



# *syllabus - English Language / 2*



## **Grammar:**

1-Connecting Ideas.

2-Comparison.

3-Nouns and Pronouns.

4-The Passive.

## **Writing:**

1-Complex Sentence.

2-Complex-Compound Sentence.

3-Paragraph and Essay.

## **Reading and Vocabulary**



# First lesson

## Grammar:

### Connecting Ideas.

#### 1- Sequence

#### 1.1 Speak about events that happened

The following adverbs are used to speak about events that happened **one after the other** .

#### Rule

The adverbs below are used to connect ideas between sentences :  
**soon, then, afterwards, after that, before, that, subsequently.**

#### Example

He picked me up. **Afterwards** we went shopping.

He picked me up and **afterwards** we went shopping.

The adverbs below are used to connect ideas **within sentences**:

**after, before, as soon as, since, as**

### Example

He came **after** preparing dinner. He came **after** dinner.

**Before** going to the market please call your grandmother.

**As soon as** he left we opened the box of chocolates.

Going to Paris was the nicest holiday we have had **since** the last time I saw you.

His eyes slowly opened wide **as** he was reading the letter.



## 1.2 Speak about events that happened the same time.

The following adverbs are used to speak about events that happened at the same time .

### Rule

The adverbs below are used to connect ideas between sentences :

meanwhile, at the same time, at that time

### Example

We could go skiing at Christmas. At the same time / Meanwhile we could visit your uncle.

### Rule

The adverbs below are used to connect ideas within sentences :

while, as, whenever

### Example

While / As / When I was waiting I read a magazine.

To connect ideas **between** sentences, the following adverbs can be used:

however, nevertheless, on the other hand, otherwise, though, still, all the same.

### Example

The more he talked the more silent Mary became. **However** he thought she had been interested.

## Rule

To connect ideas **within** sentences the following adverbs can be used:

although, though, even though, yet, while, in spite of / despite +noun or despite+verb(ing).

### Example

- She wore a fur coat **even though** it was summer.
- Despite/In spite of** our late order we received the computer in time.
- Despite/In spite of** his coming late we managed to catch the train.
- They constantly criticize the government, **yet** they have all sorts of financial advantages.

## Cause and consequence

### Rule

To connect ideas *between sentences* the following adverbs can be used:

therefore, consequently, as a result, so, as a consequence, because of this, that's the reason why

### Example

Prices have gone up. **Therefore** we cannot afford to go on holiday this year.

### Rule

•To connect ideas *within sentences* the following adverbs can be used:

➤ **Consequence:** lead to, result in, so, bring about, give rise to, account for, be responsible for

➤ **Cause** because, since, because of+noun/verb(ing), owing to+ noun/verb(ing), due to+noun/verb(ing), on account of+noun/verb(ing).

### Example

•He failed his exam **since / because / as** he was often ill.

•**Due to / Owing to** high inflation prices have rocketed.

## 4- Other Text Organizers

The words/expressions below are used to structuring a piece of text.

### ➤ Adding more information.

furthermore, moreover, addition to this, besides, as well as

### Example

I'm not inviting my cousin - I don't like him. **Besides**, he didn't invite me to his party.

### ➤ Giving opinions

Personally, in my opinion / view...

### ➤ Giving examples

For example, namely, that is to say (i.e. in writing), for instance, such as

### Example

The factory produces electrical goods, **such as** food mixers.

### ➤ Summing up

In conclusion, to sum up, lastly, finally, to conclude



## *Exercises*

- 1- I first saw the musician in London. **Afterwards** I didn't miss any of his British performances. (**Afterwards / Since** )
- 2- Peter was on holiday, **consequently** he wasn't considered. (**consequently / as**)
- 3- He has stayed next door to us for years **yet** we hardly ever see him (**yet / all the same** )
- 4- The car skidded to a halt **as** we were approaching the bridge (**as / meanwhile** )
- 5- She lay quietly **as** Ray sang to her in a low voice (**as / at the same time** )





# Second lesson

## Comparisons

### Adjective and Adverb Comparative Structures

Adjectives and adverbs can be used to make comparisons.

An adjective describes a noun or pronoun: "That boy is so loud!"

An adverb describes a verb or anything apart from a noun and pronoun: "That boy speaks so loudly!"

The comparative form is used to compare two people, ideas, or things.

Mary is taller than Max.

The superlative form with the word "the" is used to compare three or more.

Mary is the tallest of all the students.

Comparatives and superlatives are often used in writing to **boost language**.



# Here are some rules and examples of how to form the comparatives and superlatives:

	Adjective or Adverb	Comparative	Superlative
<b>One-syllable adjectives</b>	<b>small</b>	<b>smaller</b>	<b>(the) smallest</b>
	<b>fast</b>	<b>faster</b>	<b>(the) fastest</b>
	<b>large</b>	<b>larger</b>	<b>(the) largest</b>
	<b>Big, hot</b>	<b>Bigger, hotter</b>	<b>(the) biggest, hottest</b>
<b>two-syllable adjectives</b>	<b>thoughtful</b>	<b>more/less thoughtful</b>	<b>(the) most/least thoughtful</b>
	<b>useful</b>	<b>more/less useful</b>	<b>(the) most/least useful</b>
<b>Adverbs ending in -ly</b>	<b>carefully</b>	<b>more/less carefully</b>	<b>(the) most/least careful</b>
	<b>slowly</b>	<b>more/less slowly</b>	<b>(the) most/least slowly</b>
<b>Two-syllable adjectives ending in -y</b>	<b>sleepy</b>	<b>sleepier</b>	<b>(the) sleepiest</b>
	<b>happy</b>	<b>happier</b>	<b>(the) happiest</b>
<b>Two-syllable adjectives ending with -er, -le, -or, -ow</b>	<b>little</b>	<b>littler</b>	<b>(the) littlest</b>
	<b>narrow</b>	<b>narrower</b>	<b>(the) narrowest</b>
	<b>gentle</b>	<b>gentler</b>	<b>(the) gentlest</b>
<b>Three or more syllable adjectives</b>	<b>intelligent</b>	<b>more/less intelligent</b>	<b>(the) most/least intelligent</b>
	<b>important</b>	<b>more/less important</b>	<b>(the) most/least important</b>



# -Syllable Adjectives That Follow Two Rules (either form is correct)

Adjective	Comparative	Superlative
clever	more/less clever	(the) most/least clever
	cleverer	(the) cleverest
simple	more/less simple	(the) most/least simple
	simpler	(the) simplest
friendly	more/less friendly	(the) most/least friendly
	friendlier	(the) friendliest

## Irregular Adjectives

Adjective	Comparative	Superlative
good	better	(the) best
bad	worse	(the) worst
far	farther	(the) farthest
little	less	(the) least
few	fewer	(the) fewest

## In summary :

There are some rules to help you make comparisons in English.

1. If the adjective (describing word) is one syllable, you can add -er.

**For example**, small – smaller; big – bigger; nice – nicer.

2. If the adjective has two syllables, but ends in -y, you can change the end to -ier.

**For example**, lucky – luckier; happy – happier.

3. With other English adjectives of two syllables and more, you can't change their endings. Instead, you should use more + adjective.

**For example**, handsome – more handsome; beautiful – more beautiful and so on.

1. When you compare two things, use ‘than’.

For example “She is younger than me.”

“This exercise is more difficult than the last one.”

5. When you want to say something is similar, use ‘as – as’.

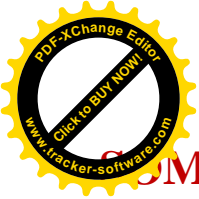
For example, “She’s as tall as her brother”.

6. When you want to say one thing is less than another, you can either use ‘less than’ or ‘not as – as’.

For example, “This program is less interesting than I thought” or “This program is not as interesting as I thought.”

7. Remember that some adjectives are irregular and change form when you make comparisons.

For example, good – better; bad – worse; far – further.



## **SOME COMMON ERRORS WITH COMPARISONS**

**COMMON ERROR 1:** Using the comparative instead of the superlative

**INCORRECT:** He is the happier person I know.

**REVISION:** He is the happiest person I know.

**INCORRECT:** She is the more thoughtful person I know.

**REVISION:** She is the most thoughtful person I know.

**COMMON ERROR 2:** Doubling up comparisons or superlatives

**INCORRECT:** His car is more faster than mine.

**REVISION:** His car is faster than mine.

**INCORRECT:** His car is the most fastest.

**REVISION:** His car is the fastest.

**COMMON ERROR 3:** Using empty comparisons (part of the comparison is missing)

**INCORRECT:** The participants were more experienced.

**REVISION:** The participants were more experienced than the previous participant pool.

**INCORRECT:** The line moved more slowly.

**REVISION:** The line moved more slowly than the line next to it.



**COMMON ERROR 4:** Using ambiguous comparisons (the comparison has more than one possible meaning)

**INCORRECT:** She likes pizza better than her husband. (Does this mean that pizza is better than her husband?)

**REVISION:** She likes pizza better than her husband does. (Now it is clear that the comparison is who likes pizza more.)

**INCORRECT:** Her suitcase is bigger than John. (Does this mean that the size of the suitcase is larger than another person?)

**REVISION:** Her suitcase is bigger than John's. (Now it is clear that the comparison is about two suitcases, not about John.)

**COMMON ERROR 5:** Missing the article “the” in the superlative

**INCORRECT:** Finishing quickly was least important task.

**REVISION:** Finishing quickly was the least important task.

**INCORRECT:** The youngest girl was also littlest.

**REVISION:** The youngest girl was also the littlest.



Take this short quiz to see how well you have learned the contents of this webpage.

1. Identify the correct comparative/superlative forms:

happy, more happier, happiest

happy, happier, happiest ←

2. Identify the correct comparative/superlative forms:

bad, more worse, worst

bad, worse, worst ←

3. True or false: "More simple" and "simpler" are both correct comparative forms.

True ←

False

4. Complete the sentence with the correct form: She is \_\_\_\_\_ professor I have had.

the kindest ←

the kinder





5. Complete the sentence with the correct form: The results were \_\_\_\_\_ to interpret than I had imagined.

easier ←

more easier

6. Identify the correct comparative sentence:

The surveys were completed more slowly than I had anticipated. ←

The surveys were completed more slowly.

7. Identify the correct comparative sentence:

Receiving feedback from peers is as helpful as receiving feedback from the instructor. ←

Receiving feedback from peers is helpful as receiving feedback from the instructor.

8. Identify the correct superlative sentence:

The least experienced candidate was also smartest.

The least experienced candidate was also the smartest. ←

# Third lesson

## Nouns and Pronouns

A **noun** is a part of speech that is used to name a person, place, thing, quality, or action. A noun can function as a subject, object, complement, appositive, or object of a preposition.

### Plural vs singular

Nouns can be singular or plural. The plural form of a noun is usually formed by adding s at the end of the noun. But this is not always the case. There are exceptions to the rule. Some plurals are irregular:

Singular	Plural
fish	fish
tooth	teeth
man	men
woman	women



## Different Types of Nouns

There are different types of nouns:

1. An **Abstract Nouns** represent intangible ideas, names an idea, event, quality, or concept (*dream, love, courage, death, time...*) **Concrete**

**nouns** name something recognizable through the sense (taste, touch, sight, hearing, or smell) (*table, dog, house...*)

2. **Animate nouns** refers to a thing that is alive and sentient like a person, animal, or other creature (*man, elephant, chicken...*)

An **Inanimate nouns** refers to a material object (*stone, wood, table...*)





3. **A collective noun** describes a group of things or people as a unit (*family, flock, audience, committee, crowd, group, team, choir, police, crew, government.....*)

Collective nouns can take a singular or plural verb:

- **Singular** if we consider the word to mean a single group or entity:

Our team is the best.

- **Plural** if we take the collective noun to mean a number of individuals.

The crew are wearing new uniforms.



## 4. **Common and proper nouns**

**Common nouns** name non-specific people (e.g. man, woman, girl...), places (e.g. city, ocean, country...), things (e.g. table, book, computer...), ideas (e.g. love, respect, envy...)

**Proper nouns**, however, refer to the name of a single person, place or thing (*John, Joseph, London...*)



**R**emember:

**I.** Common nouns may be preceded by an **article** (*the* or *a*) :

the *city* I like...

a *woman*...

the *book* over there.

**II.** Common nouns may be **countable or uncountable**:

Countable: cities, friends, boys...

Uncountable: love, hate, respect...

**III.** Common nouns are **not capitalized** unless they come at the beginning of a sentence.





member:

V. Proper nouns are normally invariant for number: most are singular but a few, referring for instance to a family, mountain ranges or groups of islands, are plural.

The Johnsons family

The Himalayas

The Hebrides.

VI. Typically, English proper nouns are not **preceded by an article (the or a)** or other determiners (not, for instance, a John, the Kennedy).

VII. English proper nouns are not also preceded by modifiers like **many or much** (not, many John ).





**Common nouns** name nonspecific person, place, thing, or idea.  
**Proper nouns** are the names of specific people, places, things...

Common nouns	Proper nouns
woman	Nancy
city	London
car	Toyota
mountain	Everest
writer	Ernest Hemingway
restaurant	Pizza Hut

5. **Compound nouns** refer to two or more nouns combined to form a single noun (sister-in-law, schoolboy, fruit juice)

6. **Countable (or count)** nouns have a singular and a plural form. In plural, these nouns can be used with a number- they can be counted. (friends, chairs, houses, boys...)

**Uncountable (or non count)** nouns, however, can only be used in singular. They can't be counted. (money, bread, water, coffee...)





**Pronouns** in a language that are used as substitutes for nouns or noun phrases and whose referents are named or understood in the context.

Examples of pronouns are *he, she, who, themselves...*

A **noun phrase** is a group of two or more words headed by a noun that includes modifiers (e.g., 'the,' 'a,' 'of them,' 'with her')

I want **a cute puppy for Christmas.**

Example:

*Mike likes his daughter.*

*Mike* and *his daughter* can be replaced by *he* and *her*:

**He likes her**



	<b>Subject pronoun</b>	<b>Object pronoun</b>	<b>Possessive adjective (determiner)</b>	<b>Possessive pronoun</b>	<b>Reflexive or intensive pronoun</b>
1st person singular	I	me	my	mine	myself
2nd person singular	you	you	your	yours	yourself
3rd person singular, male	he	him	his	his	himself
3rd person singular, female	she	her	her	hers	herself
3rd person singular, neutral	it	it	its		itself
1st person plural	we	us	our	ours	ourselves
2nd person plural	you	you	your	yours	yourselves
3rd person plural	they	them	their	theirs	themselves



# Types of Pronouns

Subject pronouns (I, you, he, she, it, we, they)

Object pronouns (me, you, him, her, it, us, them)

Reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, themselves)

Possessive pronouns (mine, yours, his, hers, ours, theirs)

Demonstrative pronouns (this, that, those, these)

Relative pronouns (who, which, that, whose)





**Subject Pronoun**, also called **subjective or subject personal pronoun**, is used as substitute for proper and common nouns.

Examples

*John* is a doctor - *He* is a doctor

*The laptop* is on the desk - *It* is on the desk

A subject pronoun is used when the pronoun is the subject of the sentence.

Example

\_\_\_\_\_ did the job.

**I, you, he, she, it, we, and they** all fit into the blank and are, therefore, subject pronouns.

**A subject pronoun indicates:**

- number: singular or plural,
- gender: male or female,
- person: first, second or third person.



I (first person singular)



We (first person plural)



you (second person singular)



You (second person plural)



She (third person singular female)



They (third person plural)



He (third person singular male)



It (third person singular inanimate )

The words "**I, you, he, she, it, we, you, they**" are subject pronouns. They refer to a person or thing in speech or in writing.

Use the correct personal pronoun.

1. **She** often reads books. (**Leila**)
2. **He** is watching TV. (**Alan**)
3. **It** is green. (**the dress**)
4. **They** are on the wall. (**the pictures**)
5. **It** is running. (**the cat**)
6. **We** are watching TV. (**my sister and I**)
7. **They** are in the garden. (**the roses**)
8. **He** is driving his car. (**John**)
9. **She** is from Bristol. (**Liza**)
10. **She** has got a brother. (**Diana**)

**Object Pronoun**, also called objective pronoun, functions as the object of a verb or preposition, as distinguished from a subject or subjective pronoun, which is the subject of a verb.

Examples:

- He begged *her* to live with *him*. (*her* is the object of the verb *begged* and *him* is the object of the preposition *with*)
- She told *them* the truth. (*them* is the object of the verb *told*)

**Object pronouns** are used instead of object nouns, usually because we already know what the object is.

- She's my friend. I really enjoy being with **her**.
- I like this film. I saw **it** last week.

**Object pronouns** in English are the following:

*me, you, him, her, it, us, them*

Object pronouns come after either a verb (e.g "like") or a preposition (e.g "to").

Examples:

- I like **you** but you don't like *me*.
- Do you really hate *her*?
- She loves sitting next to *him*.
- She always writes e-mails to *us*.
- He's talking to *her* about *it*.



## ut the right pronoun

1. "Is he marrying Leila?"  
"Yes, he is in love with **her** !".
2. "Your son is making a lot of noise!"  
"I'll ask **him** to be quiet.
3. "Please will you ask Robert to come in."  
"Sorry, I don't know **him** .
4. "Where are my glasses?"  
"You are wearing **them** .
5. "Do you like apples?"  
"I love **them** ."
6. "Why is he always talking about Liza?"  
"He obviously likes **her** .
7. "Where is my book? Oh, dear! I've lost **it** ."
8. "Is that Nancy's new boyfriend?"  
"Don't ask me, ask **her** ."
9. "What is the title of that article?"  
"I'm afraid I can't remember **it** ."
10. "Look at John! He seems so happy?"  
"His friends offered **him** a guitar for his birthday!"
11. "What are you going to do with those old papers?"  
"I'm going to recycle **them** ."
12. "Let's see the latest Spielberg movie!"  
"I have already seen **it** !."
13. "How are your kids? I haven't met **them** for ages!"
14. "Have you met Alan and Tim?"  
"No, I have never met **them** .
15. "Do you want this book?"  
"Yes."  
"Well, take **it** ."
16. "My mother is fantastic! I like **her** very much."
17. "Don't help me with this exercise! I can do **it** by myself."
18. "This fruit is poisoned! Don't eat **it** ."
19. "Take the children to bed. Don't let **them** watch this movie. "
20. "Why is she helping John?"  
"She probably loves **him** ."



**Reflexive pronouns** are used when the object is the same as the subject. For example, in the sentence "he hurt himself", he and himself refer to the same person.

Reflexive pronouns are also used for emphasis. In this case, they are referred to as **intensive pronouns**. For example, in the sentence "I spoke to **the president *himself***", the speaker emphasizes that he spoke to **the president** personally **NOT** somebody else.

"**I** always do my homework **myself**. Nobody helps me."

"**He** never does his homework **himself**. The teacher always helps him."

In the above examples, the reflexive/intensive pronouns can be removed without changing the meaning.

*List of reflexive pronouns*

Subject Pronouns	Reflexive Pronouns
I	<i>myself</i>
you	<i>yourself</i>
he	<i>himself</i>
she	<i>herself</i>
it	<i>itself</i>
we	<i>ourselves</i>
you	<i>yourselves</i>
they	<i>themselves</i>

## Uses of reflexive pronouns

1. Reflexive pronouns are used when the subject and the object refer to the same thing:

- **He** blames *himself* for what happened.
- **You** might *cut yourself*.
- **We** will enjoy *ourselves* in the party.

2. Reflexive pronouns may be used as the object of a preposition:

- **He** made a cup of coffee for *himself*.
- **He** was talking to *himself*.
- **She** did the job by *herself*.

3. Reflexive pronouns are also used for emphasis. In this case they are called **intensive pronouns**.

Intensive pronouns can be removed without changing the meaning of the sentence.

- I met **the king** *himself*.
- **The president** *himself* announced the news.
- **He** sent the letter *himself*



**Possessive Pronoun** is a part of speech that attributes ownership to someone something. Like any other pronoun, it substitutes a noun phrase and can prevent its repetition. For example, in the phrase, "These glasses are **mine**, not **yours**", the words "**mine**" and "**yours**" are possessive pronouns and stand for "my glasses" and "your glasses," respectively.

- This is *our* house. It's *ours*.
- This is *my* bedroom. It's *mine*.
- This is *my* brother's bike. It's *his*.

Subject Pronouns	I	you	he	she	it	we	you	they
Possessive Adjectives	my	your	his	her	its	our	your	their
Possessive Pronouns	mine	yours	his	hers	its	ours	yours	theirs

The words "**mine, yours, his, hers, its, ours, theirs**" are possessive pronouns. They show who or what something belongs to.

## 1. A possessive pronoun differs from a possessive adjective.

Examples:

- What color is *your* brother's jacket?

*His* jacket is black.

(*your* and *his* are possessive adjectives; *your* and *his* modify the noun jacket in both examples)

- What color is *yours*?

*Mine* is blue.

(*yours* and *mine* are possessive pronouns - *yours* functions as a subject complement in the first example; *mine* functions as a subject in the second example)

## 2. "*It's*" is not a possessive pronoun or adjective; it is a contraction of it is or it has.

Example:

- *It's* not my book = **it is** not my book
- *It's* got five bedrooms = **it has** got five bedrooms



## Fill the right possessive pronoun:

Personal Pronoun	Possessive Pronoun
1. I	<b>mine</b>
2. you	<b>yours</b>
3. he	<b>his</b>
4. she	<b>hers</b>
5. it	<b>its</b>
6. we	<b>ours</b>
7. you	<b>yours</b>
8. they	<b>theirs</b>

## put the right answer (possessive adjective or possessive pronoun)



- Jane has already eaten her lunch , but I'm saving **mine** until later
- She has broken **her** leg.
- My mobile needs to be fixed, but **his** is working.
- My** computer is a Mac, but **yours** is a PC.
- We gave them **our** telephone number, and they gave us **theirs**.
- My** pencil is broken. Can I borrow **yours** ?
- Our** car is cheap, but **yours** is expensive .
- You can't have any chocolate! It's all **mine**



**Demonstrative Pronouns** are words that show which person or thing is

being referred to. In the sentence:

'*This* is my brother',

**The demonstratives** in English are *this, that, these, and those*

**Demonstrative pronouns vs demonstrative adjectives**

A distinction must be made between **demonstrative adjectives** (or **demonstrative determiners**) and **demonstrative pronouns** (or **independent demonstratives**).

**A demonstrative adjective modifies a noun:**

*This apple is good. I like those houses. (This modifies 'apple' and those modifies 'houses')*

**A demonstrative pronoun stands on its own, replacing rather than modifying a noun:**

*This is good. I like those. (This and those don't modify any nouns they stand alone and replace other nouns)*

## Use of Demonstratives

Demonstratives differ according to:

- **distance:** near or far,
- or **number:** singular or plural.

**Here are the main distinctions:**

- ***This*** modifies or refers to singular nouns that are near to the speaker.
- ***That*** modifies or refers to singular nouns that are far from the speaker.
- ***These*** modifies or refers to plural nouns that are near to the speaker.
- ***Those*** modifies or refers to plural nouns that are far from the speaker.

Demonstratives	Singular	Plural	Near	Far
This	✓	-	✓	-
That	✓	-	-	✓
These	-	✓	✓	-
Those	-	✓	-	✓





## Examples

1. *(Talking about a book in your hand)* How could you buy something like **this** ?
2. *(With a bowl of cherries on your lap)* **These** cherries are delicious!
3. *(During a long walk)* I should have worn **those** shoes I bought in Greece last year; **these** have never been comfortable.
4. Could you bring me **that** book I left in the garden?
5. *(From the marriage vows)* To have and to hold from **this** day forward.
6. I hate **those** books which tell you: " **this** is what you have to do to become rich."
7. *(About a picture hanging on the wall)* **those** are my children.
8. *(About a picture you've just taken from your wallet)* **This** is my wife.





**Relative Pronoun** is a pronoun that introduces a relative clause within a complex sentence.

*A relative clause is a subordinate clause that modifies a noun or a noun phrase.*

*Mike found the keys that he had lost.*

In English the relative pronouns are *who, whom, which, whose*, and *that*.

who subject or object pronoun for people.

*They caught the lady **who** killed her baby.*

*I know the man **who** you met.*

which subject or object pronoun

*I read the book **which** is on the table.*

*I visited the town **which** you told me about.*



h referring to a whole sentence

*They were unsuccessful which is disappointing.*

whom used for object pronoun for people, especially in non-restrictive relative clauses (in restrictive relative clauses use who)

*The boy, whom you told me about, got the best grades in mathematics.*

that subject or object pronoun for people, animals and things in restrictive relative clauses (who or which are also possible)

*I like the vase that is over there.*

*Restrictive (identifying or defining) relative clauses give detailed necessary information. They are not put between commas.*

*Non- restrictive (non-identifying or non- defining) relative clauses give interesting additional information which is not necessary to the meaning of the sentence. These clauses are put between commas.*



# Forth lesson

## The Passive

The passive vs the active voice:

The Active Voice	The Passive Voice
Most countries in Latin America speak Spanish.	Spanish is spoken in most countries in Latin America.

### Uses of the passive voice:

1. **Passive voice is used when the focus is on the action.** It is not important or not known, however, who or what is performing the action.

**Example:** "A letter was written."

The focus, here, is on the fact that a letter was written. We don't know, however, who wrote it.

Sometimes a statement in passive is more **polite** than active voice, as the following

example shows:

**Example:** A vase was broken.

Focus, here, is on the fact that a vase was broken, but we don't blame anyone. Compare this to: "You broke the vase."

**Form of the passive voice:**

**Subject + the appropriate form of *to be* + Past Participle**

## NOTE:

The appropriate form of *to be* = To be is put in the tense of the active voice main verb.

When rewriting active sentences in passive voice, note the following:

- The object of the active sentence becomes the subject of the passive sentence.
- The form of the verb is the appropriate form of to be (the tense of the active voice main verb) + the past participle.
- The subject of the active sentence becomes the object of the passive sentence (or is dropped.)

### Example:

Active	Nancy	makes	tea
	subject	verb	object
Passive	Tea	is made	(by Nancy)
	object becoming subject	verb	subject becoming object or is dropped



## Examples of the passive voice:

Tense		Subject	Verb	Object
Simple Present	<i>Active:</i>	Nancy	makes	tea.
	<i>Passive:</i>	Tea	is made	by Nancy.
Present Progressive	<i>Active:</i>	Nancy	is making	tea.
	<i>Passive:</i>	Tea	is being made	by Nancy.
Simple Past	<i>Active:</i>	Nancy	made	tea.
	<i>Passive:</i>	Tea	was made	by Nancy.
Past Progressive	<i>Active:</i>	Nancy	was making	tea.
	<i>Passive:</i>	Tea	was being made	by Nancy.
Present Perfect	<i>Active:</i>	Nancy	has made	Tea.
	<i>Passive:</i>	Tea	has been made	by Nancy.
Past Perfect	<i>Active:</i>	Nancy	had made	tea.
	<i>Passive:</i>	Tea	had been made	by Nancy.
Future simple	<i>Active:</i>	Nancy	will make	tea.
	<i>Passive:</i>	Tea	will be made	by Nancy.
Future perfect	<i>Active:</i>	Nancy	will have made	tea.
	<i>Passive:</i>	Tea	will have been made	by Nancy.
Conditional	<i>Active:</i>	Nancy	would make	tea.
	<i>Passive:</i>	Tea	would be made	by Nancy.
Modals	<i>Active:</i>	Nancy	can make	tea.
	<i>Passive:</i>	Tea	can be made	by Nancy.

## Passive voice sentences with two *Objects*:

Rewriting an active sentence with two objects in passive voice means that one of the two objects becomes the subject, the other one remains an object. Which object to transform into a subject depends on what you want to put the focus on.

Active/Passive	Subject	Verb	Object 1	Object 2
<i>Active:</i>	Nancy	offered	a flower	to me.
<i>Passive:</i>	A flower	was offered	to me	by Nancy.
<i>Passive:</i>	I	was offered	a flower	by Nancy.



## *Impersonal Passive:*

*The phrase It is said ... is an impersonal passive construction. This construction is used informally. It is said ... is used when one doesn't want to, or is unable to, cite legitimate sources for what you are saying.*

### **Examples**

- They say that the planet is in danger.
- It is said that the planet is in danger.

This type of passive is called impersonal because we use the impersonal form "it is..." This is only possible with verbs of perception (e. g. say, think, know ...)

## Examples:

- It is said that...
- It is thought that...
- It is believed that...
- It is known that...

It is also common that we start the passive form of these sentences with the subject of the *that-clause*:

## Examples:

- They say that the planet is in danger.= The planet is said to be in danger.
- They think that women live longer than men. = Women are thought to live longer.

## Write passive sentences (use the indications between brackets.)

- |  |                              |
|--|------------------------------|
| 1. The picture / draw ( <b>Simple Present</b> )    | The picture is drawn.        |
| 2. The door / close ( <b>Simple Past</b> )         | The door was closed.         |
| 3. The house / steal ( <b>Present Continuous</b> ) | The house is being stolen.   |
| 4. The bike / repair ( <b>Past Continuous</b> )    | The bike was being repaired. |
| 5. The room/ clean ( <b>Present Perfect</b> )      | The room has been cleaned.   |
| 6. The homework / do ( <b>Past perfect</b> )       | The homework had been done.  |
| 7. The window / break ( <b>Simple future</b> )     | The window will be broken.   |
| 8. The essay / write ( <b>Should + Verb</b> )      | The essay should be written. |

## Rewrite the following sentences as passive voice:

1. The boy writes poems. Poems are written by the boy .
2. The girl drove the blue car. The blue car was driven by the girl.
3. They have collected enough money. Enough money has been collected.
4. They will open a new restaurant. A new restaurant will be opened.
5. The little boy can draw pictures. Pictures can be drawn by the little boy.
6. The guard watched the prisoner. The prisoner was watched by the guard.
7. They will not play soccer. Soccer will not be played.
8. They believe that he writes good poems. It's believed that he writes good poems.

## Rewrite these sentences starting with the words in bold:

1. Her friend gave her **a book**. A book was given to her (by her friend.)
2. They offered him **a job**. A job was offered to him.
3. The man showed **us** the house. We were shown the house (by the man.)
4. My friend gave **me** a pen. I was given a pen (by my friend.)



# Fifth lesson



## How to Write an Academic Report

**Report:** a spoken or written description of a situation or event, giving people the information they need.

Also, **report:** an account of an event, situation, or episode.

**Academic** : relates to education, scholarly, intellectual, theoretical

**Research** : methodical investigation into a subject in order to

- i. Discover facts**
- ii. Revise theory**
- iii. Develop an evidence-based plan of action**

**Report Structure:** the way in which something is presented, organized or arranged.



# *Report Structure General Principles*

1. Ensure that what you have presented is easy to locate and follow.
2. Your report should have noticeable ‘flow’ from introduction to the end.
3. In essence, academic report (indeed any report) should be presented in a clearly structured format – title, sections, headings, , etc.

## **Broad Structure**

I. Introduction

Ii. Body of the report

Iii. Conclusion



# Introductory Section



Section	Details
<b>Title Page</b>	The title of the report (word length/count specifications). Be brief and explicit. Note name, date, and user, declaration, certification, where applicable.
<b>Summary</b>	Abstract/Summary/Synopsis – Provide a brief summary/overview of the report, pivotal features, purpose, scope, findings, and conclusions (Again, observe / follow word count specifications)
<b>Content</b>	Number and list all sections/subsections/headings with the traceable page numbers. Numbering should be clear and consistent throughout.
<b>Introduction</b>	Provide some brief background information, introduces the main issue, background information, purpose, and significance of the report, and leads straight into the main text.

## A Word About Titles / Topics

- ✓ Titles are labels, not sentences –let’s keep them simple and catchy!
- ✓ As a general rule, titles should not contain acronyms and jargon.

## Writing your Abstract

**B.** Background information.

**P.** Purpose: The research’s principal activity.

**M.** Methodology: How the work was done.

**F.** Findings: The key results of the study.

**C.** Conclusions: relevance to the study’s theme.



# The Main Body of the Report

Section	Details
<b>Literature Review</b>	Status of general knowledge on the issue; include key applicable concepts/theoretical framework and recent empirical evidence, if any.
<b>Methodology</b>	Information on the research process, i.e. how you approached the investigation/facts-gathering instruments, and analysis; justification for the adopted sampling system/case where applicable.
<b>Results</b>	Presentation and relevant discussion/inference from the research results; summary of the findings and implications bearing in mind the report's overall aims and objectives



# The Concluding Section

Section	Details
<b>Conclusion</b>	A brief, logical summing-up of the central ideas developed in the main body of the text. Demonstrate the overall significance of the report/research/work done – relatedness or otherwise to established knowledge / theory / principles. No new material is needed here, except, perhaps few aspects that require further studies.
<b>References</b>	List details of published sources of material used in the text, including websites used. In some cases, you may include a bibliography – other sources of materials not used but considered useful for further reading.
<b>Endnotes</b>	Where applicable, list people who assisted you in the research or preparation of the report
<b>Appendixes</b>	Any additional material that is essential for full comprehension of the text, but not needed by a casual reader.

## Use of Tables and Figures

- Diagrams, (pictures), graphs, tables, math's – keep them simple and relevant within main text, otherwise, they should go into an appendix.
- We can use a Figure (graph / chart) where we need to highlight a trend or do a comparative analysis.
- Try to ensure that your Table is placed as immediately as possible next to its first introduction in the text.
- A paragraph should not be broken for the sake of placing a Table.
- Every Table should have a caption/precise title placed above the Table.
- All the Tables in a document should be serially numbered (Arabic or Roman) for easy identification. Again, maintaining consistency in the numbering system is vital.
- Ensure that the rows/cells in the Table are logical and fully labelled – let's not confuse the reader or assume that the reader knows our intention.