle = passive voice**

For example:

*The metropolis has been scorched by the dragon’s fiery breath.*

*When her house was invaded, Penelope had to think of ways to delay her remarriage.*

**Not every sentence that contains a form of “have” or “be” is passive!** Forms of the word “have” can do several different things in English. For example, in the sentence “John has to study all afternoon,” “has” is not part of a past-tense verb. It’s a modal verb, like “must,” “can,” or “may”—these verbs tell how necessary it is to do something (compare “I have to study” versus “I may study”). And forms of “be” are not always passive, either—“be” can be the main verb of a sentence that describes a state of being, rather than an action. For example, the sentence “John is a good student” is not passive; “is” is simply describing John’s state of being. The moral of the story: don’t assume that any time you see a form of “have” and a form of “to be” together, you are looking at a passive sentence.

Need more help deciding whether a sentence is passive? Ask yourself whether there is an action going on in the sentence. If so, what is at the front of the sentence? Is it the person or thing that does the action? Or is it the person or thing that has the action done to it? In a passive sentence, the object of the action will be in the subject position at the front of the sentence. As discussed above, the sentence will also contain a form of be and a past participle. If the subject appears at all, it will usually be at the end of the sentence, often in a phrase that starts with “by.” Take a look at this example:

*The fish was caught by the seagull.*

If we ask ourselves whether there's an action, the answer is yes: a fish is being caught. If we ask what's at the front of the sentence, the actor or the object of the action, it's the object: the fish, unfortunately for it, got caught, and there it is at the front of the sentence. The thing that did the catching—the seagull—is at the end, after “by.” There's a form of be (was) and a past participle (caught). This sentence is passive.

Let's briefly look at how to change passive constructions into active ones. You can usually just switch the word order, making the actor and subject one by putting the actor up front:

*The metropolis has been scorched by the dragon's fiery breath.*

becomes

*The dragon has scorched the metropolis with his fiery breath.*

becomes

*When her house was invaded, Penelope had to think of ways to delay her remarriage.*

becomes

*After suitors invaded her house, Penelope had to think of ways to delay her remarriage.*

To repeat, the key to identifying the passive voice is to look for both a form of “to be” and a past participle, which usually, but not always, ends in “-ed.”

## **Lecture. ( ˆ ˆ )**

## **Unit ( ˆ ˆ )**

- Reported speech
- Reported statements
- Questions and answers
- Questions and negatives

**Reported Statements** When do we use reported speech? Sometimes someone says a sentence, for example "I'm going to the cinema tonight". Later, maybe we want to tell someone else what the first person said. Here's how it works: We use a reporting verb like 'say' or 'tell'. If this verb is in the present tense, it's easy. We just put 'she says' and then the

sentence: Direct speech: I like ice cream. Reported speech: She says she likes ice cream. We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to change words like 'my' and 'your'. On the other hand, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech: Direct speech: I like ice cream. Reported speech: She said she liked ice cream. Tense Direct Speech Reported Speech present simple I like ice cream" She said (that) she liked ice cream. present continuous I am living in London" She said she was living in London. past simple I bought a car" She said she had bought a car OR She said she bought a car.

**Reported Requests** There's more! What if someone asks you to do something (in a polite way)? For example: Direct speech: Close the window, please. Or: Could you close the window please? Or: Would you mind closing the window please? All of these requests mean the same thing, so we don't need to report every word