***SAAD DAHLEB MIDDLE SCHOOL***

**Collected and selected by the teacher *:***

***BRIK FADILA***

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* **Tag questions**
* A tag question is a short question added to the end of a negative or a positive statement.
* If the statement is positive, the question tag should be negative and if the statement is negative, the question tag should be positive.

|  |
| --- |
| **Auxiliary verbs** |
| * He **is** a doctor, **isn’t** he ? * We **are** happy, **aren’t** we ? * This pupil **was** the best in his class, **wasn’t** he ? * The tourists **had** great time, **hadn’t** they ? * They **will** help us, **won’t** they ? * You **won’t** forget, will you? * You **haven’t** a car, **have** you ? * She **doesn’t** like Chinese food, **does** she? |
| **Modal verbs** |
| * You **can** sing ? **can’t** you * Your father **shouldn’t** drive so fast, **should** he ? |
| **Verbs** |
| If the statement doesn’t use an auxiliary verb, « **to** **do** » is used  in the same tense as the verb in the tag part :  **Present** :   * You **like** languages, **don’t** you ? * She **speaks** Spanish, **doesn’t** she ? * I **don’t** eat meat, **do** I ?   **Past** :   * You **knew** the answer, **didn’t** you ? * Many tourists **visited** Algeria, **didn’t** they ? * You **didn’t** go to work yesterday, **did** you ? |

**NOTE :**

* **Imperative** : Stop talking, **will** you ?
* **A statement starting by “** let’s” : Let’s have a drink, shall we ?
* **Verb to be with I :** I **am** a good singer, **aren’t** I ?
* **Comparatives and superlatives of adjectives :**
* We use the comparative and superlative to compare two or more things , animals, people … ect
* We use the following comparative and superlative forms :

Comparative: Adjective + er + than Superlative: the + Adjective + est

In the following cases :

**One syllable adjective**

|  |  |  |
| --- | --- | --- |
| **Adjective** | **Comparative** | **Superlative** |
| Tall  Large | Tall**er** than  Large**r** than | The tall**est**  The larg**est** |

* If the one-syllable adjective ends with a single consonant with a vowel before it, we double the consonant

|  |  |  |
| --- | --- | --- |
| **Adjective** | **Comparative** | **Superlative** |
| Big  Hot | Big**ger** than  Hot**ter** than | The biggest  The hottest |

**Two syllable adjective ending with «  Y »  or « w » :**

|  |  |  |
| --- | --- | --- |
| **Adjective** | **Comparative** | **Superlative** |
| Happy  narrow | Happ**ier** than  Narrow**er** | The happ**iest**  The narrow**est** |

**Two , three or more syllable adjective, we use the following forms :**

Comparative: More + adjective + than

Superlative: T he most + adjective

|  |  |  |
| --- | --- | --- |
| **Adjective** | **Comparative** | **Superlative** |
| Important  Beautiful | More important than  More beautiful than | The most important  The most beautiful |

**Irregular adjectives:**

|  |  |  |
| --- | --- | --- |
| **Adjectives** | **Comparative** | **Superlative** |
| Good  Bad  Far | Better than  Worse than  Farther than/ further than | The best  The worst  The farthest/ the furthest |

* **Agreement: so / neither**
* We use **SO + auxiliary +subject** to respond to a positive statement

Examples:

I **can** swim . So **can** I

She **has** got a car. So **has** he/ so **have** they

Mary **must** be sad. So **must** her brother

* When the verb isn’t an auxiliary verb, we use**” do/ does”** for the present tense. And **“did”** for the past tense

Examples:

I **started** today. So **did** they

I **like** chocolate. So **do** I

Your father **drives** very fast. So **does** my uncle

* We use **neither + auxiliary + subject** to respond to a negative statement

Examples:

I **don’t like** animals. Neither **do** I

I **couldn’t** sleep last night. Neither **could** I

She **won’t** come to the party. Neither **will** they

I **didn’t** see him**.** Neither **did** I

She **doesn’t** travel alone. Neither **do** we

* **Disagreement:**

OH! + subject + auxiliary

I like chocolate. Oh! I don’t

I can swim. Oh! I can’t

I am not good at cooking. Oh! I am

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* **Time clauses:** that refer to the future
* **When** I finish writing the reports, I will go out with my friends.
* Mourad will visit all his relatives **before** he joins the army.
* **After** her sister prepares dinner, they will invite their neighbors.
* Don’t worry mom. I will phone you **as soon as** I arrive Paris.
* I won’t buy anything new **until** I pay all my debts.

when, after, before, as soon as, until, if are followed by SIMPLE PRESENT TENSE. Main clasusesin these sentences are followed by future ‘will’.

* **When, while, as soon as (present) future**
* **Conditional type I**

The first conditional (also called conditional type 1) is a structure used for talking about possible conditions and probable results in the future.

* **Type 1: if + present future.**

Examples:

If I **have** money, I **will** buy this car.

If it**'s** sunny, we'**ll go** to the park.

I'**ll wash** the dishes If you **cook** dinner.

* **Conditional type II**

The second conditional (also called conditional type 2) is a structure used for talking about unreal situations in the present or in the future.

* **Type 2: if + past would + infinitive**

**Examples:**

If I **had** the money, I **would buy** this car.

If I **were** you, I **would drive** more carefully in the rain.

If dogs **had** wings, they **would be** able to fly.

* **Relative pronouns:**

They are used to join two clauses . They are used to provide extra information. This information can either:

* Define something (defining clause)

The girl who is standing there is a world champion in karate.

* Or provide unnecessary, but interesting information (non-defining clause).

Michael Jackson, who was a famous singer, died of an overdose.

**Who**: refers to people

They caught the thief who robbed the bank.

The writer (who/whom) we met last weekend is very famous.

**Which:** refers to things and animals

I read the book which is on the table.

The film (which) we watched yesterday was fantastic.

**That**: refers to both people and things

I like the vase that is over there.

The teacher that lives next door is nice.

**Whose**: shows that the thing following this word belongs to the person (or thing) which was mentioned previously.

That's the man whose dog bit me yesterday.

* **Relative adverbs**

**where** :refers to a place

The restaurant where I usually have dinner is nice.

**when** : refers to a time : There are times when I feel so lonely.

* **Modals**:

|  |  |  |  |
| --- | --- | --- | --- |
| **Modals** | **Uses** | **Interrogative form** | **Affirmative/ negative form** |
| **Can** | Ability/ possibility  Asking for permission/ request | Can you help me? | Yes, I can.  No, I can’t |
| **could** | Asking for permission  Polite Request  Suggestion  Ability in the past | Could I borrow your dictionary? | Yes, you could  We couldn’t join the meeting |
| **May**  **Might** | Asking for permission  Future possibility  Warning  Remote possibility | May I have another cup of coffee? | They may come late  You may not succeed  It might rain |
| **Shall**  **Should** | Offer  Suggestion  Recommending action  Uncertain prediction | Shall we live? | Yes, you shall  You shall not go now |
| **Will** | Future  Promise  Prediction | Will you save enough money, next year? | I will travel, tomorrow  I won’t do that again |
| **Would** | Asking for permission  Polite Request  Invitation  Conditional type II | Would you prefer tea or coffee? | Yes,I would like tea.  No, I wouldn’t  If he worked hard, he wouldn’t fail |
| **Must** | Necessity/ obligation | Must I leave now? | We must say good- bye now.  You mustn’t play with fire. |

* **Tenses:**
* **The past simple:** We use the past simple to talk or write about a completed action or event in the past.

SIGNAL WORDS*: yesterday, 2 minutes ago, in 1990, the other day, last Friday*

*if sentence type II ( if you were )*

regular verbs: v+ ed.

Eg: talked, played, washed …..

irregular verbs:

Eg: eat- ate, go- went, give – gave …….

|  |  |  |  |
| --- | --- | --- | --- |
| **Affirmative** | **Negative** | **Interrogative** | **Yes/ no questions** |
| He was absent  He arrived late.  Mary broke the mirror | He wasn’t absent  He didn’t arrive late  Mary didn’t break the mirror | Was he absent?  Did he arrive late?  Did Mary break the mirror? | Yes, he was  No, he wasn’t  Yes, he did.  No, he didn’t  Yes, she did  No, she didn’t |

**The past continuous**: we use the past continuous to talk about:

actions going on at a certain time in the past

**verb (to be) in the past + v + ing**

SIGNAL WORDS: ***while, when , as***

Actions taking place at the same time

eg: while I was writing, my brother was watching TV

|  |  |  |  |
| --- | --- | --- | --- |
| **Affirmative** | **Negative** | **Interrogative** | **Yes/ no questions** |
| He was watching TV  They were playing | He wasn’t watching.  They weren’t playing. | Was he watching?  Were they playing? | Yes ,he was.  No, he wasn’t  Yes, they were.  No, they weren’t |

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**Past simple and past continuous:**  we can use the past continuous and the past to talk about an action that was in progress when another one interrupted it.

Eg: when I was watching a film, the telephone rang.

**The simple present:** We use the simple present to talk about actions that happen all the time, or habitually, in the past, present and future.

We add S if the subject is : he, she , or it

If the verb ends with (sh, ch, s, x, o) we add (**es**) eg: washes, does

if the verb ends with a consanant and “y” we add (ies). **eg**: fry- fries

SIGNAL WORDS : ***always, every …, never, normally, often, seldom, sometimes, usually if sentences type I (If I talk, …)***

|  |  |  |  |
| --- | --- | --- | --- |
| **Affirmative** | **Negative** | **Interrogative** | **Yes/ no questions** |
| He is absent  She speak**s** Spanish  We play soccer | He isn’t absent?  she doesn’t speak Spanish?  They don’t play soccer | Is he absent?  Does she speak Spanish?  Do they play soccer? | Yes, he is.  No, he is not.(isn’t)  Yes, she does  No, she doesn’t  Yes, they do  No, they don’t |

**The present perfect**:

* we use the present perfect to talk about an action that is still going on
* action that stopped recently
* finished action that has an influence on the present
* action that has taken place once, never or several times before the moment of speaking

**verb (to have ) in the present + the past participle of the verb**

SIGNAL WORDS***: already, ever, just, never, not yet, so far, till now, up to now, for***

eg: I have visited France **for** many times

She has  **never**  seen an elephant

|  |  |  |  |
| --- | --- | --- | --- |
| **Affirmative** | **Negative** | **Interrogative** | **Yes/ no questions** |
| I have visited France  She has never seen an Elephant | I haven’t visited France  She hasn’t seen an elephant. | Have you visited France?  Has she seen an elephant? | Yes, I have  No, I haven’t  Yes, she has  No, she hasn’t |

* **The semi – modal: USED TO**

It refers to habits in the past

Examples :

* I used to believe in ghosts.
* He used to smoke

It refers also to past situation that no longer exist.

Examples:

* People used to travel by camels
* They used to live in caves

**Used to + infinitive**

|  |  |  |  |
| --- | --- | --- | --- |
| **Affirmative** | **Negative** | **Interrogative** | **Yes/ no questions** |
| He used to watch cartoons | He didn’t use to watch cartoons | Did you use to watch cartoons? | Yes, Idid.  No, I didn’t |

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* **Pronunciation**:
* **Phonetic symbols:**

|  |  |  |
| --- | --- | --- |
| **Short vowels:** | **Long vowels:** | **Diphthongs:** |
| / / s**i**t - **i**s  / / t**e**n - **e**gg  / / c**a**t - f**a**t  / / **u**p - **u**mbrella  / / d**og - o**range  / / b**oo**k - p**u**t  / / **a**go - teach**er** | / / **ar**m - c**ar**  / / s**ea -** p**eo**ple  / / m**ore** - d**oo**r  / / t**wo** - sch**oo**l  / / w**ord -** g**ir**l | / / **eye**s - b**uy**  / / **ei**ght - d**ay**  / / b**oy** - **oi**l  / / **ea**r - n**ear**  / / h**air -** wh**ere**  / / p**oor** - t**our**  / / n**ow** - m**ou**th  / / **o**ld - n**o** |

* **The final “ed”**

The “ed” form of the simple past of irregular verbs is proounced :

|  |  |  |
| --- | --- | --- |
| **/ id /** | **/ t /** | **/ d /** |
| / t / or / d /  **Examples**: wanted, created, added, ended | after voiceless sounds:  / p /, / k /, / f /, (sh): / /, (ch) : / t / , / S /  **Examples**: baked, finished, helped, laughed, missed, touched | after vowels and voiced consonant:  / b /, / g /, / v /, / d /, / z /, / m /, / n /, / l /, / r /, / w /, / y /  **Examples**: disturbed, waved, destroyed, travelled, borrowed, rained, begged. |

* **The final “s”is pronounced:**

|  |  |  |
| --- | --- | --- |
| **/ iz /** | **/ Z /** | **/ s /** |
| Sh / /, ch / t /, / S /  g/ / , dg / d /, / z / | / r /, / l /, / g /, / Y /, / n /, / / i /, / v /, / m /, / /, / d / | / /, / t /, / p /, / f /, / k / |

* **WRITING: Situation of integration**
* **Writing a recipe:**
* Materials and ingredients: eggs, flour, sugar, salt, oil, butter, vanilla, bowl, ladle
* Use of the time sequencers: first, next, the, after that, finally;
* Use of the imperative form: mix, add, pour, serve …..

**How to make pancakes**

**First**, put in a bowl the flour, sugar, vanilla and a pinch of salt. **Then**, add the oil, milk, water and the eggs and mix slowly. **Next**, heat some butter in the pan and pour a ladle of the mixture. **After that**, cook for 30 seconds. Finally, serve the pancakes with honey.

* **Describing an animal in danger of extinction:**
* **Animal**: the panda
* **Place**: the Bamboo forests of China
* **Description**: large and powerful. Looks like a bear
* **Food**: leaves of the Bamboo trees and fruits
* **Life expectancy**: 50 to 60 years
* **Causes of extinction**: hunting and trees cutting

**The panda**

The giant panda lives in the Bamboo forests in China. It looks like a bear. It is strong and powerful. It feeds on leaves of Bamboo trees and fruits.

The panda lives for fifty years on the average but It may live up to sixty years.

It is in danger of extinction because of hunting and trees cutting.

* **Writing a biography**
* **Name:** William Shakespeare
* **Date and place of birth:** 1564 IN Stratford Upon- Avon
* **Occupation**: writer
* **Father’s job**: a glove maker
* **Wife**: Anne Hathaway in 1582
* **Hobbies**: listening to music
* **Achievements:** wrote many comedies and tragedies like: Romeo and Juliet
* **Habits**: acting in his own plays
* **Date of death**: 1616 in Stratford Upon- Avon

William Shakespeare was born in 1564 in Stratford Upon-Avon. He was a great writer. His father was a glove maker. He married Anne Hathaway in 1582. He used to listen to music in his free time.

Shakespeare wrote many comedies and tragedies like Romeo and Juliet and he used to act in his own plays.

He died in 1616 in Stratford Upon-Avon.

* **Making predictions about the future:**
* Use of modals which express possibility, remote possibility, certainty and uncertainty

By the year 2070, people will be able to do their shopping by computer. Scientists may well invent robots shop assistants to deliver to humans their goods. Companies may make foodstuffs out of petrol and People might well travel to space.

* **Making plans for the future**
* Use if clause type I
* The present and the future tense

If I pass my Baccalaureate exam, I will study medicine for five more years. I’ll have part time job in a cyber café while I am in the university. Then, if I get my diploma, I will work in a clinic.

But if I don’t succeed, I’ll start work full time. And if I make money, I will get married and start a family

* **Talking about habits in the past**
* Use the semi –modal: “used to”
* Use the simple past

Ten years ago, I used to live in a small village. I used to go to school on foot. I didn’t use to eat in the school canteen , my mother used to prepare to me sandwiches.

During summer, we used to go to the beach with our relatives. We were very happy and I will always remember these dearest days .

* **Advertising a monument:**
* **Monument**: the statue of liberty
* **Place**: New York
* **Height**: 93 m
* **Designer**: Bartholdi
* **Contractor**: Gustave Eiffel in 1886
* **History**: it was presented from the french people to the United States of America on October 28th, 1886

The statue of Liberty is a monument settled in New York city. It is about 93 meters high. It was designed by Bartholdi and constructed by Gustave Eiffel . it was presented from the people of France to the Americans on October 28th, 1886 as a symbol of freedom.

* **Describing a city / country:**
* **Name of the town**: Oran
* **Meaning:** French translation of “Wahran”
* **Location**: northwestern of Algeria
* **Symbol of the town**: two lions
* **Bordering cities**: Mascara, Sidi Belabess, Mostaganem, Ain Témouchent
* **Bordering sea:** the Mediterranean sea
* **Famous monuments**: Casbah and the old mosque

Oran is a beautiful city located in the northwestern of Algeria. It is bordered with the Mediterranean sea to the north, Sidi Belabès and Mascara to the south, Mostaganem to the east and Ain Témouvhent to the west.

The name ORAN is a French translation of WAHRAN which means two lions.

In fact, there are two giant lions statues in front of Oran city hall. The twin lions are Oran’s symbol.

The old district of Oran has two famous monuments : the Casbah and an old mosque.

* **Advising:**

Seeking advice:

Dear Soufiane,

**Should I leave home ?**

Hi ! I am 15 years old. I always have high marks at school. My parents buy to me almost everything I want. They let me go out on evenings. They don’t oppose. My troubles lie elsewhere. My parents are always in bad temper. They yell at each other all the time. Each one blames the other if something goes wrong.

Sometimes, I think of leaving the family house for ever.

What should I do ?

Amine- Algiers

* **Giving advice**

Giving advise

* Conditional type II
* Modals: might/ should

:

You shouldn’t think of leaving your home. You’re still young. Life isn’t easy as you might have thought.

If I were you, I’d talk to them. I would tell them that their continuing quarrels are hurting you. They might listen to you. The best thing to do would be trying to sit with them . Let them feel your presence.

You might not be understood at first, but they’ll get it later.

Soufiane

* **Reporting**

An accident occured …….. ( when) ……………… at …………. (time) …………….. in ………………. (place)…………………….

I was or the eyewitness was……………………………………………….

………(describe the events in the order they happened)……………

Conclude with:

* Happy ending ( fortunately, there were no victims)
* Unhappy ending ( unfortunately, there were victims)

A tragic accident occured yesterday morning at nine o’clock to the main road to the town hall.

I was waiting for the bus when suddenly two cars collided in the crossroads.

One of the car drivers was speaking in his mobile while the other one wasn’t wearing his seatbelt. The later got injured very seriously. Unfortunately, he died at once.