

Ministry of Higher Education and Scientific Research
National Higher School of Veterinary Sciences

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English Course ENSV

First Year Students

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The course objectives

The module of English intended to first year students at National Higher Veterinary School is aimed to prepare the future veterinary surgeons for understanding academic English as well as writing their articles in good English.

The present course provides two chapters: The **grammar rules** and **scientific English**. The **first** chapter, which is a long one deals with grammar, namely the noun phrase and the verb phrase, which constitute the basic of any language learning. The students have to acquire the tools that allow them to analyse the simple sentence; to identify the noun phrase, to understand the uses of determiners and quantifiers, to make the difference between countable and uncountable nouns, masculine, feminine and neuter nouns (gender) and to express possession ('s genitive case). English tenses follow up with the different aspects and nuances of meanings when used in specific situations and contexts.

After the grammar rules, the students will be able to move to the second chapter of **scientific English** and understand some technical terms related to scientific themes, such as health, medicine, living organisms and environment.

The module **English** in National Higher Veterinary School is mostly tutorial than lectures, that is why the handout provides a lot of practice than rules.

Part 1: English Grammar

- 1- Determiners
- 2- Quantifiers
- 3- English number
- 4- English Gender
- 5- Genitive case
- 6- Tenses

Part 2 : Scientific English

Theme 1 : Living Organisms

Theme 2 : Health and diseases

Theme 3: Human Respiration

DETERMINERS

Determiners are those little words that precede and modify nouns.

The determiner decides what kind of noun is in the phrase : whether it is definite or indefinite (the pen , a pen, an apple), proper or common (John, a table). countable or uncountable (a student, sugar).

I- Definite and indefinite article:

“The” is a determiner that we call **definite article** because we know which noun we are speaking about. It is used with countable and uncountable nouns.

Eg: The ship sailed yesterday(countable noun)

The water is cold.(uncountable noun)

“A or an” are determiners that we call **indefinite articles**. They are used with singular countable nouns.

Eg: A book, a cat, a cake....

An umbrella, an apple, an elephant.....

Note: There are some words which can be used instead of “the” and “a” in the noun phrase, expressing quantity (some students), number (two students), possession (my book), demonstration (this book).

II- The uses of definite article, indefinite article and Ø article

(For more details please visit the following site [Articles](#))

The	A / AN	Ø article
1-second mention 2-unique nouns 3-of construction 4-before superlatives 5-musical instruments 6-The order: the first,the second the last, the next... but we say next week last summer... 7- The position: The beginning, the end, the top the middle, the right, the left. 8-The radio (but TV) Eg: turn off the TV	1-singular noun 2-first mention 3-before adjective When the noun is singular 4-name of professions Eg: A doctor a lawyer	1-abstract nouns used in general sense. Eg: humanity Science,water,fire... 2-names of meals: breakfast,lunch,dinner 3-TV (programm) But the TV (set) Eg: Turn off the TV. There is a nice film on TV now. 4-Plural nouns used in general sense. Eg: Tigers are beautiful animals. 5-Names of languages Eg: English, Arabic.. 6- Academic subjects Eg: History,physics,

<p>9-the cardinal points The east, the west...</p> <p>10-Famous names of restaurants, hotels, theatres, museums... Eg: the Hilton The Bardo...</p> <p>11-Most important places in a town: Eg: The airport, the university the post-office but: Benmehdi street, Kennedy place Houari Boumediene Airport.</p> <p>12-Names of oceans, Seas, rivers, canals. The Atlantic (ocean) The Nile (river) The Mediterranean (sea)</p> <p>13-Plural names of the countries/islands Mountains Eg: the Netherlands The Alps...</p>		<p>Biology....</p> <p>7- Games and sports. Eg: Tennis, chess...</p>
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Exercises 1: Put in **a/an** or **the** where necessary .Justify your answer (give the rule) as shown in the example:

1 - Don't forget to turn off light when you go out. Turn off the light (the light of the house, of construction)

2 – Enjoy your holiday and don't forget to send me a postcard.

3- What is name of this village?

4- Canada is very big country.

5- What is largest city in your country?

6- I like this room but I don't like colour of carpet.

7- We live in old house near station.

8- What is name of director of film we saw last night?

9- I didn't like her first time I met her.

10- What is on TV tonight?

Exercise 2: Complete the story about the theft of a river barge. Put in **a, an, one** or **the**.

1- This is a true story about (1).....man who chose (2).....worst possible time for his crime. It happened in London in (3).....summer of 1972. (4).....man stole a barge on (5).....River Thames (in case you don't know, (6).....barge is a river boat used for carrying goods).(7)owner of (8).....barge soon discovered that it was missing and immediately informed (9)police so that they could look for it. Normally (10)river is quite (11).....busy place, and it would be difficult to find what you are looking for. On this day, however, there was (12).....dock strike, and so there was only (13).....barge on (14)river. (15).....thief was quickly found and arrested.

Exercise 3: Decide which word or words are correct. Justify your answer.

1. I think that isthing to say.
a) awful b) an awful c) a awful
2. Judy goes toon the bus.
a) work b) a work c) the work
3. I don't know what to do. It is problem.
a) quite difficult b) a quite difficult c) quite a difficult
4.is my favourite sport.
a) golf b) A golf c) The golf
5.starts at nine o'clock.
a) School b) A school c) The school
6. We hadtime at the disco yesterday.
a) really nice b) a really nice c) really a nice
7. Did you learn to play..... ?
a) violin b) a violin c) the violin
8. We can finish the rest of the bread for.....
a) a breakfast b) breakfast c) the breakfast
9. I might listen to
a) radio b) the radio c) a radio
10. We need to protect.....from pollution.
a) environment b) the environment c) an environment

Exercise 4 : Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick. If it's not correct cross the unnecessary word out of the sentence and write it next to it

- 1- My new job starts in the April.
- 2- I was so tired I went to bed at nine.
- 3- The life just isn't fair sometimes.
- 4- What the clever children you have !

- 5- Tessa was still working at the midnight.
- 6- I drive past the hospital every morning.
- 7- A one boy was much taller than all the others.

QUANTIFIERS

- A quantifier says how many/much. It expresses the quantity of something, the choice of quantifier can depend on whether the noun is (CN) or uncountable (UN).

Eg : **Many** friends
CN
much water
UN

- The following table shows the different uses of quantifiers, according to the noun that follows.

Quantifiers	Countablenouns	Uncountablenouns	Examples
(not)much		X	Idon't have much money (much is used in negative and interrogative sentences)
many	X		I have many apples
few	X		We know few people in the area.
A few	X		He has a few friends. (not many but enough)
little		X	I knowlittle English (not enough to get England)
A little		X	I know a little English. (enough)
enough	X	X	I have enough money I have enough books
Plenty of	X	X	There are plenty of plants (or sugar)
Several	X		We can see several trees
None of the	X		None of the people is there

A bit of		X	A bit of dancing
A good deal of		X	A good deal of butter
No	X	X	He has no patience There are no vegetables.
Some	X	X	Can I have some water please ? Do you want some coffee ?
Any	X	X	I haven't got any pens. There is not any milk left.
Most of the	X	X	Most of the students were absent. The baby drank most of the milk.
A lot of (lots of)	X	X	He has made a lot (lots) of money There are a lot of seats over there.
A lack of	X	X	There is a lack of rooms. There is a lack of air.

(Please go to [countable and uncountable nouns](#))

Exercise 1 : In some sentences **much** is incorrect. Correct the sentence or write ok. Justify your answer.

- 1- Do you drink much coffee ?
- 2- I drink much tea.
- 3- It was a cold winter. We had much snow
- 4- There wasn't much snow last winter.
- 5- It costs much money to travel around the world.
- 6- We had a cheap holiday. It didn't cost much
- 7- Do you know much about computers ?
- 8- « Have you got any luggage ? » « Yes, much.

Exercise 2 : Put in **little, a little, few, a few** .Justify your answer.

- 1- There wasfood in the fridge. It was nearly empty.
- 2- « When did Sarah go out ? » «minutes ago. »
- 3- I can't decide now. I need time to think about it .
- 4- There wastraffic, so we arrived earlier than we expected.
- 5- The bus service isn't very good at night, there arebuses after 9 o'clock.
- 6- I would like to practice my English more but I haveopportunity.

ENGLISH NUMBER

Most nouns have both a singular and a plural form, expressing a contrast between ‘one’ and ‘more than one’, and these are known as ‘*variable nouns*’. A small group of cases do not have a number contrast ‘the invariable nouns’.

A- Variable nouns:

The plural form is usually represented [orthographically](#) by adding -s to the singular form (see exceptions below). The phonetic form of the plural morpheme is [z] by default. Examples:

Regular plurals :

Boy Boys /bɔɪz/

Girl girls /gɜːlz/

Chair chairs /tʃeəz/

When the preceding sound is a [voicelessconsonant](#)—such as [t], [p], or [k]—it is pronounced [s]. Examples:

Cat cats /kæts/

Lap laps /ləps/

Clock clocks /klɒks/

Where a noun ends in a [sibilant](#) sound—[s], [ʃ], [tʃ], [z], [ʒ], or [dʒ]—the plural is formed by adding [ɪz] (also pronounced [əz]), which is spelled -es if the word does not already end with -e:

dish dishes /ˈdɪʃɪz/

glass glasses /ˈglɑːsɪz/

judge judges /'dʒʌdʒɪz/

phase phases /'feɪzɪz/

witch witches /'wɪtʃɪz/

Morphophonetically, these rules are sufficient to describe most English plurals. However, there are several complications introduced in spelling.

The **-oes rule**: most nouns ending in *o* preceded by a [consonant](#) also form their plurals by adding *-es* (pronounced [z]):

Hero Heroes

potato Potatoes

volcano volcanoes *or* volcanos

The **-ies rule**: nouns ending in *y* preceded by a consonant usually drop the *y* and add *-ies* (pronounced [ɪz]). This is taught to many American and British students with the rhyme: "Change the *y* to *i* and add *es*":

Cherry cherries

Lady ladies

However, proper nouns (particularly those for people or places) ending in *y* preceded by a consonant form their plurals regularly:

Germany : Germanys (as in *The two Germanys were unified in 1990*)

There are two Harrys here.

Compounds:

1- S on 1st element: passer-by passers-by

Man-of-war men-of-war

Attorney-general attornies –general

2-Plural with s on both elements:

woman doctor women doctors

manservant menservants

2- **S on the second element:** boy friend boy friends

Breakdown breakdowns

Forget-me-not forget-me-nots

Some words ending in a y preceded by a vowel form their plurals regularly:

day days

monkey monkeys

Irregular plurals

There are many other less regular ways of forming plurals, usually stemming from older forms of English or from foreign borrowings.

Nouns with identical singular and plural

Some nouns spell their singular and plural exactly alike; some linguists regard these as regular plurals. Many of these are the names of animals:

deer fish/fishes moose sheep swine zebra

The plural *deers* is listed in some dictionaries, but is considered by many to be an error.

Fish does have a regular plural form, but it differs in meaning from the unmarked plural; *fishes* refers to several species or other taxonomic types, while *fish* (plural) is used to describe multiple individual animals: one would say "the [order](#) of fishes," but "five fish in an aquarium."

Irregular plurals from other languages

- Some nouns of [French](#) origin add -x:

Beau beaux

bureau bureaux or bureaus

château châteaux

- Nouns from languages other than the above generally form plurals as if they were native English words:

Canoe canoes

Igloo igloos

kangaroo kangaroos

Kayak kayaks

Pizza Pizzas

Sauna Saunas

B- Invariable nouns:

These are classified into two types: those used only in the singular and those used only in the plural

1- Singular –only nouns:

a-Non count nouns:

eg: gold - furniture – music – homework

furniture is expensive

b- Proper nouns:

eg : John - the Nile

c- Nouns ending in – s:

eg : News – diseases (measles, mumps)

subjects in ics : phonetics - statistics – physics

Games: dominoes – bowlseg: Dominoes is my favorite game.

Proper nouns: Algiers – Athenes

d- Nominal uses of adjectives:

eg: The beautiful – the sublime

2- Group nouns:

A group noun or collective noun refers to a group of people.

Eg: audience, club, committee, company, government, family, population, public, school, press.

After a singular group noun, the verb is usually singular, but it can be plural.

*The family **was** gatherd to discuss the problem.(The family means institution)*

*The family **were** gatherd to discuss the problem.(The family means the members)*

3- Plural-only nouns:

- a- Summation plural (names of two parts items)
eg: scissors – trousers – jeans (My jeans are too big not my jeans is too big)
- b- Pluraliatantum : words used in the plural form but the form without an “s” has different meaning.
eg: the middle ages – customs – spirits –contents - woods.....
- c- Proper nouns: The Philippines – the Pyrenees
- d- Unmarked plurals: Plurals do not have an “s”
eg: Cattle – Police – People – Youth
- *People are not aware about the harm caused by smoking.*
- *The police are looking for the escaped prisoner.*
- e- Nominal uses of adjectives:
eg: The poor – The rich
- *The poor are poorer every day.*

Exercise 1: Put in the nouns and add “s” if necessary.

- 1- Claire had to take her luggage through (custom).....
- 2- Please accept this gift as an expression of our (thank).....
- 3- The woman is demanding (damage).....for her injuries.
- 4- The pain (pain).....was so bad I called the doctor.
- 5- The old man carried his few (belonging).....in a plastic bag.
- 6- If we pay in cash, we make a (saving).....of ten per cent.
- 7- The gas explosion caused a lot of (damage)to the flats.
- 8- We are going to spend all our (saving).....on a new car.
- 9- The company always takes (pain)to protect its image.

Exercise 2: Choose the correct verb form

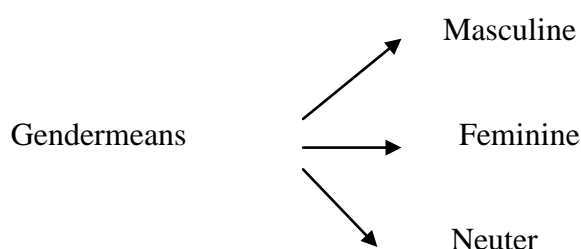
- 1- The television news are / is at ten o'clock.
- 2- These clothes is/ are the latest fashion.

- 3- Maths is /are Emma's favourite subject.
- 4-The troops was /were involved in a training exercise.
- 5- The contents of the briefcase seems / seem to have disappeared.
- 6- Darts is /are often played in pubs in England.
- 7- The athletics we watched was / were quite exciting.
- 8- The remains of the meal was /were thrown in the bin.

Exercise 3 : Choose the correct form of the verb.

Zedcohave /has just announced that it made a loss of £ 35 million last year. The management is /are well aware that they have made mistakes. The press have /has all been printing stories and articles critical of the company . The Zedco board knows/ know that they now have some difficult decision to take. Naturally the staff is / are worried about their jobs and wants/want a meeting with management as soon as possible. But Chief Executive Barry Douglas says things are not really so bad. He has said that the company still has/have a great future ahead of it.

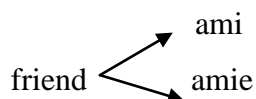
English Gender



English has very few gender distinction: that is distinction between masculine, feminine and neuter.

Special suffixes are not generally used to mark gender distinction.

eg :**Cousin** can be both masculine and feminine, whereas in French we say: **cousin et cousine**. However, gender distinctions are reflected in the personal pronouns: **He, she, it**, therefore English gender may be described as covert, in contrast to the overt gender system of many languages. Let's compare French and English:



Gender classes:

We can distinguish 10 gender classes.

Class 1 and 2: Personal Masc /Femi nouns. These are of 2 types:

Type a: Has no overt marking which suggest morphological correspondence between Masc and Fem, whereas in

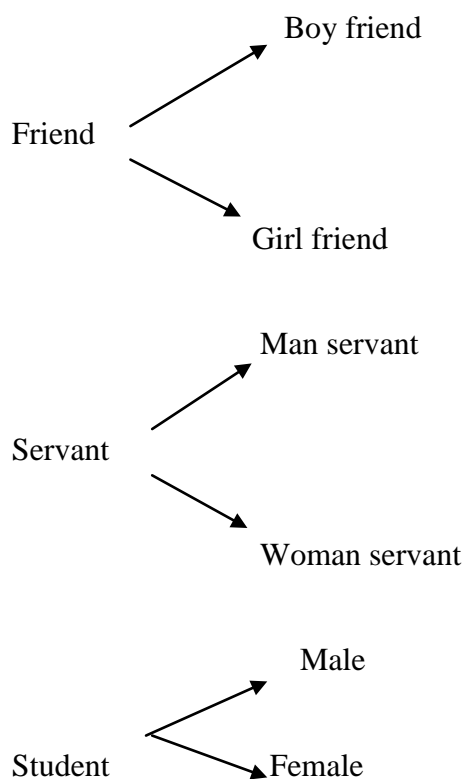
Type b: There is a morphological relationship between Masc and Fem.

	Personal Masculine	Personal Feminine
Type a: Morphologically unmarked for gender	Bachelor brother	Spinster sister
Type b: Morphologically marked for gender	Bridegroom Duke Hero	Bride Duchess Heroine

Class 3: Personal dual gender.

There is a large class of nouns which can be either Masc or Fem eg:

Artist, teacher, doctor, cook, musician, speaker, guest, student, professor.



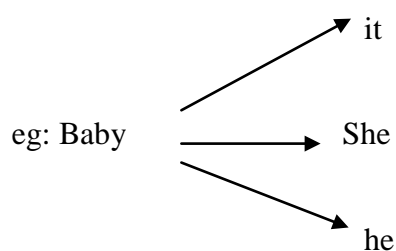
This dual class is in increase as more and more positions in society are opened to both sexes.

eg: Engineer (male), nurse (female).

There is no rational rule which can be given for whether a noun should have dual distinction or not. For example servant is dual, but waiter is not dual .

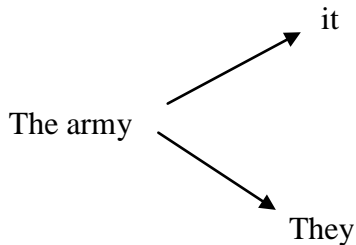
Class 4: Common gender

Common gender nouns are intermediate between personal and no-personal nouns.



Class 5: Collective nouns

They differ from other nouns in taking as pronouns substitute either “it” or “they” without a change of number in the noun.



eg: The family has decided to meet; it expect to solve the problem.(family means institution)

The family have decided to meet; they expect to solve the problem (many members)

There are nuances in meaning; the singular stresses the noun-personal collectivity of the group; whereas the plural stresses the personal individuality within the group: There are 3 sub-classes of collective nouns.

First class: specific (Army, clan, family, government, jewelry.)

Second class: generic (The aristocracy, the bourgeoisie, the proletariat)

Third class: unique (The Arab league, the Kremlin, the U.N, the Vatican)

Class 6 and 7: Higher animals.

They are divided into masculine and feminine.

eg: Stallion -mare

Bull - cow

Class 8 : Higher organisms

These include countries, ships and other entities towards which an affectionate attitude is expressed.

eg:What a lovely ship she is !

What is she called?

Names of countries : They have different gender dependency on their case

a- Geographical units (Treated as neuter)

eg: Look at the map, we see Algeria here it's one of the largest countries of Africa.

b- Economic and political units (treated as personal)

eg: Algeria has been able to increase her exports by 10% , over the last year

In sports: The teams representing the countries can be referred to as they.

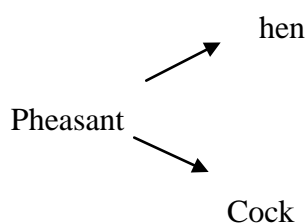
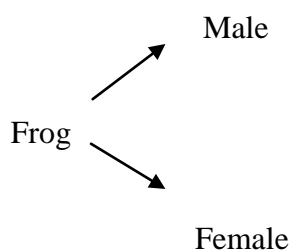
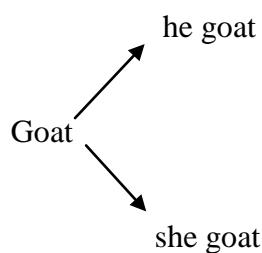
Eg: Algeria has improved of their chances

(the chances of the teams) of winning the cup.

Class 9 and 10: Lower animals and inanimate nouns .

Lower animals do not differ from inanimate nouns; both snake and table take “it” and “which”.

Sometimes sex differences can be indicated by gender markers.



Here are some female forms of some words:

Fox = vixen

Marquis = marchioness

Duke = duchess

Singer= male or female

Emperor = empress

Ambassador = ambassadress

Sir = lady

Wolf= she wolf

Cousin =female cousin, male cousin

god= goddess

Gender Exercises

Exercise 1:

Replace : x by Who or which,

y by he, she , it , they

Z by his, her, its, their

- 1- I know a man X could help you, y is very kind.
- 2- I have a friend x could help you, y is very kind .
- 3- My neighbour x is an expert on such matters will tell you , but y is out at the moment.
- 4- The committee x meets every Wednesday has not yet made up z mind.
- 5- The committee x are very sympathetic are giving the matter Z careful consideration.
- 6- The group x dominated society was the family, y continued to do so for centuries.
- 7- The baby x had fallen from z chair continued to scream as loud as y could.
- 8- The family x were seriously worried met to discuss the scandal, y decided to try to hush it up.

- 9- The majority x are in fever of the new measures want to make z voices heard.
- 10- Japan x was isolated from the rest of the world for nearly 300 years has now taken z place as a member of the world community now.

Exercise 2: Say whether these sentences are correct; if not give the correct form

- 1- The widow gives his daughter a beautiful toy.
- 2- The staff was glad to show their satisfaction.
- 3- London is at her best during winter.
- 4- The baby stuffed the sweet into its mouth.
- 5- The horse broke her leg.
- 6- Japan Has decided that she will increase her aid to the world.
- 7- The dog wants to go out, can you take her for a walk.
- 8- How is your motorbike? She is going like a bomb.

(More practice go to Gender [Exercises](#) part 1, [Exercises part 2](#), [Exercises part 3](#))

CASE (GENITIVE CASE)

Case is also called the possessive form. Eg: John's hat

Genitive case is realized in this way :

Ruth's	/s/	}	hat
Georges'	/iz/		
John's	/z/		

When the final consonant is voiceless like in “ Cat's”, the case is pronounced /s/. when the consonant is followed by a vowel we pronounce it /iz/ ,like in

“ spies” / spaiz/

eg: The spies were arrested. /spaiz/

The spy's companion was arrested. /spaiz/

The spies' companion was arrested. /spaiz/

Types of genitive:

Zero genitive occurs with

- Regular plurals, eg: The boys' shirts.
- Greek names of more than one syllable

eg: Socrates' plays, Ulysses' voyage, Oedipus' tragedy.

- English names ending with “s”:
 - Eg Dicken's plays
 - Dickens' stories
- (both are possible)
- Fixed expressions:

Eg: For goodness' sake

For heaven's sake

For God's sake

The genitive in relation to noun classes, can be found with certain types classes:

- Personal names: John's tie.
George Washington's statue.
- Personal nouns : The student's book.
- Animal nouns (higher animals): The lion's tail.

- Collective nouns: The committee's meeting.
The family's problem.
- Geographical nouns: Algeria's climate.
- Temporal nouns: A good night's sleep, a day's work
- Superlatives and Ordinal: The world's greatest university.
Algeria's first festival

Choice between 's and the of genitive:

The "of genitive" is found with:

- Inanimate nouns: The leg of **a table**.
- Lower animals: The venom of **a snake**.
- Postmodification: when the modified NP is long
The departure of the 4.15 train to London
- Non count nouns: The discovery of **oil**.
- Abstract nouns: The progress of **science**.

Case (Exercises)

Exercise 1: Write the form of the genitive as appropriate:

- 1- John has a brother
- 2- Thomas has a sister.
- 3- Sophocles wrote plays.
- 4- Keats wrote poetry.
- 5- The ship has a siren.
- 6- Europe has art treasures.
- 7- The holiday lasted a week.
- 8- The man over there has a hat.
- 9- The newspaper published this evening
- 10- The cow gives milk.
- 11- My brother-in-law has a house.
- 12- Something has a name.

Exercise 2: Join two nouns with ‘, ‘s, of- genitive

- 1- The camera /Tom
- 2- The eyes / the cat
- 3- The top / the page
- 4- The name / your wife
- 5- The name / the street
- 6- The newspaper / today
- 7- The new manager / the secretary
- 8- The birthday / my father
- 9- The car / Mike’s parents
- 10 - The result / football match
- 11 – The garden / our neighbours
- 12 – The children / Ben and Mary
- 13 –The husband / the woman talking to Tom
- 14 – The house / my aunt and my uncle
- 15 – The ground-floor / the building
- 16 – The name / The man I saw you with yesterday
- 17 – The daughter / Charles

Exercise 3: How do you interpret the meaning of the genitive form in the following sentences?

- 1- The president’s proclamation was welcomed by the people.
- 2- The president’s assassination caused a political crisis.
- 3- Peter’s photograph in the exhibition was much prized.
- 4- John’s wedding presents were magnificent.
- 5- The general opinion of the critic is not favorable.

Exercise 4: Paraphrase the phrases below by means of a noun modified by a relative clause.

Eg: John’s hat (The hat that John has)

- 1- Peter’s photograph.
- 2- The captain’s report.
- 3- His father’s consent.
- 4- John’s mistake.
- 5- The man’s execution.
- 6- His uncle’s murder.
- 7- A year’s absence.
- 8- His father’s influence.

TENSES[Tenses](#)

Present simple :

We use the present simple tense to indicate:

- Permanent situations such as

- Universal truths:

The sun rises in the East.

- Habitual actions:

I take the bus to work

I get up at 6 every day

She is always late

-To express actions taking place at the moment of speaking :

- sport commentaries

- Recipes

- Demonstrations (chemistry)

-Planned future actions.

Eg : My plane leaves at 10 tomorrow.

(The tense is present but the time is future)

- Fixed timetable schedule:

The play begins at 10 and ends at 12.

We use present simple tense with adverbs and adverbial phrases such as often, occasionally, once a year, every two years, never.

Present simple continuous (progressive form):

We use the present continuous to describe a temporary situation, at the time of speaking.

Eg: It is raining, take an umbrella with you.

It rains a lot in winter. (habitual action)

Tom is having a shower at the moment.

-Present continuous is used to attract the attention of the listener.

Eg: I am peeling the onions.

-Present continuous is used to express an action taking place in the near future.

Eg: She is meeting Tom tonight.

I am seeing the President tomorrow

- We don't use the following verbs in the present continuous form:

Like – love – want – know – understand – remember – depend – prefer – hate – need – mean – believe – forget.

Eg:* I am liking the film. (It's incorrect)

Present perfect:

We use the present perfect when we talk about a time from the past until now.

Eg: Bill has gone to Spain. (Bill is in Spain now)

I have lost my passport. (I haven't my passport now)

I have lived here for 10 years.

He has cried all morning.

-Present perfect can be used to talk about a recent action when the time is not mentioned.

Eg: The rain has caused damage in Ghardaia.

-Present perfect is used with since and for:

Eg: I have known Tom for 2 years .

I have known Tom for ages

Centuries

a long time.

since 1990.

- Present perfect is used with: just –already–yet.

Eg: I have just arrived.

They have already gone

The film hasn't started yet.

-Present perfect used with have you ever...? To ask questions about a time from the past until now.

Eg: "Have you ever been to Japan?"

"yes, once"

-Present perfect with :How long have you....?

Eg: "How long have you been married?"

"We have been married for five years."

"How long has she lived there?"

“ she has lived there all her life.”

..... since her childhood.

Present perfect continuous (PPC):

It's used to speak about an action starting in the past and continues in the present or has just finished. We are interested either in the duration or the result.

Eg: I have been working all day.(and I continue now)

It has been raining all week. (until now)

-Present perfect C. can be used to imply the speaker's annoyance:

Eg: This student has been asking me the same question for at least 10 times.

- PPC occurs with adverbials such as :all morning- all day - for a long time – since 19..

Eg: I have been cleaning the house all morning.(At present the house is clean)

He has been jumping up and down, all day.

Note: PPC is not used with stative verbs such as : hurt, hit, burn, break, crush

Eg:*I have been hurting myself all morning.

(incorrect sentence)

- we prefer the present perfect continuous for temporary actions and the present perfect for permanent and long actions:

Eg: I have been living in Janet's flat for the last week.(Temporary action)

She has lived there since 1990.(permanent and long action)

Past simple:

-It is used to express a completed or finished past actions and past habits, at a certain time in the past.

Eg: We played tennis yesterday.(finished action)

I travelled a lot when I was younger (past habit)

- Past simple can be used with such adverbials:

Last month, in 1930, 2 days ago, yesterday, once, for a long time...

Eg: I was a heavy smoker once.

His father worked for this firm for a long time.

-Past simple can be used before clauses introduced by when:

Eg: When I saw him, I was surprised.

-Special uses of past tense:

- The past simple can be used even though it doesn't refer to past time. It occurs after the expression “It is time, it's about time, it's high time.

Eg: It's high time we left.(we must leave now)

- The past simple is used in polite questions

Eg: “Did you want to see me?” (now)

“yes,I wanted to see you. (now)

Past continuous:

-It indicates a past incomplete action which started and continued in the past.

Eg: I was working last night.

Or the action was interacted by a short action.

Eg: They were sleeping when the bell rang.

1st action

2nd action

The past continuous action precedes the past simple action

-Past continuous indicates a temporary event in the past.

Eg: He was living in the countryside at that time.

-Past continuous can be used to inquire about someone's past activities.

Eg: What were you doing at 10 o'clock last night?

Past Perfect:

Formed by had and ed-participle (past participle).

- Past perfect implies 'a past in the past'.

- We can indicate the temporal relation by using the past perfect for the earlier event, and the simple past for what followed.

Eg: I **had learnt English** before I **came to**
England.

When we got to the field the football
match has already started.

The past perfect continuous: (had been+pp)

Used to express the duration of an action up to a certain time in the past.

Eg: **The telephone had been ringing for three minutes before it was answered.**

When I got to the meeting, the lecturer had already been speaking for half an hour.

- Used to express either a past progressive or a present perfect progressive in reported speech.

Eg: **"He was watching television at that time"**

He said that he had been watching television at that time.

The future:

Unlike the present and the past, the future is not a tense in English. There are several ways of expressing future time:

- Present simple

- Present continuous
- be going to
- will + verb (infinitive)
- will + have + past participle
- will be + ing

Present simple:

It is used with adverbials referring to future time (tomorrow, next week).

P.S indicates an action with a fixed schedule.

Eg: The match starts at five and finishes at six forty five.

Tomorrow is Friday.

P.S is used after the conjunctions: when, as soon as, the moment that.

Eg: When we get there, we will have dinner.

Present continuous:

It is used with an expression denoting a future time. The P.C tells of future arrangement.

Eg: Tom is seeing Mary tonight.(near future)

P.C is used as a polite way of inquiring about somebody's plans.

Eg: What are you doing next week end?

Be going to + verb:

This form involves future time. The use of the adverb is optional in such case, the action expresses near future.

Eg: I am going to phone my mother.

Be going to form correlates with an action that is likely to happen.

Eg: It is going to rain.

Look at the baby's face, he is going to cry.

Shall /will+ infinitive

This form is used when we decide to do something at the moment of speaking.

Eg: It is late I shall go.

When shall occurs with the pronoun "you", it expresses a strong command :

Eg: You shall not go anywhere.

When will is used with the pronouns "I" and "we" it conveys intention, determination:

Eg: We will win the championship.

Will have + past participle:

It is used to express an action which will happen in the future:

Eg: I will be freer after Christmas. I will have finished my project.

Will be + verb(ing)

This form is used to speak about an action which is going on at a precised moment in the future.

Eg: At five o'clock tomorrow I will be playing football.

At this time next week I will be lying in the beach.

Modals

Use	Modal	Example
Necessity /Obligation	Must	1- I must be careful to pass the exam.(the obligation comes from the person speaking) 2- You mustn't smoke here. (something is prohibited)
Certainty	Must Will/Won't Can	You must be tired after that long voyage. 1- There will be a mistake. 2- You won't be ready. 3- You can/can't do it .
Obligation	Have to	You have to renew your residence. (The obligation comes from another person or institution)
No necessity	Don't have to Needn't	1- You don't have to wait for your order. 2- You needn't run .You have got a plenty of time. <u>Note:</u> Don't use mustn't to express no necessity.
Advice	Should Ought to	You should revise your lesson. You ought to see the doctor
Permission	Can / May Couldn't	"Can /May I use your phone?" "Sorry, I'm using it". We couldn't stay there.(we haven't the permission)
possibility	May/Might Could May not Might not	He may/might be ill. They could do it later. The story may not/might not be true.
Probability	Should Be likely to Ought to	1- That should be a problem. 2- Your salary is likely to be increased. 3- Our profits ought to improve next quarter.
Ability	Can Could	1- You can win. 2- No one could hit the target.
Hypothesis	Would	It would be nice to visit India.

Exercises: Tenses

Complete the dialogues.

1-A: Did you go (you/go) out last night?

B: No,.....(I/stay) at home.

A: What.....(you / do)?

B:(I / watch) television.

A:(you / go) out tomorrow night?

B: Yes,.....(I / go) to the cinema.

A: Which film(you / see) ?

B:(I / not / know).(I/not/decided) yet.

2- A: Are you on holiday here?

B: Yes, we are.

A: How long(you /be) here?

B:(we/arrive) yesterday.

A :And how long(you/stay) ?

B: Until the end of next week.

A: And(you/like) it here?

B: Yes (we /have) a wonderful time.

3- A: Oh,(I/ just/ remember) -(Jill/ phone)While you were out.

B:(she /always/ phone) when I'm not here.

.....(she / leave) a message?

A: No, but.....(she /want) you to phone her back as soon as possible.

B: Ok,.....(I/ phone) her now.

.....(you/know) her number?

A: It's in my address book.(I /get) it for you.

4- A:(I /go) out with Chris and Steve this evening.

.....(you/want) to come with us?

B: Yes, where(you/go)?

A: to the Italian restaurant in North Street.(you/ever/eat) there?

B: Yes,(I/be) there two or three times. In fact I(go) there last night but I'd love to go again.

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Part 2 :Scientific English

Theme 1 : Living Organisms

Theme 2 : Health and diseases

Theme 3: Human Respiration

Living organisms

Activity 1: Put the words in the phrases into a correct order to make sentences:

1- building blocks Cells of all living organisms. are the

2- multicellular organisms while only one cell, Unicellular organisms of many cells. consist of are made up

3- are embedded.the jelly like material The cytoplasm is the cell in which the organelles inside

4- controls The nucleus of a cell. all the functions

5- are the site of respiration where energy Mitochondria from food. in a cell, is released

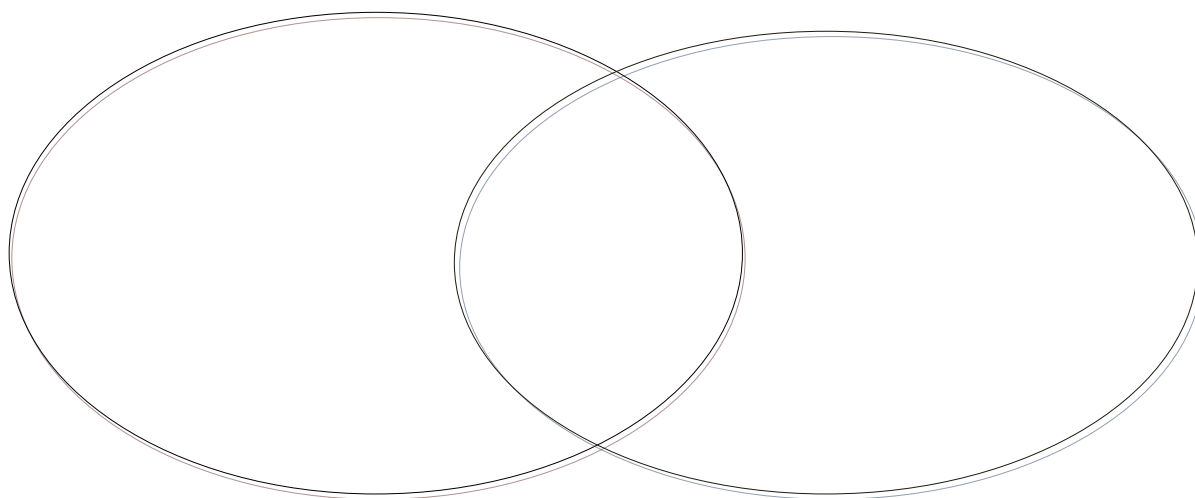
6- Plant cells a cell wall and chloroplasts. Animal cells have a large central vacuole differ from in that most

Activity 2: Plant and animal cells

Read the text and sort the information into the diagram.

Plant cells and animal cells share a number of characteristics. Both plant and animal cells usually have a nucleus. Both types of cell also have cytoplasm where the chemical reactions occur. They also both have the cell powerhouses, the mitochondria. Plant cells have a rigid cell wall which means that there is little variation in the shape of plant cells. Animal cells have no cell wall and so there is more variety in cell shape according to function. While plant cells have chloroplasts animal cells do not. A characteristic of plant cells is the large central vacuole and plant cells may also have other small vacuoles.

Animal cells have small vacuoles or none at all. Food stored in plant cells is stored as starch whereas in animal cells it is stored as glycogen.



Plant cell contains.....

Both contain

Animal cell contains.....

Activity 3: Give the function of the organelles of the cell according to the text in activity 2

organelles	Function
Cytoplasm	
Nucleus	
Cell wall	
Cell membrane	
Mitochondrion	
Vacuole	
Starch store	
Glycogen store	

Health and diseases

Activity 1: Artificial immunity

Read the text and fill in the gaps with words from the following list:

**Antibodies -chickenpox - immunity - infection - lymphocytes – microorganism-
vaccinations- vaccine**

We can trick the body into responding to an (1)..... without actually becoming ill. Do you remember going to the doctor to get (2)against (3)..... hepatitis B and measles when you were younger? Vaccines are ‘pretend’ infections. The vaccine is either made from a very small amount of the dead (4)or the toxins that it makes. When you receive the vaccine the white blood cells (5.....) identify them and begin to make antibodies against the infection, but because the microorganism is dead (or not even there), you don’t get ill. Just as with natural (6).....these antibodies stay in the blood stream for a very long time. So when you come into contact with the live microorganism, (7).....are produced rapidly and you will not become ill. This is known as artificial immunity. Many infections can now be avoided by being given the (8)for them before we come into contact with the live versions.

Activity 2: Look at the definitions of the following terms in a medical dictionary.

Term	definition
Immunity	
Antibodies	
Chickenpox	
Measles	
Microorganism	
Vaccination	
vaccine	

Activity 3: Microorganisms and decay

Read the text. Some of the sentences contain incorrect words. These are underlined. Replace them with one of the following words .

Bacteria- cycle - decay - ill - organisms -plants- rot - unpleasant

Have you ever had food stored at room temperature for a long time? What happens to it after a while ? It begins to develop or decay. Microorganisms, including reptiles and fungi, feed on organic materials. During this process they cause the erosion or breakdown of the materials. They are an important part of the circle of minerals and nutrients between living organs because they break down complex substances into simpler ones that animals can use at the start of a food chain.

Decay can cause problems for us because it makes our food niceto eat. It can also make us better because the microorganisms can release chemicals that are toxic or poisonous to us as they feed on it.

develop / -----

organ / -----

reptilesn /-----

animals / -----

erosion / -----

nice / -----

circle / -----

better / -----

Activity 4: Match the diseases with their symptoms.

- | | |
|---------------|---|
| 1- flu | swollen glands in front of ear, earache or pain on eating |
| 2- pneumonia | burning pain in the abdomen, pain or nausea after eating |
| 3- rheumatism | rash starting on body, slightly raised temperature |
| 4- chickenpox | dry cough, high fever, chest pain, rapid breathing |
| 5- mumps | headache, aching muscles, fever, cough, sneezing |
| 6- an ulcer | swollen, painful joints, stiffness, limited movements |

Activity 5: Complete the following table

noun	adjective	verb
	breathless	
	faint	
	shivery	
	dislocated	
ache		
treatment	(no adjective)	
	swollen	

Human Respiration

Activity 1: Respiration process

Underline the correct word from the three choices given in the sentence.

- 1- Respiration is the chemical breakdown of (food / carbohydrates / fuels) in cells to produce energy.
- 2- There are two types of respiration, (upper and lower/ aerobic and anaerobic / active and passive) respiration.
- 3- Aerobic respiration occurs in the (isolation / absence / presence) of oxygen and the products are carbon dioxide, water and energy
- 4- Anaerobic respiration (creates / occurs / develops) in the absence of oxygen.
- 5- In yeast, anaerobic respiration is also known as alcoholic fermentation as it produces alcohol. (Carbon dioxide / Alcohol /Oxygen) is a waste product.
- 6- In muscle cells and bacteria, anaerobic fermentation produces (alcohol / oxygen / lactic acid).
- 7- Aerobic respiration releases much more (gas / energy / acid) than either form of anaerobic respiration.
- 8- The main gases in pure air are oxygen (21 %), carbon dioxide (0,03 %), (royal / lord / noble) Gases (about 1 %), nitrogen (78 %), and water vapour in very small amounts.
- 9- Breathing is a (biometric / mechanical / chemical) process in which air is drawn across the respiratory surface.
- 10- The human respiratory system consists of the (oesophagus / epiglottis / trachea), bronchi and lungs.
- 11- In humans, gas exchange occurs in the air (sacs / balloons / bags), or alveoli, in the lungs.
- 12- Fish breathe with (tubes / chambers / gills).
- 13- Plants respire day and night but they also (photosynthesize / synthesize / transpire) during the day.

Activity 2: anaerobic respiration

Read each sentence. If the sentence is correct write ok. Some sentences have a word which should not be there. Underline the irrelevant word.

- 1- There are two main types of human anaerobic respiration.
- 2- In yeast and other microorganisms glucose is broken down without oxygen to release energy.
- 3- This forms alcohol and carbon dioxide as the waste products in a process that is called carbonated alcoholic fermentation.
- 4- However, anaerobic exercise respiration only breaks down glucose to alcohol.
- 5- The alcohol molecule still contains a lot of energy.
- 6- So much less energy is released in this nuclear reaction than in aerobic respiration.
- 7- Anaerobic respiration of a different kind occurs in some cells of humans and other animals, and in bacteria.
- 8- When we are doing vigorous exercise continuously, we use up all the oxygen that was in the muscle cells.
- 9- Although we breathe faster and our heart pumps harder, we can still be unable to get enough Oxygen to the muscle cells so that they continue with aerobic respiration.
- 10- In these cases, anaerobic respiration takes place in the leg muscle cells instead.
- 11- Glucose is broken down to a substance called lactic acid with no other waste products.
- 12- The lactic acid molecule still contains a lot of alternative energy, so this form of anaerobic respiration also releases only a small amount of energy.

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