

Conjunctions

Objectives

This subject enables the students to distinguish between the coordinating conjunction and the subordinating conjunctions :

Coordinating Conjunctions : -

The co-ordinating conjunctions (and , but , both ... and , or , neither nor , not only but also) join pairs of nouns, adjectives ,adverbs , verbs , phrases and clauses :

He plays squash and rugby .

I make the payments and keep the accounts .

He works quickly and / but accurately .

He is small but strong . she is intelligent but lazy .

We came in first but (we) didn't win the race .

Both men and women were drafted into the army .

Ring Tom or bill .

She doesn't smoke or drink he cant (either) read or write .

You can neither read nor write .

Not only men but also women were chosen .

Some adverbs / conjunctions as besides , however , nevertheless , other wise , so , therefore , still , yet , and though can conjoin clauses or sentences and are then often known as conjuncts but they can also , with the exception of nevertheless and therefore, be used in other ways .

Their position will vary according to how they are used .

A - besides (preposition) means in addition to .

It precedes a noun , pronoun , or gerund

Besides doing the cooking I look after the garden .

Besides (conjunct) means in addition . It usually precedes its clause , but can follow it :

I can't go now ; I am too busy . Besides , my passport is out of date .

Moreover could replace besides here in more formal English .

Any way or in any case could be used here in more informal English :

Any way , my passports out of date .

B - However (adverb of degree) precedes its adjective / adverb :

You couldn't earn much , however hard you worked .

however (conjunct) usually means "but" . It can precede or follow its clause or come after the first word or phrase :

I ' ll offer it to tom . However , he may not want it or

He may not want it however or

Tom , however , may not want it or

If , however , he doesn't want it

C - Other wise (adverb of manner) usually comes after the verb:

It must be used in a well – ventilated room . Used otherwise .(in a different way) it could be harmful .

Otherwise (conjunct) means if not or else :

We must be early ; other wise we wont get a seat .

or could also be used here in colloquial English .

We must be early or (else) we won't get a seat .

D - So (adverb of degree) precedes its adjective / adverb :

It was so hot that ...

They ran so fast that

so (conjunct) precedes its clause :

Our cases were heavy , so we took a taxi .

E - still and yet can be adverbs of time :

the children are still up . they haven't had supper yet .

still and yet (conjunct) come at the beginning of clauses . still means ,
admitting that / nevertheless .

yet means *in spite of that / all the same / nevertheless rich ; still , you could
do some thing to help him* .you aren't

they are ugly expensive ; yet people buy them .

G - though / a / though normally introduce clauses of concession

though / although they're expensive be people , buy them .

though (but not although) can also be used to link two main clauses .

though is used in the way means ' but' or 'yet' and is placed some times at the
beginning but more often the end its clause :

He says he will pay though I don't think he will or

He says he will pay ; I don't think he will , though .

subordinating conjunctions :

Subordinating conjunctions or subordinators are perhaps the most
important formal indicators of subordination . Like prepositions – which they
resemble in having a relating or connecting function , subordinators forming
the core of the class consist of a single word ; and again as with prepositions
, there are numerous compound items which act , to various degrees , like a
single conjunction.

In addition , there is a small a class of correlative subordinators , ie
combinations of two markers , one occurring in the subordinate clause , and
the other (normally an adverb) occurring in subordinate clause .

Simple subordinators

After , (al) though , as , because , before , if , once , since . that , until , when , where , while ,etc

Compound subordinators

In that , so that , such that , except that, etc . in order that (or to + infinitive clause)

Ending with optional that :

Now (that) , provided (that) , supposing (that) , considering (that) , seeing (that) , etc

Ending with as :

As far as , as long as , as soon as , as long as ,etc.... :

So as (+ to + infinitive clause) :

ending with than :

sooner than (+ infinitive clause) , rather than (+ non – finite or verb less clause)

other :

as if , as though , in case .

correlative subordinators

if ... then .. (al) though Yet / nevertheless : as ...so

more /- er / less ... than :

as ...as : so ... as : so ... (that) :

such ... as : such ... (that) : no soon ar Than weather ... or

the ... the

Some subordinating conjunctions introduce subordinate adverb or noun clauses : as Though / although and in spite of (preposition phrase) , despite (preposition).

Two opposing or contrasting statements , such as :

He had no qualifications and He got the job , could be combined as follows:

A – with but , however or nevertheless as shown :

***He had no qualifications ; however he got the job / he got the job ,
however .***

He had no qualifications ; nevertheless he got the job .

B – with though / although :

He got the job although he had no qualifications .

Although he had no qualifications he got the job .

C- with in spite of / despite + noun / pronoun / gerund :

In spite of having no qualifications he got the job .

He got the job in spite of having qualifications .

Despite = in spite of .

It is chiefly used in newspapers and in formal English :

***Despite the severe weather conditions all the cars completed the
course .***

D – note that though / although requires subject + verb :

Although it was windy

And that in spite of / despite requires noun / pronoun or gerund :

In spite of the wind

For and Because have nearly the same meaning and very often either can be used . It is safer to use because , as a clause introduced by for has a more restricted use than a clause

introduced by because :

Because it was wet he took a taxi . (for is not possible)

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A Daily Plan in English Grammar
Present perfect Tense

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A Daily Lesson Plan

Lesson/2nd

College of Basic Education

Subject/English Grammar

Department of English

Topic/Active&Passive Voice

Second Class

Section A and B

First:Behavioral objectives

To enable the learners to

1.Define the present perfect tense by mentioning the formula of the tense which consists of:

Has +past participle of the verb

Have

2. Identify the use of the present perfect tense.

3.Explain the meaning of the uses of the present perfect tense.

4.differentiate(realize the difference)between the present perfect tense and other tenses such as simple past and present perfect continuous tenses.

5.Give examples on the different uses of the present perfect tense.

Second:Techniques of teaching

1.Lecturing

2.Question&Answer

Third:Teaching Aids

1.Board

2.Chalk

3.Data Show

Fourth:Introduction

To remind the students of the previous lecture by giving them simple explanation with examples on the use of the past simple tense and raise question:

Dear students:

You remember in the last lecture we talk ed about the simple past tense and said it expresses an event which starts and ends In the past.

Teacher:Who can give me an example on the simple past tense?

Students:Ali broke the window.

Teacher:Good who else?i want example with adverb refers to the past.

Student:It rained heavily yesterday.

Teacher:Excelent.

Today,we will talk about the present perfect tense.it consists of the following formula:

Subject +have or has+ past participle

She/he/it +has +P.P

They /we/you +have +P.P

Fifth:Presentation

To explain In detail the subject of the lecture using lecturing&Question and answer techniques according to the behavioral objectives and as follows:

1.By using a picture in the text book and data show if available,a situation of using the present perfect tense is explained.The meaning of the situation is explained clearly.

Teacher:John is looking for his watch.He cant find it

He has lost his watch.

"He has lost his watch" means that he lost it

A short time ago and he still hasn't got it.

Teacher: So in this sense what does the sentence: "They have painted their house" mean?

Student: It means they have finished painting recently and it is now with the new color.

Teacher: This is the abbreviation of the present perfect tense.

I/we/they/you + have = I've, we've, they've, you've, Lost(p.p)

He/she/It + has = He's, she's, it's.

Negative formula of the present perfect tense:

I, we, they haven't Lost.....

It, he, she hasn't Lost.....

Teacher: Now we'll have the interrogative formula of the present perfect Tense:

Has he/she/it lost his/her/its medal?

Have you /they/we/ lost your/their/our medals?

Thus, the present perfect tense is formed with has/have plus the past participle. The past participle often ends in (-ed)(opened, helped), but many important verbs are irregular (lost, written, done, etc).

2. Explain the main and different uses of the present perfect tense & give example with its meaning on each use:

a- The present perfect tense is used when an action occurs in the past and its effect is still present at the time of speaking. Accordingly when we talk about a period of time that continues up to the present, we use the present perfect tense:

Teacher:I ve lost my Key(=I haven't got it now)

What does "Sally has gone to London" mean ?

Student:It means (she is in London or on her way there now)

Teacher:Good and"Have you dyed your hair?"means(=Is it dyed now?)

b-The present perfect tense is often used to give new information or to announce a recent happening:

Teacher:I ve lost my Key.Can you help me look for it?

Do you know about Sally?shes gone to London.

Owe!Ive burnt myself.

Teacher:In the last example,has the burnt part of the body healed?

Student:No,It hasn't or else it would have been said I burnt myself".

Teacher:Very Good

c-The present perfect tense is used to state that something has happened a short time ago,therefore,the adverb just is often used:

-Would you like something to eat?

- Student:"No,thanks.I ve just had lunch".

-Teacher:Good

Hello,have you just arrived?

Student:yes,Ive just arrived.

d. The present perfect tense is used to say that something has happened sooner than expected thus the adverb already is used with it to explain this meaning:

-Don't forget to write the report, will you?"I've already written it".

Teacher: when are you going to start your new job?

Student: "I've already started".

e. The present perfect tense is often used with yet to show that the speaker is expecting something to happen. It is used only with questions and negative sentences.

-I haven't told them about the accident yet (not I didn't tell).

3. Differentiate between the present perfect tense, the present perfect continuous tense & the past simple tense.

a- in the present perfect tense we are interested in the result of the action, not in the action itself. Meanwhile in the present perfect continuous tense we are interested in the action itself. It doesn't matter whether something has been finished or not:

-She has painted the ceiling (The ceiling was white now it's blue) (present perfect tense)

-She has been painting the ceiling (Ann's clothes are covered in paint) (present perfect continuous tense)

b- we use the simple present perfect tense to say how much we have done, how many things we have done, or how many times we have done something:

-Ann has written ten letters today.

On the other hand, we use the present perfect continuous tense to say how long something has been happening:

-Ann has been writing letters all day.

c. The present perfect continuous is used for situations over a shorter time than the present perfect tense:

-John has been living in London since January (Shorter time)

-John has always lived in London(longer period of time)

Sixth:Evaluation:

Questions are raised if not the majority of students could answer or raise their hand a quiz is made:

Teacher:Ten minutes ago Tom lost his wallet.Now he has it in his hand.

Tom(lost)his wallet,but now he(find)it.

Who can correct the verb between brackets?

Student:Tom lost his wallet,but now he has found it.

Teacher:very Good.

Seventh:Homework

Two or more exercises are given to the students as homework to be solved next lecture.

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A Daily Plan in English Grammar
Active and Passive Voice

By
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Topic/Active&Passive Voice

Second Class

Section A and B

First:Behavioral objectives

To enable the students to:

- 1.Classify the structure of active and passive voice, define particularly the formula of passive voice which consists of auxiliary Be + ed participle.
2. Differentiate(realize the difference)between the active and passive voice.
- 3.Assign some pre-verbal elements which are used with passive voice.

Second: Educational Tools

1.Board

2.Chalk

Third: Teaching Methods

1.Lecturing

2.Question&Answer

Fourth :Introduction/Review

(5Minutes)

To introduce the new topic, it is important to review the topic of the previous lecture. According to clause types, we mentioned that the transitive is one kind of the verbs and said that it may be:

Monotransitive

Somebody threw the ball

Ditransitive

she gives me expensive presents

Complextransitive

we have proved him wrong

In this lecture ,we will function the transitive verbs in order to be applied to our new topic"active and passive voice".

Fifth :Presentation

(40 minutes)

1.The active sentence is seen as the underlying structure, from which the passive sentence is derived. Active voice is performed by the Agent and patient, passive voice is expressed by the auxiliary be and the past participle suffix-ed, which is attached to verb, for example:

-The butler murdered the detective. { active }

-The detective was murdered by the butler. { passive }

Be + p.p

Consider now some problems of passive formation in these sentences .When the direct object immediately follows the verb,it can become the subject of the corresponding passive:

For example:

John gave that book to Mary { active }

{ Od }

That book was given to Mary by John { passive }

Be + p.p

Similarly ,the indirect object, the NP immediately following the verb, can usually become the subject of the corresponding passive:

John bought Mary a new car. { active }

{ Oi }

Mary was bought a new car by John. { passive }

Be + p.p

The cat has eaten the mouse. {active}

The mouse has been eaten(by the cat) {passive}

Teacher: In this sense, what is the passive of the sentence?

The dog will bite the cat. {active}

Student: The cat will be bitten(by the dog) {passive}

Teacher :Good

Teacher :The man is beating the boy. {active}

Student: The boy is being beaten (by the man). {passive}

Teacher: Ok

Teacher :Now,who can analyze the structure of this verb phrase?

-Would have been sold.

Student: -ed	would	have	been	sold
Past	M.	Perf.	Pass.	V.
VP.				

Teacher:very good

Sixth :Evaluation (5 minutes)

Students understanding and performance will be assessed by asking them general questions about the material of the lecture:

Q1.What is the formula of passive voice?

Q2.Can you apply the passive voice in all the noun phrases?

Q3.What is the derivation of passive voice in this sentence?

The dog is biting the cat.

Seventh: Homework

1. Two or more exercises are given to the students as homework to be solved next lecture.
2. Preparing the next topic.

