



وزارة التعليم العالي و البحث العلمي

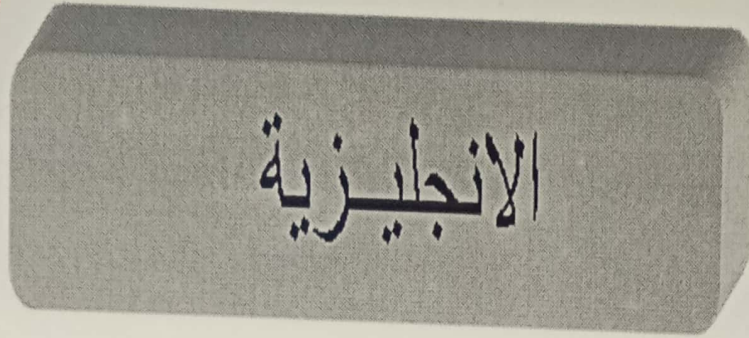
المركز الجامعي مرسلني عبد الله تيبازة

معهد العلوم الإقتصادية و التجارية و علوم التسيير

شعبة العلوم التجارية

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مطبوعة بيداغوجية في مقياس:



شعبة : العلوم التجارية

مستوى : الأولى دكتوراه

إعداد د. رضوان مختاري

الرتبة : أستاذ محاضر - ب -

السنة الجامعية

2023-2022

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2021 - 2020

# **In the Name of ALLAH, the Most Gracious, the Most Merciful**

**All praise and thanks are due to HIM alone, and  
blessings and peace be upon the prophet  
Muhammad, the last of his messengers and  
prophets, his family, Companions and all those who  
follow in his footsteps till the end of the time.**

**Allah says : « Allah will raise those who have believed among you and those who were given knowledge, by degrees » <sup>1</sup>**

**Surely, seeking knowledge is the best activity in which we should spend the most precious of our time and money this is why Allah holds the acquisition of knowledge and the people of knowledge in high esteem.**

### **Main introduction :**

The most imperative challenges facing human being today is how to organize his situations moreover through the fundamental technological changes in all human functions and activities, and in supporting and implementing the organization's strategic plans , mainly by the end - era of safe job concept implementing shift changes in organizational structures, reduction of employment due to technology and the orientation to the knowledge economy and customer service , that marked as the knowledge-based economy , where the use of knowledge to create goods and services. In particular, it refers to a high portion of skilled workers in the economy of a locality, country, or the world, and the idea that most jobs require specialized skills.

Thus , learning English and being able to speak about all meaningful sciences as well as helping each other in such an understanding climate ; so far English is a complex language , the street every day spoken differs from the type of English

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<sup>1</sup> The holly Quran Book : Al-Mujadalah 58 :11.

we hear on TV, in the workplace, as well as in the newspapers, on television or radio news.

Deliberately , in today's technology-oriented world, we see a increasing need to build better communication models and reach out to the entire world mainly by the importance in communication that has given rise to a new, international language, that is, International English.

## OUTLINES

Main Introduction.....	1
Part One:Marketing :Definition ,types and function .....	4
Part Two: English Basic Syntax.....	9
Part Three:Practical Usage of English Grammar.....	14
Conclution .....	54
References.....	57
Table of content.....	62

*Part One:*  
*Marketing :*  
*Definition ,types*  
*and function*

## **Introduction :**

The marketing concept has been widely used by companies all over the world in the present age, but the situation was not the same earlier. As per this concept, it is said that for an organisation to satisfy the objectives of the organisation, the needs and wants of the customer should be satisfied. This theory was first mentioned in Adam Smith's book "The Wealth of Nations" in 1776 but came into widespread use only 200 years later.

Therefore, marketing can be said as a process of acquiring customers and maintaining relations with them and at the same time matching needs and wants with the services or product offered by the organisation, which ensures that the organisation will become profitable.

### **Marketing and relationship-building**

Marketing is the process of getting the right goods or services or ideas to the right people at the right place, time, and price, using the right promotion techniques and utilizing the appropriate people to provide the customer service associated with those goods, services, or ideas. This concept is referred to as the "right" principle and is the basis of all marketing strategy. We can say that marketing is finding out the needs and wants of potential buyers (whether organizations or consumers) and then providing goods and services that meet or exceed the expectations of those buyers. Marketing is about creating exchanges. An exchange takes place when two parties give something of value to each other to satisfy their respective needs or wants. In a typical exchange, a consumer trades money for a good or service. In some exchanges, nonmonetary things are exchanged, such as when a person who volunteers for the company charity receives a T-shirt in exchange for time spent. One common misconception is that some people see no difference between marketing and sales. They are two different things that are both part of a company's strategy. Sales incorporates actually selling the company's products or service to its customers, while marketing is the process of communicating the value of a product or service to customers so that the product or service sells.



To encourage exchanges, marketers follow the “right” principle. If a local Avon representative doesn’t have the right lipstick for a potential customer when the customer wants it, at the right price, the potential customer will not exchange money for a new lipstick from Avon. Think about the last exchange (purchase) you made: What if the price had been 30 percent higher? What if the store or other source had been less accessible? Would you have bought anything? The “right” principle tells us that marketers control many factors that determine marketing success.

Most successful organizations have adopted the marketing concept. The marketing concept is based on the “right” principle. The marketing concept is the use of marketing data to focus on the needs and wants of customers in order to develop marketing strategies that not only satisfy the needs of the customers but also the accomplish the goals of the organization. An organization uses the marketing concept when it identifies the buyer’s needs and then produces the goods, services, or ideas that will satisfy them (using the “right” principle). The marketing concept is oriented toward pleasing customers (be those customers organizations or consumers) by offering value. Specifically, the marketing concept involves the following:

Focusing on the needs and wants of the customers so the organization can distinguish its product(s) from competitors’ offerings. Products can be goods, services, or ideas.

Integrating all of the organization’s activities, including production and promotion, to satisfy these wants and needs

Achieving long-term goals for the organization by satisfying customer wants and needs legally and responsibly

Today, companies of every size in all industries are applying the marketing concept. Enterprise Rent-A-Car found that its customers didn’t want to have to drive to its offices. Therefore, Enterprise began delivering vehicles to customers’ homes or places of work. Disney found that some of its patrons really disliked waiting in lines. In response, Disney began offering FastPass at a premium price, which allows patrons to avoid standing in long lines waiting for attractions. One important key to understanding the marketing concept is to know that using the marketing concept

means the product is created after market research is used to identify the needs and wants of the customers. Products are not just created by production departments and then marketing departments are expected to identify ways to sell them based on the research. An organization that truly utilizes the marketing concept uses the data about potential customers from the very inception of the product to create the best good, service, or idea possible, as well as other marketing strategies to support it.

### Customer Value

Customer value is the ratio of benefits for the customer (organization or consumer) to the sacrifice necessary to obtain those benefits. The customer determines the value of both the benefits and the sacrifices. Creating customer value is a core business strategy of many successful firms. Customer value is rooted in the belief that price is not the only thing that matters. A business that focuses on the cost of production and price to the customer will be managed as though it were providing a commodity differentiated only by price. In contrast, businesses that provide customer value believe that many customers will pay a premium for superior customer service or accept fewer services for a value price. It is important not to base value on price (instead of service or quality) because customers who only value price will buy from the competition as soon as a competitor can offer a lower price. It is much better to use marketing strategies based on customer relationships and service, which are harder for the competition to replicate. Southwest Airlines doesn't offer assigned seats, meals, or in-flight movies. Instead the budget carrier delivers what it promises: on-time departures. In "service value" surveys, Southwest routinely beats the full-service airlines such as American Airlines, which actually provide passengers with luxuries such as movies and food on selected long-haul flights.

### Customer Satisfaction

Customer satisfaction is a theme stressed throughout this text. Customer satisfaction is the customer's feeling that a product has met or exceeded expectations. Expectations are often the result of communication, especially promotion. Utilizing marketing research to identify specific expectations and then crafting marketing

strategy to meet or exceed those expectations is a major contributor to success for an organization. Lexus consistently wins awards for its outstanding customer satisfaction. JD Powers surveys car owners two years after they make their purchase. Its Customer Satisfaction Survey is made up of four measures that each describe an element of overall ownership satisfaction at two years: vehicle quality/ reliability, vehicle appeal, ownership costs, and service satisfaction from a dealer. Lexus continues to lead the industry and has been America's top-ranked vehicle for five years in a row.

### Relationship marketing

Relationship marketing is a strategy that focuses on forging long-term partnerships with customers. Companies build relationships with customers by offering value and providing customer satisfaction. Once relationships are built with customers, customers tend to continue to purchase from the same company, even if the prices of the competitors are less or if the competition offers sales promotions or incentives. Customers (both organizations and consumers) tend to buy products from suppliers whom they trust and feel a kinship with, regardless of offerings of unknown competitors. Companies benefit from repeat sales and referrals that lead to increases in sales, market share, and profits. Costs fall because it is less expensive to serve existing customers than to attract new ones. Focusing on customer retention can be a winning tactic; studies show that increasing customer retention rates by 5 percent increases profits by anywhere from 25 to 95 percent.<sup>2</sup>

Customers also benefit from stable relationships with suppliers. Business buyers have found that partnerships with their suppliers are essential to producing high-quality products while cutting costs. Customers remain loyal to firms that provide them greater value and satisfaction than they expect from competing firms.

Frequent-buyer clubs are an excellent way to build long-term relationships. All major airlines have frequent-flyer programs. After you fly a certain number of miles, you become eligible for a free ticket. Now, cruise lines, hotels, car rental agencies, credit-card companies, and even mortgage companies give away "airline miles" with

purchases. Consumers patronize the airline and its partners because they want the free tickets. Thus, the program helps to create a long-term relationship with (and ongoing benefits for) the customer. Southwest Airlines carries its loyalty program a bit further than most. Members get birthday cards, and some even get profiled in the airline's in-flight magazine!

*Part Two:*  
*English Basic Syntax*

Introduction :

This chapter offers students wide and adequate range of syntaxes through texts comprehension , and mainly adapting his reading skills toward the full assimilate of English semantics .

For such a matter, the students, read divert topic especially those linked to nowadays new Information and Communication Technology involved in the print media learning process, that is called the E-learning .

English Basic Syntax

Hello dears .

I wish you are fine , good and in a good mood and all your family .

Today we are going to talk about english language basics before writing , because when writing in a foreign language it is important to know and to review the order of the words in the sentences we make.

Many times we translate directly from our native language and we do not notice that the order of elements is not necessarily the same.

One of the main differences between the Romance and the Germanic languages is based on the versatility of the former in the order of the words in the sentence. Declinations allow a wide range of syntactic structures, whereas in English.

for instance, subjects and verbs should be closed together or otherwise it would be impossible to understand the sentences.

We are going to distinguish the following sections:

- Basic Syntactic Order
- Questions
- Adverbs

## 1- BASIC SYNTACTIC ORDER:

That is the most common. It is employed in affirmative and negative sentences.

SIMPLE One Conjugated SENTENCE Verb :

SUBJECT + VERB + COMPLEMENTS

I am (not) very happy

B) SUBJECT + AUXILIARY VERB + VERB + COMPLEMENTS

I have (not) been in England before

COMPOUND SENTENCE :

SUBJECT+VERB+COMPLEMENTS+CONJUNC.+SUBJEC+VERB+COMPLEMENTS

You are the student whose exam was lost last year

Now , give 03 examples in your style as A and B

- S+V+C+C+S+V+C

- S+V+C+C+S+V+C

- S+V+C+C+S+V+C

## 2- QUESTIONS:

An inversion in the syntactic structure shows the interrogative aspect of the sentence.

SIMPLE SENTENCE One Conjugated Verb :

A) VERB + SUBJECT + COMPLEMENTS

Am I (not) very happy ?

B) AUXILIARY VERB + SUBJECT + VERB + COMPLEMENTS

Have I (not) been in England ?

C) INT. PRONOUN+AUXILIARY VERB + SUBJECT + VERB + PREP?

What are you waiting for?

And now use your mind to write 03 different examples like A , B and C

-Aux V+S+V+C

-INT PR+AUX V+S+V+PREP

-Aux V+S+V+C

COMPOUND SENTENCE

A)VERB+SUBJECT+COMPLEMENTS+CONJUNC.+SUBJEC+VERB+ COMPLEMENTS

Are you the student whose exam was lost last year ?

And now this is your turne to give 03 exapmles as A

-V+S+C+C+S+V+C

- V+S+C+C+S+V+C

- V+S+C+C+S+V+C

3- INTERROGATIVE PRONOUNS ;

There are 04 categories :



SUBJECT: WHO , WHAT , WHICH

ADVERB: WHEN , WHY ,HOW

OBJECT : WHICH ,WHOM (WHO)

POSSESSIVE : WHOSE

You can make now your own sentences

-WHO

-WHEN

-WHOM

EXPRESSIONS WITH INVERTED ORDER :

SO, NEITHER, NOR

A) REMARKS:

- Inverted Expressions

SO + AUX.+ SUBJECT (when you agree with something)

So do I

So did I

So had I

Ex. 'I went to the British Museum when I was in England'

'So did I'

Give 03 examples like the one before

-

-

-

NEITHER or NOR + AUX.+ SUBJECT (when you agree with something)

Neither do I

Nor did my parents

Neither should she

Ex. 'Some of my friends had never gone before' 'Neither had mine '

Now give 03 examples as the last one

*Part Three:  
Practical Usage  
of  
English Grammar*

Introduction :

This chapter provides students with grammar courses adequate to learn basic skills appropriate to assimilate English language. The revision of basic tools – An important matter of great necessity to learn and develop the adequate skills for English language .

Grammar necessity :

Grammar skills are useful in every aspect of life from education to management and social life to employment opportunities. They are equally important at home where students learn their grammatical patterns from their parents and family. Grammar skills are important to be an effective leader.

Communication skills are crucial to effectively give direction and provide assurance of leading ability. Grammatical competence was a part of communicative competence, to obtain effective communication people should pay attention to grammar.

Thus , grammar is very important because it helps enhance accuracy , this means grammar rules can help learners develop a habit of thinking logically and clearly and will become more accurate when using language. Proper use of grammar is a sign of respect, both for speakers and listeners. For speakers, speaking clearly means they take time to polish themselves with a good impression from the listeners.

Subsequently a person with a poor grammar skill can form negative impression on the first-time meeting and this may last for a long time. For listeners, a proper use of grammar shows that their thought is concerned. Speakers do not want them to waste time trying to figure out what they are saying.

For such a matter, our students, read Grammar lessons, followed with exercises to practice their basic skills starting by the first sentence-building unite which is the verb :

So what is a verb?

An e-learning class sample:

Hello dears .

I wish you are fine , good and in a good shape an all your family .

Today we are going to talk about the magic effect of the verb in the sentence , so :

The verb :

A verb is one of the main parts of a sentence or question in English. Moreover the verb signals an action, an occurrence, or a state of being whether mental, physical, or mechanical, verbs always express activity.

In fact, you can't have a sentence or a question without a verb! That's how important these "action" parts of speech are.

Types of Verbs:

How many types of verbs are there? In addition to the main categories of physical verbs, mental verbs, and state of being verbs, there are several other types of verbs. In fact, there are more than ten different types of verbs that are grouped by function.

List of all Verb Types:

Physical Verbs:

Physical verbs are action verbs. They describe specific physical actions. If you can create a motion with your body or use a tool to complete an action, the word you use to describe it is most likely a physical verb.

Physical Verb Examples

The physical verb examples in the following sentences are in bold for easy identification.

Let's run to the corner and back.

I hear the train coming.

Call me when you're finished with class.

NOW IS YOUR TURN TO GIVE 03 EXAMPLES

-act

-move

-stretch

Mental Verbs –

Mental verbs have meanings that are related to concepts such as discovering, understanding, thinking, or planning. In general, a mental verb refers to a cognitive state.

Mental Verb Examples

The mental verb examples in the following sentences are in easy identification.

I know the answer.

She recognized me from across the room.

Do you believe everything people tell you?

GIVE 03 EXAMPLES

-think

-guess

-see

States of Being Verbs

Also known as linking verbs, state of being verbs describe conditions or situations that exist. State of being verbs are inactive since no action is being performed. These verbs are usually complemented by adjectives.

### States of Being Verb Examples

The state of being verbs in the following sentences are in bold for easy identification.

I **am** a student.

We **are** circus performers.

Please **is** quiet.

USE YOUR OWN EXAMPLES IN 03 SENTENCES

-is

-are

-be

### Action Verbs

Action verbs express specific actions, and are used any time you want to show action or discuss someone doing something.

### Transitive Verbs

Transitive verbs are action verbs that always express doable activities. These verbs always have direct objects, meaning someone or something receives the action of the verb.

## Auxiliary Verbs

Auxiliary verbs are also known as helping verbs, and are used together with a main verb to show the verb's tense or to form a question or negative.

## Stative Verbs

Stative verbs can be recognized because they express a state rather than an action. They typically relate to thoughts, emotions, relationships, senses, states of being, and measurements.

## Modal Verbs

Modal verbs are auxiliary verbs that are used to express abilities, possibilities, permissions, and obligations.

## Phrasal Verbs

Phrasal verbs aren't single words; instead, they are combinations of words that are used together to take on a different meaning to that of the original verb.

## Irregular Verbs

Irregular verbs are verbs that don't take on the regular -d, -ed, or -ied spelling patterns of the past simple (V2) or past participle (V3). Many of the irregular V2 and V3 forms are the same, such as: cut – cut, had – had, let – let, hurt – hurt, fed – fed, sold – sold

## Irregular Verb Examples

Irregular verbs are also known as strong verbs. Here are nine that are used more often than the rest. These nine irregular verb examples also happen to be among the most commonly used words in the English language. They are:



Go Get Say See Think Make Take Come Know

The following list of examples show how irregular verbs are used in sentences. Some sentences contain more than one example.

Go get your brother. It's time to eat dinner.

→ In this example, all three irregular verbs (go, get, and eat) are in base form.

I want to build a sand castle like the one we built last year.

→ In this example, the irregular verb build is in base form. The irregular verb built is the

past simple form of "build". When you look at the complete list of examples, you'll notice that built is also the past participle of the irregular verb "build".

He bet me that I couldn't run five miles without stopping. I proved him wrong; I ran seven miles before I had to catch my breath.

→ In this example, bet is a past simple form. When you look at the complete list, you will see that all three forms of "bet" are the same. Next, in the same sentence, the irregular verb run is in base form. In the next sentence, ran is the past simple form of "run" and had is the past simple form of "have." Meanwhile, catch is base form.

I awoke to find that a spider had bitten me. Although the wound didn't bleed, it itched terribly.

→ In this example, the irregular verb awoke is the past simple form of “awake.” Bitten is past participle form of “bite” and bleed is base form.

Let’s drink some of this lemonade. I drank some yesterday and found it delicious.

→ In this example, the irregular verb drink is in base form. Drank is the past simple form of “drink,” and found is the past simple form of “find.”

For more examples, read the complete list of irregular verbs in the English language.

Activity:

Fill the blank spaces with the appropriate irregular verb.

My dog jumped out of the swimming pool and \_\_\_\_\_ himself, causing water to spray everywhere. (shake, shook, shaken)

You should have \_\_\_\_\_ Trish’s face when she got her surprise. (saw, had seen, seen)

We \_\_\_\_\_ the whole day lounging on the beach. (spend, spent, had spend)

Let’s \_\_\_\_\_ a hike on Saturday. (take, took, taken)

My brother Mike \_\_\_\_\_ his stinky socks on the coffee table. (leave, left, leaving)

This is the ninth time that pitcher has \_\_\_\_\_ a foul ball (throw, threw, thrown)

The water balloon \_\_\_\_\_ when it hit its target. (burst, busted, broken)

Jesse intentionally \_\_\_\_\_ gum in Jeff’s hair. (stick, stuck, sticky)

tenses in English :

*The Present Simple*

Uses of the Present Simple

The present simple is used to express:

A. Habitual, repeated or permanent actions especially with adverbs of frequency:  
often, usually, sometimes, seldom, rarely, always, occasionally, never.

Examples:

Pupils usually go to school in time.

Birds fly, and fish swim.

My son plays all the morning and sleeps in the afternoon.

B. Eternal truths and facts; i.e., actions for all time.

Examples:

Water boils at 100°C.

Air contains oxygen and nitrogen.

1. Honesty is the best policy.

C. Planned future actions.

Examples:

1. I start work next week.

2. Next Monday is my birthday.

3. The Hegira Day falls on Wednesday next year.

D. Past related as present or historic present

Examples:

1. Rachid tells me that your brothers are abroad.
2. Peter says he will come.
3. In 1830, France occupies Algeria.

### A) The Present Continuous

#### Uses of the Present Continuous

The present continuous is used to express:

A. An action happening at the moment of speaking.

Examples:

1. Be quiet! I am trying to hear what the man is saying.
2. Please be quiet! The babies are sleeping.
3. Somebody is knocking at the door. Please see who it is.

B. An action happening about this time but not necessarily at the moment of speaking.

Examples

1. He is teaching English and learning Spanish.
2. I am reading a novel by Dickens.
3. They are building a block of flats over there.

C. Existing arrangements, plans, or programmes for the future.

Examples:

1. My uncle is returning to France next week.
2. Are you coming to the party on Monday?
3. I am going to the theatre tonight.

D. Characteristic habits in combination with some frequency adverbs such as *always*, *constantly*, *for ever*, *all the time* ... etc.

Examples:

1. My younger brother is constantly getting himself into trouble.
2. She is always quarrelling with her husband.
3. Her daughters are all the time visiting her.

## **B) The present Perfect Tense**

Uses of the Present Perfect Tense

The present Perfect Tense is used to express:

A. Actions occurring at an unspecified time in the past.

Examples:

1. The police *have arrested* the suspect.
2. *Have you passed* your driving test?
3. I *have read* Hard Times.

B. Actions occurring in the recent past.

Examples:

1. She *has gone* out.
2. He *has* recently *arrived*.
3. I *have* already *passed* my driving test.

C. Actions beginning in the past, and still continuing.

Examples:

1. I *have* always *walked* to work.
2. She *has lived* in London since last October.
3. He *has* never *seen* a dinosaur.

D. Actions beginning in the past and finishing at the moment of speaking.

Examples:

1. I *haven't seen* you for a long time (but I see you now).
2. The room *hasn't been cleaned* for months (but we're cleaning it now).
3. It *has been* very cold lately, but it's getting warmer).

### C) The Past Simple Tense

Uses of the Past Simple Tense

The Past Simple Tense is used to express:

A. An action completed at a definite time in the past with a time expression.

Examples:

1. I met him yesterday.
2. We visited Timgad last week.
3. I saw him two minutes ago.

B. An action which took place at a definite time even though this time is not mentioned.

Examples:

1. The train was ten minutes late.
2. He sold his car in the market.
3. I slept soundly.

C. An action whose time is not mentioned, but which occupied a period of time now terminated, or occurred in a period of time now terminated.

Examples:

1. We lived in Algiers for a long time.
2. She taught in this school for five years.
3. My grand father once met Emir Abdelkader.

D. An action which expresses a past habit.

Examples:

1. He always carried an umbrella.
2. They never drank wine.
3. Jane wore glasses as a child.

## **D) The Past Continuous Tense**

Uses of the Past Continuous Tense

The Past Continuous Tense is used to express:

A. An action in continuity in the past.

Examples:

1. I was working all night.
2. The telephone was ringing, and someone was knocking at the door.
3. Between two and four, she was doing the shopping and walking the dog.

B. An action in progress or continuity at a certain time in the past.

Examples:

1. I was having a bath when the telephone rang.
2. The headmaster came in while the teacher was explaining the lesson.
3. Peter caught the train just as it was leaving.

C. An action which began before something else happened in the past and continued after it.

Examples:

1. Six years ago, I was working in the bank.
2. At this time yesterday, they were playing tennis.
3. Laura was talking to him at 9.30.

D. A past arrangement for future in the past.

Examples:

1. We were having dinner with the Benhennis the following day.
2. Ahmed was going to London that summer.
3. We were busy packing, for we were leaving that night.

### **E) The Simple Future Tense**

Uses of the Simple Future Tense

***The Simple Future Tense is used to express:***

A. Determination, certainty and scheduled events.

Examples:

1. I will pass this exam.
2. The wedding will take place tomorrow.
3. We shall cut taxes.

B. Predictions, opinions, assumptions and speculations about the future.

Examples:

1. I'll be twenty next month.
2. It will rain tomorrow.
3. I think Algeria will win.

D. Volition, willingness, intention and insistence.

Examples:

1. Will you help me?
2. Shall I do the washing up for you?
3. Shall we go to the cinema tonight?

D. Hopes and expectations.



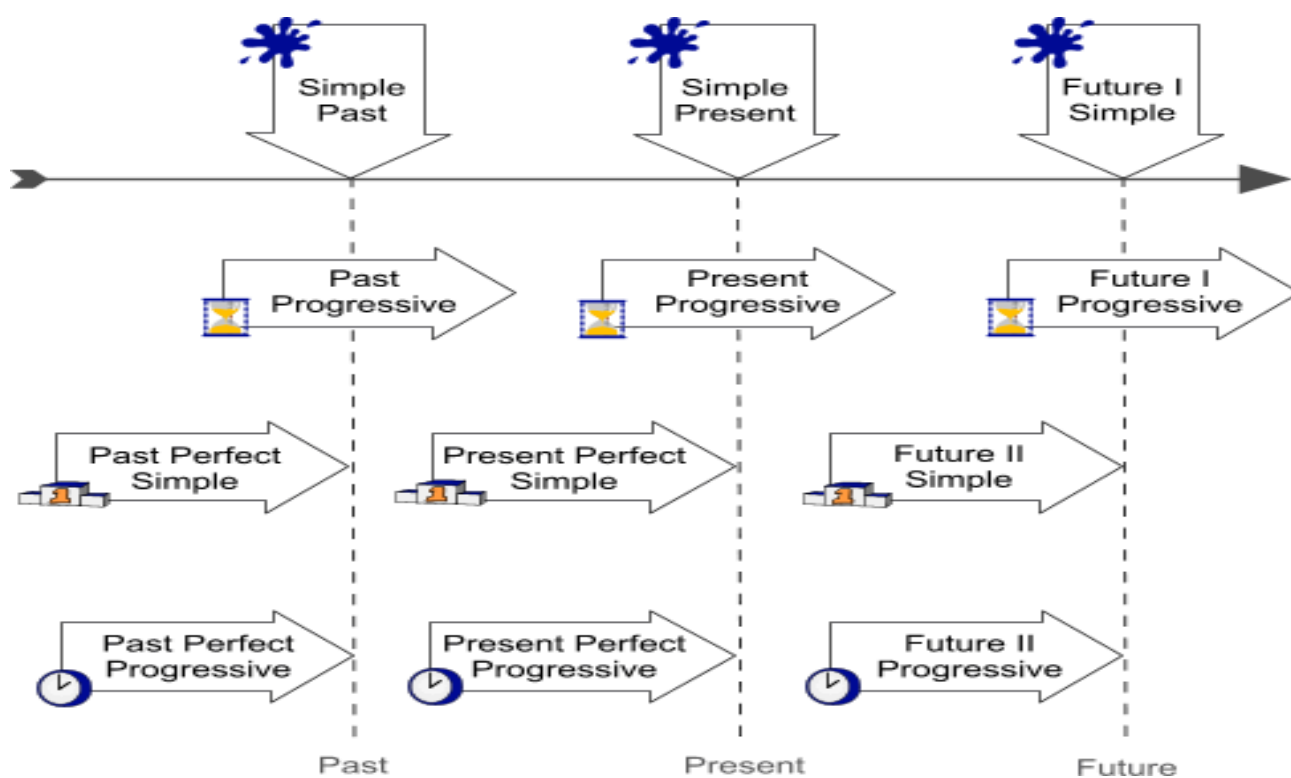
Examples:

1. I hope she will get the job.
2. Perhaps he will change his mind.
3. I expect that I shall be back on Monday.

Have a look at the time line, it might help you understand when to use which tense. As there is a similarity between past, present and future tenses, there are just a few rules to keep in mind.

If you know how to use the present progressive correctly to express present actions, you will as well be able to use the past progressive correctly to express past actions.

## Graphic Comparison



### Legend



moment in time

- action that takes place once, never or several times
- actions that happen one after another
- actions that suddenly take place



period of time

- action that started before a certain moment and lasts beyond that moment
- actions taking place at the same time



Result

- action taking place before a certain moment in time
- puts emphasis on the result



Course /  
Duration

- action taking place before a certain moment in time
- puts emphasis on the course or duration of the action



## 2-Articles

Basically, English has two articles: the and a/an. They are either definite or indefinite (specific or unspecific). They combine to a noun to indicate the type of reference being made by the noun. "The" is used to refer to specific or particular nouns; "a/an" is used to modify non-specific or non-particular nouns.

- ☐ The definite article is the.
- ☐ The indefinite article is a / an.

For example, if I say, "Let's read the book," I mean a specific book. If I say, "Let's read a book," I mean any book rather than a specific book.

IV-1-2-The indefinite article « a »or « an »:

- ☐ The article a / an is used before singular countable nouns
- ☐ ·The article a / an is used when we don't specify the things or people we are talking about; the noun modified is indefinite, referring to any member of a group.

- o I met a friend. (it means any friend)
- o I work in a factory in New York.
- o I borrowed a pencil from a passenger sitting next to me.
- o My daughter really wants a dog for her birthday." This refers to any dog. We don't know which dog because we haven't found the dog yet.

- ☐ NB. The indefinite article a is used before a consonant sound:

- o a pilot
- o a teacher.
- o a dog.
- o a university (Although 'university' starts with the vowel 'u', it is not pronounced as such. It is pronounced as a consonant sound /ju:.niv3:..si.ti/)

□ The indefinite article an is used before a vowel sound:

- o an engineer.
- o an elephant.
- o an athlete

-The definite article « the »

1. The is used with singular, plural, countable, or uncountable nouns

2. It's used when the speaker talks about a specific object that both the person speaking and the listener know.

- o The car over there is fast.
- o The president of the United States is giving a speech tonight.

3. When we speak of something or someone for the first time we use a or an, the next time we repeat that object we use the definite article the.

( with things that have been already mentioned)

- o I live in a house. The house is quite old and has four bedrooms.
- o I ate in a Chinese restaurant. The restaurant was very good.

4. It is used to show that there is only one :

- o The moon/ the sun/ the earth .....
- o The sun rose at 6:17 this morning.
- o You can go anywhere in the world.
- o Clouds drifted across the sky.

5. Before names of rivers, oceans and seas

- o the Nile, the Pacific...

6. before points on the globe:

- o the Equator, the North Pole

7. before geographical areas:

- o the Middle East, the West, the north , the northeast....

8. deserts, forests, gulfs, and peninsulas, groups of islands , canals:

- o the Sahara, the Persian Gulf, the Black Forest, the Iberian Peninsula, the Suez canal

9. Use the before superlatives and ordinal numbers.

- o This is the highest building in New York.

- o She read the last chapter of her new book first.

- o You are the tallest person in our class.

- o This is the third time I have called you today.

10. Use the with adjectives, to refer to a whole group of people.

- o The French enjoy cheese.

- o The elderly require special attention.

o She has given a lot of money to the poor

11. Use the with decades

o He was born in the seventies.

12. Use the with countries that have plural names

o I have never been to the Netherlands.

o Do you know anyone who lives in the Philippines?

13. Use the with countries that include the words "republic", "kingdom", or "states" in their names.

o She is visiting the United States.

o James is from the Republic of Ireland.

14. Use the with the names of famous buildings, works of art, museums, or monuments.

o We went to the Louvre and saw the Mona Lisa.

o I would like to visit the Eiffel Tower.

o I saw King Lear at the Globe.

15. Use the with the names of families, but not with the names of individuals.

o We're having dinner with the Smiths tonight.

o The Browns are going to the play with us.

No article

1. Do not use the (an article) before:

- ☐ names of most countries/territories: Italy, Mexico, Bolivia;
- ☐ names of cities, towns, or states: Seoul, Manitoba, Miami
- ☐ names of streets: Washington Blvd., Main St.
- ☐ names of lakes and bays: Lake Titicaca, Lake Erie except with a group of lakes like the Great Lakes
- ☐ names of mountains: Mount Everest, Mount Fuji except with ranges of mountains like the Andes or the Rockies or unusual names like the Matterhorn
- ☐ names of continents (Asia, Europe)
- ☐ names of islands (Easter Island, Maui, Key West) except with island chains like the Aleutians, the Hebrides, or the Canary Islands

For example

- o He lives in Washington near Mount Rainier.
  - o They live in Northern British Columbia.
  - o They climbed Mount Everest.
2. we do not normally use an article with plurals and uncountable nouns to talk about things in general.:
- o He writes books.
  - o She likes sweets.
  - o Do you like jazz music?
  - o She ate bread with butter in the morning.
- Some common types of nouns that don't take an article are

- ☐ Some common types of nouns that don't take an article are :
- ☐ Names of languages and nationalities: Chinese, English, Spanish, Russian (unless you are referring to the population of the nation: "The Spanish are



known for their warm hospitality.")

- ☐ Names of sport: volleyball, hockey, baseball
- ☐ Names of academic subjects: mathematics, biology, history, computer science
- ☐ Do not use the with the names of meals: Lunch, breakfast
- ☐ Do not use the with people's names: John, Mohamed...
- ☐ Do not use the with professions: engineering.

#### - Exercise

Fill in the gaps with the appropriate article (a / the)

Dear Uncle Josh, We're on holiday in ..... London. .... weather's great for sightseeing..... sun's shining. We met ..... Watsons here. They saw ..... British Museum and .....National Gallery. We visited ..... Hyde Park and went on ..... boat trip on ..... Thames to .....Tower Bridge. Yesterday we visited .....Buckingham Palace hoping to see...///.....

Queen. Unfortunately, ..... Queen Elizabeth II wasn't at ..... home at the time. After dinner I'm going with ..... Mrs Watson to ..... Harrods to do some shopping there. Tomorrow we're visiting ..... Tower of London and ..... London Eye. That's all for now.

Love, Tina

### **3- PREPOSITIONS**

**at / on / in**

**In / at / on expressing time**

Study the following examples:

- They arrived at 8 o'clock.
- They came on Tuesday.
- They went in November .
- We left in 2004.

We use the preposition at for the time of day : ( at 6 o'clock – at twelve o'clock – at dinner – at tea time – at night – at the same time – at the weekend ....) .

- I rarely go out at night.
- Shall we go for a picnic at the weekend?
- She is busy working at the moment.
- The two boys arrived home at the same time.

We use the preposition on for days and dates: ( on Sunday / on Sundays – on January 2001 – on my birthday... )

- We'll visit her on Friday.
- My friend plays football on Thursday.
- Father goes to market on Fridays ( every Friday).


We use the preposition in for longer periods ( months / years / seasons):  
( in October – in 1802 – in the 20 th century – in the past – in the future...)

- I'm going shopping; I'll be back in an hour.
- It often snows in January.

In / at / on used for place.

Study the following examples:

- They live in Algeria.
- Please, wait for me at the bus-stop.
- My house is on the right of the town-hall.
- 

We use the preposition in for something generally big enough to be all around a person: ( in a street – in a town – in a country – in a building  or other large place ) in a row – in a queue – in a street – in a picture – in the world ...

- The man in this photograph is my father.
- Have you seen the article in the newspaper?

We use at to show a position, a house or an address, a village or a town on a journey: at the back – at 13 , Backer Street – at the supermarket.

- Simon was at the bus-stop.
- They live at 23, Bolton street.
- We stopped at a small village near Bejaïa.

We use on to say that something or somebody is on the right – on the left – on the groundfloor – on a list.

- Our flat is on the second floor of the building.
- We stopped at a small village on the way to Algiers.

## EXERCISE 1

Put in at , on or in where necessary.

1. I'll see you ..... Friday.
2. What are you doing ..... Saturday ?
3. What are you doing .....the weekend ?
4. They often go out ..... the evenings .
5. They often go out ..... Sunday evening.
6. Do you work ..... Wednesdays ?
7. We usually have a holiday ..... the summer.
8. Sarah got married ..... 2003.
9. Her cousin got married ..... March 2002.

## 4- ADJECTIVES

*Study these examples :*

- My father doesn't drive quickly.
- My father is a careful driver ; he drives carefully.
- 

Quickly and carefully are adverbs.

Careful is an adjective.

Adjective: quiet – quick – bad – angry.

Adverb: quietly – quickly – badly – angrily.

Many adverbs are made from an adjective + ly

Adjectives tell us about a noun. We use them before nouns and sometimes after verbs.

- Father is a careful driver.
- You look unhappy.
- 

## ADVERBS

tell us about a verb . they tell us how somebody does something.

- Father drives carefully.
- It rained heavily last night.

Compare these sentences :

- Ann speaks perfect English .( her English is perfect )



( adjective + noun )



- Ann speaks English perfectly. ( she speaks perfectly)  
( verb + adverb )

NOTE / good and well .

Good is an adjective . the adverb is well.

- Her English is good . / She speaks English well.
- Father is a good driver / He drives his car well.

## EXERCISE 1

Put in the right word:

1. The driver of the car was .....injured. ( serious / seriously)
2. The driver of the car had .....injuries. ( serious / seriously)
3. She is .....sad about losing her job. ( terrible / terribly)
4. She fell and hurt herself quite ..... ( bad / badly)
5. He looked at me .....when I interrupted him. ( angry / angrily)
6. Our holiday was too short. The time passed very .....( quick / quickly)
7. I cooked this meal ....for you, so I hope you like it. ( special / specially)
8. Do you usually feel .....before examinations ? ( nervous / nervously)
9. I'd like to buy a car but it's .....impossible for me at the moment.  
( financial / financially)
10. Everything was very quiet. There was .....silence .  
( complete / completely)

## EXERCISE 2

Put in good or well:

1. I play tennis but I'm not very .....
2. Your exam results were very .....
3. You did very .....in your exams.
4. The weather was very .....while we were on holiday.
5. I didn't sleep very .....last night.
6. How are you ? Are you .....?
7. George speaks German very .....
8. His German is very .....
9. Our new business is going very .....at the moment.
10. I like your jacket .It looks .....on you.

### 4-1 Comparatives and Suprlatives

1-The rules to form comparatives and superlatives:

A-The Comparatives are used to compare between two sides (people, things...)

Rules:

1-short adjective+ er + than (short adjective is less than two syllables) (e.g. 1 meter is shorter than 2 meters)

2-more+ long adjective +than (e.g. 10 £ is more expensive than 5£)

3-as +adjective (both short and long) + as (e.g. girls are as good as boys)

4-less + adjective (both short and long) + than (e.g. 20 years old is less old than 25 years old)

-Short adjectives

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

1-One syllable adjective ending in a silent 'e' — nice

- ☐ Comparative — add 'r' — nicer Superlative — add 'st' — the nicest

2. One syllable adjective ending in one vowel and one consonant — big

- ☐ Comparative — the consonant is doubled and 'er' is added —bigger
- ☐ Superlative — the consonant is doubled and 'est' is added— the biggest

3. One syllable adjective ending in more than one consonant or more than a vowel —high,cheap

- ☐ Comparative — 'er' is added — higher, cheaper
- ☐ Superlative — 'est is added — the highest, the cheapest

4. A two syllable adjective ending in 'y' — happy

- ☐ Comparative — 'y' becomes 'i' and 'er' is added — happier
- ☐ Superlative — 'y' becomes 'i' and 'est' is added — the happiest

5. Tow syllable or more adjectives without 'y' at the end — exciting

- ☐ Comparative — more/less + the adjective + than — more exciting than
- ☐ Superlative — the + most + adjective - the most exciting

-Long adjectives

- ☐ Comparative more / less + Adjective + than
- ☐ Superlative the + most/ least + Adjective



□ Positive Form “equality” Use the positive form of the adjective if the comparison contains one of the following expressions:

as + adjective + as

Not as + adjective + as / not so+ adjective + as.

Example: For the British, no subject is as important as that of education.

### Adjective Comparative Superlative

good better The best

bad worse The worst

far farther farthest

many more most

little less The least

Exceptions:

NB.1: y changes into ier to form the comparative of adjectives ending in y

Easy easier than

Funny funnier than

NB.2: For adjectives with one vowel +one consonant, we double the consonant, and we add er of the comparison

Bigger - hotter - thinner

□ Now let's practice!

- Complete the sentences with the correct form of the adjectives in parenthesis:

1. Earth is .....(far) from the Sun than Venus.
2. Saturn has the ..... (beautiful) rings.
3. Uranus is ..... (close) to Jupiter than Neptune.
4. Venus is the ..... (bright) planet., but the Sun is .....(bright) than Venus.
5. Mount Everest is the ..... (high) mountain on Earth.
6. Olympus Mons on Mars is ..... (high) than Mount Everest.
7. Saturn is ..... (light) than Jupiter.
8. Earth is ..... (Colorful) than Uranus

## **5- ADVERBS ( frequency / manner )**

### **5-1. ADVERBS OF FREQUENCY:**

Study the following examples:

- The little girls are always playing dolls.
- You can sometimes park your car here.
- My uncle comes to see us often.
- Pupils go to school every morning.
- Once a year we celebrate Aïd El Adha.

Adverbs of frequency are: always – usually – never – ever – hardly ever – often – twice – once – continually – rarely – seldom – sometimes ...

They are generally placed in the middle ( before the main verb and the auxiliary ):

—→ are always playing .....

—→ can sometimes park .....

The adverbs ( continually – frequently – once – twice – often – repeatedly ...) can also be placed at the end ( after the verb and object) or beginning ( before the subject ):

- Father walks to work frequently.
- Repeatedly, the pupils made the same mistake.

Adverbial expressions of frequency ( every day – once a month – twice a day ...) are placed at the end or beginning.

- Pupils go to school every morning.
- Once a year we celebrate Aïd El Adha.

NOTE:

Never is used with affirmative verbs. It means “at no time”

- He has never been to Japan.

*Ever is used in interrogative sentences. It means “at any time”*

- Has he ever visited Italy ?

not + ever = never

- He hasn't ever visited the Sahara = he has never visited the Sahara.

## **5-2. ADVERBS OF MANNER:**

Study the examples:

- Warda sang beautifully.
- They speak English perfectly.
- His father drives carefully.

Adverbs of manner tell us how something happens .kindly – easily – well – happily – fast – carefully – secretly – beautifully – reluctantly – foolishly – badly – are adverbs of manner.

Adverbs of manner are usually at the end ( after the verb and object ). They are before the verb if the object is long.

- The teacher carefully picked up all the exam papers scattered over the floor.

### **EXERCISE 1:**

Place the adverb of manner in its correct position.

1. ( beautifully) The chorus sang that evening.

The chorus sang beautifully that evening.

2. ( carefully) Mr Harrison prepared his speech.....
3. ( fast) Does your teacher speak ? .....
4. ( slowly) They mixed the soft white flour and the warm milk.  
.....
5. ( angrily) The mother addressed her son.....

## 8 - CONDITIONAL

English can express 3 important ideas with if.

### 1.Type 1

if + present simple, future simple

eg : If you work hard, you will succeed.

If it is fine, we'll go for a walk.

If you succeed, you will go to university.

(= something will happen if a certain condition is fulfilled).

### 2.Type 2

if + past simple, present conditional

eg : If he ate all the meat, he would be ill.

If I were you, I would stay at home.

If I had a lot of money, I would travel abroad.

(= probable result of a certain condition that we suppose or imagine).

The if-clause names an action that is not taking place at this moment, but we can imagine the probable result. We include here all the unreal ifs, like:

If you were a fish, the cat would eat you. (but you are not a fish !)

### 3.Type 3

if + past perfect, conditional perfect

eg : He would have come if you had called him.

If you had gone to the meeting, you would have met my uncle.

If I had got up earlier, I would have caught the train.

(3 type – sentences are impossible ideas because we know the condition was not fulfilled, but we like to imagine the result if ...)

So we have:

Type 1: probable condition.

Type 2: unlikely or improbable condition.

Type 3: impossible condition.

### EXERCISE 1

Give the correct form of the verbs in brackets:

1. If the oil prices increased, Algeria (make) ..... money.
2. If he had taken a Taxi, he (not be) ..... late.
3. If I had not taken the job, I (regret) ..... It.
4. If I (receive) my salary today, I (buy) ..... a new TV set.
5. If she had done her homework, the teacher (not punish) .....her.
6. If you had done well at maths, you (succeed).....in your exam.

7. If I knew your address, I (visit) .....you.
8. If I had a lot of money, I (buy).....a new car.
9. If they saw the match, they (enjoy) .....it.
- 10.If it had rained heavily, I (stay) .....at home.

## **9- Tag questions**

### **A- Special construction in English :**

It is a statement followed by a mini-question. We use tag questions to ask for confirmation. They mean something like: "Is that right?" or "Do you agree?" They are very common in English. We can add question tags like *isn't it?*, *can you?* or *didn't they?* to a statement to make it into a question. Question tags are more common in speaking than writing.

We often use question tags when we expect the listener to agree with our statement. In this case, when the statement is positive, we use a negative question tag.

She's a doctor, isn't she?

Yesterday was so much fun, wasn't it?

If the statement is negative, we use a positive question tag.

He isn't here, is he?

The trains are never on time, are they?

Nobody has called for me, have they?

If we are sure or almost sure that the listener will confirm that our statement is correct, we say the question tag with a falling intonation. If we are a bit less sure, we say the question tag with a rising intonation.

### **B- Formation**

If there is an auxiliary verb in the statement, we use it to form the question tag.

*I don't need to finish this today, do I?*

*James is working on that, isn't he?*

*Your parents have retired, haven't they?*

*The phone didn't ring, did it?*

*It was raining that day, wasn't it?*

*Your mum hadn't met him before, had she?*

Sometimes there is no auxiliary verb already in the statement. For example, when:... the verb in the statement is present simple or past simple and is positive. Here we use *don't*, *doesn't* or *didn't*:

*Jenni eats cheese, doesn't she?*

*I said that already, didn't I?*

... the verb in the statement is *to be* in the present simple or past simple. In this case we use *to be* to make the question tag:

*The bus stop's over there, isn't it?*

*None of those customers were happy, were they?*

... the verb in the statement is a modal verb. Here we use the modal verb to make the question tag:

*They could hear me, couldn't they?*

*You won't tell anyone, will you?*

If the main verb or auxiliary verb in the statement is *am*, the positive question tag is *am I?* but the negative question tag is usually *aren't I?*:

*I'm never on time, am I?*

*I'm going to get an email with the details, aren't I?*

## **G- Mixed Examples of Tag Questions**

Here is a list of examples of tag questions in different contexts. Notice that some are "normal" and others seem to break all the rules:

- But you don't really love her, do you?
- This'll work, won't it?
- Oh you think so, do you?
- Well, I couldn't help it, could I?
- But you'll tell me if she calls, won't you?
- We'd never have known, would we?
- Oh you do, do you?
- The weather's bad, isn't it?
- You won't be late, will you?
- Nobody knows, do they?
- You never come on time, do you?
- You couldn't help me, could you?
- You think you're clever, do you?
- So you don't think I can do it, don't you? (British English)
- Shut up, will you!
- She can hardly love him after all that, can she?
- Nothing will happen, will it?

-Complete the sentences with the correct question tags.

1. Mr McGuinness is from Ireland, ?
2. The car isn't in the garage, ?
3. You are John, ?



4. She went to the library yesterday, ?
5. He didn't recognize me, ?
6. Cars pollute the environment, ?
7. Mr. Pritchard has been to Scotland recently, ?
8. The trip is very expensive, ?
9. He won't tell her, ?
10. Hugh had a red car,

## 12-Modals

### A) The meaning :

Modal verbs are auxiliary verbs (also called helping verbs) like can, will, could, shall, must, would, might, and should.

They add meaning to the main verb in a sentence by expressing possibility, ability, permission, or obligation. You must turn in your assignment on time. He might be the love of my life.

### B) Expressing Ability

« I can speak English »

- ☐ In the sentence, the word « can » is used to show ability or possibility.

I can speak English, means that I have the possibility or ability to speak English.

« You can use my pen »

- ☐ In the sentence, the word « can » means that you have the permission to use my pen.
- ☐ The UN Security Council is able to make decisions is / can
- ☐ The UN General Assembly is not able to make decisions / can't

### **C) Present ability/ inability**

- ☐ She can speak Spanish very well /She is able to speak Spanish very well.
- ☐ She can't speak Spanish / She is not able to speak Spanish.

### **D) Past ability/ inability**

It can be replaced by managed to and could not respectively

- ☐ Martin Luther King was able to gather millions of Americans in march in 1963.
- ☐ The League of nations was not able to settle disputes

### **E) Future ability/ inability**

- ☐ Citizens will be able to change the law if they continue demonstrating in the street
- ☐ The UN General Secretary will not be able to do anything if the two sides refuse to negotiate

### **F) Expressing Purpose**

-Purpose with *to*, *in order to* and *so as to* (to express a personal purpose)

- ☐ Use *to* , *so as to*, and *in order to* to express purpose in the affirmative form.

Examples:

- ☐ He is looking for a part time job to save some pocket money.
- ☐ She wakes up early in order to be on time to work.
- ☐ They visited him so as to offer their condolences for the death of his wife
- ☐ I study hard in order to pass my exam successfully.
- ☐ Use *so as not to* and *in order not to* to express purpose in the negative form.

Examples:

- ☐ They woke up early in order not to be late.
- ☐ She exercises regularly so as not to get fat.

- ☐ He helped the new policewoman so as not to fail in her first mission.

### **G) Purpose with so that**

You can also express purpose with so that. In this case you generally need to use a modal.

Examples:

- ☐ He turned down the music so that he wouldn't disturb the neighbors.
- ☐ He got a visa so that he can travel to the USA.
- ☐ He decided to stay in England for a while so that he could practice his English.

### **H) Purpose with for**

Purpose can be also expressed by using for (For + -ing) is used to talk about the use of an object, what it is used for). For may be followed by a noun or a verb + ing.

Examples:

- ☐ I stopped there for a chat.
- ☐ This mop is for cleaning the floor.
- ☐ Schools are for learning

Let's this time, go over the common everyday modals and look at some examples. Here, we will see the communicative functions of these special verbs.

CAN shows ability: Beth can dance very well.

CAN shows permission: Can I use your car?

CAN shows possibility: Driving in heavy rain can cause an accident.

COULD expresses possibility: The roof could collapse if they don't do repairs.

MAY expresses permission: May I borrow your umbrella?

MIGHT conveys possibility: I might move to Vietnam next year.

SHOULD is used for giving advice: You should revise the intro to your essay.

OUGHT TO is used to offer logical conclusion: After driving all day, you ought to be tired.

MUST expresses strong obligation: You must be at the train station at 3PM to meet the guests.

HAVE TO expresses strong obligation: You have to come on time if you don't want to miss the bus.

WILL is used to state a promise: I will stop eating sugary and salty foods.

SHALL expresses suggestion as used in the first person: Shall I pour you a cup of green tea?

WOULD shows habits in the past: He would visit his mom every Friday before she died.

WOULD is used for a polite request: Would you close the windows, please?

Modals may be overwhelming and difficult to remember at first, but the more you practice the more you're going to use them properly. Try to observe English sentences in books you read, radio programs, TV shows, or English native speakers talking, you can actually see that modal verbs are used all the time.

The more you're exposed to the English language, the easier it will be for you to use modals naturally in your conversations

## **Conclusion:**

Primarily, it is high time to emphasis on marketing since it is highly present in global journalism operations : journalists who perform a more complex type of press and who use English every day should improve their writing skills by gaining greater familiarity with, and putting into use more frequently, certain journalistic terms and initials/acronyms in the English language.

Occasionally with the increasingly need in journalism and mainly e-press , there should a leading to the recognition of the requirement for improved English communication skills that has been growing among journalism professionals , showing another horrible need for analysis is a chief point to consider in English for Specific Purposes (ESP ) courses for syllabus design and materials development, as too many experiences shows that finance and banking professionals are among the group with increasing demands for using specific English in their workplaces at first . Even the suggested courses in this paper are designed to develop Marketing 1<sup>st</sup> year doctorat students' skills in writing, reading, listening and speaking , but the content remains as well supposed to make learners familiar with some cultural aspects of English speaking countries and improve their level aiming to lead them beyond what they have learnt during the previous years.

Thus regarding arguments for that saying "more than a century ago, English was needed for national survival, today it is needed for economic survival “ and this statement implies that English is crucial in the process of economic development".

So , In this competitive state of press institutions, an organization requires some competitive advantage to sustain , as a matter of fact : reader satisfaction can be considered as an important factor for success and developing it .

Consequently, the time devoted to English courses is not sufficient to fully develop learners' abilities in the foreign language, teachers try to encourage students to make extra readings outside the classroom. Additionally, press students should become aware of the importance of learning English for their future careers.

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## Table of contents

Main Introduction.....	1
List of tables .....	2
OUTLINES.....	3
Part One: <b>Marketing</b> :History ,Definition and function .....	4
Introduction.....	5
Marketing and relationship-building.....	5
Customer Value.....	6
Customer Satisfaction.....	7
Relationship marketing.....	7
Part Two: English Basic Syntax.....	9
Introduction.....	10
A. English Basic Syntax.....	10
1- BASIC SYNTACTIC ORDER.....	11



Part Three: Practical Usage of English Grammar.....	14
Introduction.....	15
Grammar necessity .....	15
An e-learning class sample .....	15
The verb .....	21
Tenses in English :.....	21
The Present Simple.....	21
The Present Continuous.....	22
The present Perfect Tense.....	23
The Past Simple Tense.....	24
The Past Continuous Tense.....	25
The Simple Future Tense.....	26
Articles.....	29
PREPOSITIONS .....	35
ADJECTIVES .....	38
Comparatives and Suprlatives .....	40
ADVERBS( frequency / manner ).....	43
ADVERBS OF FREQUENCY.....	43
ADVERBS OF MANNER.....	44
CONDITIONAL .....	45
Tag questions .....	47
Modals .....	50
The meaning .....	51
Expressing Ability.....	51
Present ability/ inability... ..	51
Past ability/ inability.....	51
Future ability/ inability.....	51
Expressing Purpose.....	52
Purpose with SO THAT .....	52
Purpose with FOR .....	52
Conclusion .....	54
References.....	57
Table of content.....	62