

# M1/ First Semester Lessons

## Lesson 1: The English Language – Origins and Global Role

### Overview

This lesson introduces students to the historical development of the English language and explains how English became a global language. Drawing on historical linguistics and sociolinguistic perspectives, the lesson shows that English is not a fixed system but a dynamic language shaped by contact, power, and globalization.

### (Key Ideas)

- **Historical origins** (Algeo; Fromkin et al.):
  - English belongs to the **Indo-European language family**, specifically the **Germanic branch**.
  - Old English (c. 450–1100) was heavily influenced by Anglo-Saxon settlement.
  - Middle English (1100–1500) shows strong **French influence** after the Norman Conquest.
  - Modern English expanded its vocabulary through science, trade, and colonization.
- **Lexical expansion and borrowing**:
  - English borrows extensively from Latin, French, Greek, Arabic, and other languages.
  - This borrowing explains why English often has **synonyms from different origins** (e.g. *ask / inquire*).
- **Global spread of English** (Crystal; Global English studies):
  - English spread through **colonialism, trade, education**, and later **technology**.
  - Today, English functions as a **lingua franca**, especially in academia, business, and the internet.
- **World Englishes**:
  - English now exists in many varieties (British, American, Indian, Nigerian English, etc.).
  - Non-native speakers outnumber native speakers.

### Key Concepts

- Old, Middle, Modern English
- Language contact
- Borrowing
- Global English / English as a Lingua Franca (ELF)

## Lesson 2: Basic Sentence Structure in English

### Overview

This lesson introduces the fundamental structure of English sentences. Students learn how meaning is organized through word order, especially the **Subject–Verb–Object (SVO)** pattern.

### (Key Ideas)

- **Sentence as a grammatical unit** (Fromkin et al.):
  - A sentence minimally consists of a **subject** and a **predicate**.
  - English relies heavily on **word order** to express meaning.
- **Basic sentence patterns:**
  - Declarative: *She reads books.*
  - Interrogative: *Does she read books?*
  - Negative: *She does not read books.*
- **Comparison with other languages:**
  - Unlike Arabic or French, English has limited inflection, so order is crucial.

### Grammar Explanation

- **Subject (S):** who or what the sentence is about.
- **Verb (V):** expresses action or state.
- **Object (O):** receives the action.

### Examples

- *The student (S) writes (V) an essay (O).*

## Lesson 3: Parts of Speech and Word Classes

### Overview

This lesson explains how words are classified into categories based on form and function. Understanding word classes helps students build accurate sentences.

### Key Ideas

- **Traditional grammar vs. linguistic approach:**
  - Word classes are identified by **function**, **meaning**, and **form**.
- **Major word classes:**

- Nouns, verbs, adjectives, adverbs
- Function words: pronouns, prepositions, conjunctions, determiners

## Explanation

### 1. Nouns

**Nouns** are words that name **people, places, things, or ideas**. They function as the core elements of sentences, often acting as **subjects** or **objects**.

- **People:** teacher, student, doctor
- **Places:** school, city, Algeria
- **Things:** book, computer, table
- **Ideas (abstract nouns):** freedom, happiness, knowledge

#### Types of nouns:

- **Common nouns:** general names (city, teacher)
- **Proper nouns:** specific names, always capitalized (London, Fatma)
- **Concrete nouns:** things we can perceive with the senses (chair, phone)
- **Abstract nouns:** ideas or qualities (love, honesty)

#### Example in a sentence:

*The **student** values **education**.*

### 2. Verbs

**Verbs** express **actions, events, or states of being**. They are essential because they indicate **what happens** in a sentence.

- **Action verbs:** run, write, speak
- **State verbs:** be, seem, feel, know

Verbs also change form to show:

- **Tense:** present, past, future
- **Aspect:** simple, continuous, perfect
- **Agreement:** matches the subject (she *writes*, they *write*)

#### Example in a sentence:

*She **teaches** English.*

*They **are studying** grammar.*

### 3. Adjectives

**Adjectives** describe or give more information about **nouns**. They answer questions such as **What kind? Which one? How many?**

- **Quality:** interesting, difficult, useful
- **Quantity:** many, few, several
- **Demonstrative:** this, that, these, those

In English, adjectives:

- Usually appear **before the noun**
- Do **not** change form for plural or gender

**Example in a sentence:**

*This is an **interesting** lesson.*

*She bought **three** books.*

#### 4. Adverbs

**Adverbs** modify **verbs, adjectives, or entire sentences**. They provide information about **how, when, where, how often, or to what extent** something happens.

- **Manner:** quickly, carefully
- **Time:** today, yesterday, already
- **Place:** here, outside
- **Frequency:** always, often, never
- **Degree:** very, too, extremely

Many adverbs are formed by adding **-ly** to adjectives (quick → quickly), though not all adverbs follow this rule.

**Example in a sentence:**

*She speaks **fluently**.*

*The test was **very** difficult.*

*Fortunately, everyone understood the lesson.*

### Lesson 4: Tense, Aspect, and Time in English Grammar

#### Overview

This lesson clarifies the difference between **time** (conceptual) and **tense/aspect** (grammatical). Students often confuse these notions, so clear explanation is essential.

- **Tense** locates events in time (past, present, future).
- **Aspect** shows how an action unfolds (simple, continuous, perfect).

## Present Simple

### 1. Form

- **Affirmative:**
  - I / You / We / They **work**
  - He / She / It **works**
- **Negative:**
  - do not (don't) + base verb
  - does not (doesn't) + base verb
- **Question:**
  - Do / Does + subject + base verb?

### 2. Uses

The **Present Simple** is used to talk about:

#### a) Facts and general truths

Things that are always true or scientifically proven.

- The sun **rises** in the east.
- Water **boils** at 100°C.

#### b) Habits and routines

Actions that happen regularly.

- I **wake up** at 7 a.m.
- She **drinks** coffee every morning.

#### c) Permanent situations

Things that do not change easily.

- He **lives** in Algiers.
- She **teaches** English.

#### **d) Timetables and schedules (future meaning)**

- The train **leaves** at 9 o'clock.

### **3. Time Expressions**

- always, usually, often, sometimes, never
- every day / week / year
- on Mondays

### **4. Examples**

- Students **study** grammar every week.
- My father **works** in an office.
- Do you **like** English?

### **5. Exercises**

1. Complete the sentence:  
She \_\_\_\_\_ (read) books every evening.
2. Choose the correct form:  
He (**work** / **works**) on Sundays.
3. Write three sentences about your daily routine.

## **Present Continuous**

### **1. Form**

- **Affirmative:**

- am / is / are + verb + **-ing**
- **Negative:**
  - am not / is not / are not + verb-ing
- **Question:**
  - Am / Is / Are + subject + verb-ing?

## 2. Uses

The **Present Continuous** is used to talk about:

### a) Actions happening now

Actions in progress at the moment of speaking.

- I **am studying** linguistics now.
- She **is writing** an essay.

### b) Temporary actions or situations

Things that are not permanent.

- He **is living** with his uncle this year.
- We **are preparing** for the exam.

### c) Planned future actions

Especially with time expressions.

- I **am meeting** my teacher tomorrow.
- They **are traveling** next week.

## 3. Time Expressions

- now, at the moment

- today, this week
- currently

#### 4. Examples

- The students **are listening** carefully.
- She **is not watching** TV.
- Are you **working** now?

#### 5. Exercises

1. Complete the sentence:  
They \_\_\_\_\_ (study) for the test right now.
2. Correct the mistake:  
She is know the answer.
3. Write two sentences about what you are doing now.

### Present Perfect

#### 1. Form

- **Affirmative:**
  - have / has + **past participle**
- **Negative:**
  - have not / has not + past participle
- **Question:**
  - Have / Has + subject + past participle?

#### 2. Uses

The **Present Perfect** is used to talk about:

### a) Past actions with present relevance

The action happened in the past, but the result is important now.

- I **have finished** my homework.  
(The homework is done now.)
- She **has lost** her keys.  
(She can't find them now.)

### b) Life experiences (without specific time)

- I **have visited** France.
- He **has never eaten** sushi.

### c) Actions that started in the past and continue now

- I **have lived** here for five years.
- She **has studied** English since 2020.

## 3. Time Expressions

- already, just, yet
- ever, never
- for, since

## 4. Examples

- We **have learned** many new words.
- She **has not completed** the task yet.
- Have you **ever used** English online?

## 5. Exercises

1. Choose the correct form:  
I \_\_\_\_\_ (have / has) finished my work.
2. Complete the sentence using **for** or **since**:  
She has studied English \_\_\_\_\_ three years.
3. Write two sentences about your experiences using the Present Perfect.

## Lesson 5: Language Families – English, French, and Arabic

### Overview

This lesson introduces language classification and shows similarities and differences between English, French, and Arabic.

- **Language families** group languages with common origins.
- English and French belong to **Indo-European**.
- Arabic belongs to the **Semitic family**.

### Lesson: Language Families – English, French, and Arabic

#### 1. Language Families

- A **language family** is a group of languages descended from a common ancestor, called a **proto-language**.
- Languages in the same family share similar **grammar, vocabulary, and phonology**.
- Example: English, German, and Dutch are all in the **Germanic branch** of the Indo-European family.

#### 2. English and French

- Both belong to the **Indo-European language family**, but different branches:
  - English → Germanic
  - French → Romance (descended from Latin)
- Shared vocabulary exists due to **historical contact**:
  - Norman Conquest (1066) introduced many French words into English (*government, court, justice*).
  - Example: English “cuisine” (borrowed from French)
- Grammar differences:
  - English uses **fixed word order (SVO)** heavily.
  - French uses gendered nouns (*le/la*), agreements in adjectives, and richer verb conjugations.

#### 3. Arabic

- Belongs to the **Semitic language family**.
- Characteristics:

- Root-and-pattern morphology: most words are built from **three-consonant roots** (e.g., *k-t-b* → *kitab, kataba, maktab*).
- Rich verb system with prefixes, suffixes, and internal vowel changes to show tense and mood.
- Written from **right to left**, unlike English and French.
- No direct historical link to English or French; similarities mainly arise through **loanwords**, e.g., *algebra, alcohol*.

### Why It Matters for English Learners

- Many **English vocabulary words** are of French origin; knowing this can aid comprehension.
- English learners from Arabic backgrounds may struggle with:
  - Word order differences (Arabic often VSO)
  - Articles (*a/an/the*) which don't exist in Arabic
- Understanding **language families** helps explain patterns, borrowings, and grammar exceptions in English.

### Lesson 6: Introduction to Linguistics – Key Concepts and Fields

#### Overview

This lesson introduces linguistics as the scientific study of language and its main subfields.

#### What the Sources Say

- Linguistics studies **form, meaning, and use**.
- Core fields include phonetics, phonology, morphology, syntax, semantics, and pragmatics.

#### 1. Phonetics – The Study of Speech Sounds

##### What It Is

- Phonetics studies the sounds of human speech.
- It focuses on how sounds are produced (articulatory), how they are heard (auditory), and their physical properties (acoustic).

##### English Examples

- Consonants: /p/ in *pen*, /b/ in *bat*, /θ/ in *think*

- Vowels: /i:/ in *see*, /æ/ in *cat*
- English has distinct sounds that may not exist in French or Arabic, affecting pronunciation for learners.

### **Importance for English Learners**

- Mispronunciation can change meaning: *ship* vs. *sheep*
- Helps in spelling, listening, and speaking skills.

## **2. Syntax – Sentence Structure**

### **What It Is**

- Syntax studies how words are combined to form sentences and how rules of order create meaning.
- In English, word order is crucial because grammatical relations are expressed through position, not endings (unlike Arabic).

### **English Examples**

- Correct SVO order: *The teacher explains the lesson.*
- Incorrect order: *Explains the lesson the teacher.* (meaning unclear)

### **Key Concepts**

- Subject, Verb, Object (SVO)
- Modifiers (adjectives, adverbs) placement
- Question formation: *Does she like English?*

## **3. Semantics – Meaning**

### **What It Is**

- Semantics studies meaning in language.
- Focuses on word meaning, sentence meaning, and relationships between words.

### **English Examples**

- Synonyms: *big / large*
- Homonyms: *bat* (animal) vs. *bat* (sports)
- Idioms: *kick the bucket* → die

### **Importance**

- Helps learners understand vocabulary, avoid misunderstandings, and interpret figurative language.

## **4. Pragmatics – Meaning in Context**

### **What It Is**

- Pragmatics studies how context affects meaning.
- Unlike semantics, it considers speaker intention, social norms, and situation.

### **English Examples**

- “Can you pass the salt?” → literal vs. intended meaning (*request, not question*)
- Politeness forms: *Could you...?* vs. *Pass the salt!*
- Cultural differences: Saying “*It’s cold in here*” can imply a request to close the window.

### **Importance for Learners**

- Prevents miscommunication in real-life conversations
- Helps in understanding formal vs. informal English

