بسم الله الرحمن الرحيم

Open University of Sudan

Education & Languages Programmes

Grammar 1

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Preface

Dear Learners

This book (Grammar1) is intended to be used by pre-intermediate EFL learners. The level is about that of learners who studied English for seven years, at Sudanese and Arabic schools, and at least one semester at tertiary level. It is developed in 7 units covering a whole university semester. Each major part of a unit is followed by a set of exercises which help learnerts find more about the issues discussed in that part. Simply, the exercises are presented as a way for the learners to test their abilities in understanding some of the main points of each unit. However, with the help of their instructors, the learners should be able to answer the questions without difficulty.

The book aims at:

a) Arousing the learners' interest by the use of suitable vocabulary exercises at the beginning almost of each unit.

b) Covering the basic grammar of the English, with a special attention to word classes, word-formation, construction of English sentence, patterns and similar matters.

c) Implementing (a) and (b) to improve the learners spoken and written English for practical use.

I am aware that the exercises contain a considerable amount of British and American names of people and places. However, this is done intentionally to familiarise the learners with the written and spoken forms of native English names..

The eight Latin-derived 'parts of speech' used for sorting out English utterances proved to be unsatisfactory, and can not be convincing if they are taken as a whole. But the fact that these parts of speech are still in current use in dictionaries and books of grammar makes them essential, at least in the intermediate stages. The existent 'parts of speech' (Nouns, Verbs, Adjectives, etc.) can be useful and satisfactory for the classification of English words have they been freed from the Latin inherited bonds. In this book I tried to achieve this objective by defining and classifying the words of English into grammatical categories and 'groups of words' according to their grammatical functions in smaller and larger constructions. Accordingly, I have tried to follow, for the most part, the most commonplace grammatical terminology. In a few instances, I have preferred to employ terms that seem to me more suitable, e.g. 'smaller constructions', 'larger constructions' 'structure words'.

The origins of this book are largely the outcome of the grammar courses that taught over the years at several Sudanese and Arab universities. It is written in a simple way that both dependent and independent learners could understand and make use of. However, any objective criticism from teachers and learners will be welcomed.

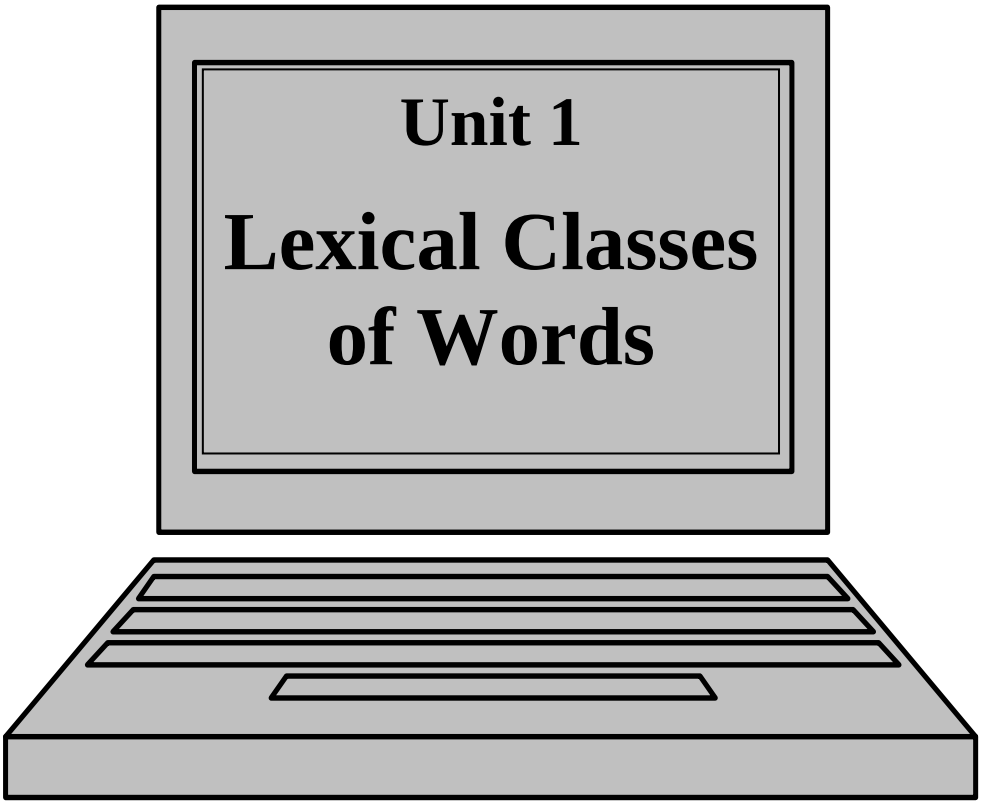
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I am most grateful to the many under-graduate students, I taught at different Sudanese and Arab universities, from whose feedback I benefited enormously. I, also, would like to thank the many EFL teachers who have approved this work.

To all those friends and colleagues whose advice and encouragement prompted this book, I remain grateful.


Unit 1
Lexical Classes
of Words

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INTRODUCTION

PREVIEW

Dear learner,

Welcome to the **first unit** in this course, **' Grammar1'**.

This unit is of a certain importance for it is the first unit in this book. Attention should be highly drawn to any component that is mentioned in any of its sections. The unit presents **Lexical Classes of Words.**

Please, note that there are four sections in this unit:

1. Nouns.
2. Verbs.
3. Adjectives.
4. Adverbs.

In this unit there are some exercises and their model answers, and self assessment questions. At the end of this unit there is a list of references that the author has used and others for further reading.

Welcome, dear learner, again. I am sure you are going to enjoy this unit**.**

Unit objectives



Dear learner by the end of this unit you should be able to:

- ✓ **define** nouns.
- ✓ **give** different types of nouns.
- ✓ **use** nouns properly.
- ✓ **mention** types of verbs.
- ✓ **give** examples of verbs.
- ✓ **differentiate** between nouns, verbs, adjectives and adverbs.
- ✓ **give** examples of adjectives.
- ✓ **use**, adjectives properly.
- ✓ **give** examples of adverbs.
- ✓ **define** the terms: nouns, verbs, adjectives, and adverbs.

1. Nouns

Dear learner, choose from the list below the word which best fills in the blank / blanks in each of the following sentences:

family	scent	kordofan	peace
dad	mom	bus	tea
train	restaurants	table	Ali
Sara	o'clock	books	Muslims

1. ___ get up everyday at dawn to say their morning prayers.
2. People can travel by ____ or **____.**
3. Students read in their ___ every evening to prepare their lessons.
4. Everyday we have lunch at 2.00 ____ .
5. Seafood _____ are popular in Port Sudan.
6. We are going to _____ for our vacation.
7. Children say ____ and ____ for mother and father.
8. Most Sudanese drink _____ and Turkish coffee.
9. My___ often get together on weekends.
10. Every member of our family carries his own food to the dining___.
11. When there is no war there is ____.
12. I love the _____of flowers.

What do you observe about the words in the above exercise? If you look at these words you will notice the following:

1. All of the above words refer to names of people, places, things objects, and qualities.
2. Some of them refer to action references; others are themselves being acted upon.
3. Two of these words end in's' and the rest don't.
4. Some of them do not name people or objects, instead they name a quality (e.g. scent, peace).

What do you call words like these?

Words like these are nouns. Therefore, a noun may be defined as ‘a naming word’, because it names a given person (John, Nancy, Ali, Sara), object (table, book, mountain), or quality (goodness, honesty, laughing).

1.1 Types of Nouns

Dear learner,
Nouns can be divided into sub-categories: concrete/abstract, count/uncount, proper / common.

1.1.1 Concrete and Abstract Nouns

Concrete nouns normally refer to objects or things that can be literally or really, seen, felt, tasted, smelt or listened to, e.g. cat, chair, noise, buzzing. Abstract nouns only exist as ideas or concepts in the mind, e.g. panic, idea, sadness, opinion.

1.1.2 Count & Uncount

Count nouns are those nouns, which can be counted, e.g. car, house, rat, and dog. So, one can say: a dog, one dog, this dog, that dog, a single dog .In the plural, one can say: two dogs, these dogs, those dogs, some dogs, many dogs, etc.

Non-count nouns, sometimes labelled ‘mass’ nouns, are typical of ‘substances’ whether liquid or solid, e.g. milk, butter, glass, tea, cotton. If count nouns can occur in the singular or plural, mass nouns are always in the singular form, since it makes ’ no sense to say two sugars, three cottons, and so on. When someone says ‘two teas’, he/she refers to ‘two cups of tea’, not the ‘substance’ of tea, or tea as a ‘crop’ (just as corn, wheat, etc.), where in both cases it is uncountable.

1.1.3 Proper & Common

A proper noun denotes a particular person, place, or thing, e.g. Mary, London, and Africa. A common noun refers to a class of persons, e.g. girl, lady, man, or a class of objects or animals such as hut, horse, magazine and horse.

1.1.4 Collective Nouns

Collective nouns denote several persons or objects regarded as one group, e.g. flock, gang, host, jury, and crew. They may also be labelled 'group nouns', because they are like a group or behave like a group. They are often used with certain kinds of objects or people:

a host of visitors	a crew of sailors
a flock of sheep	a school of fish
a gang of burglars	a herd of cattle
the red cross	the Red Crescent

Many collective nouns refer to several persons, or a group of people having some sort of relationship with one another, e.g. tribe, family, club, union, staff. They may also denote persons or people who are brought together for a particular reason, e.g. committee, jury, senate, team, audience. Such nouns can be used with singular or plural verbs, depending on whether one refers to the group as a unit, or the sum of its references:

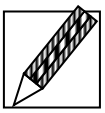
1. The conference is discussing the matter. (as a group)
2. The conference are discussing the matter. (as members of that conference)
1. The jury never makes up its mind under pressure.
2. The jury never make up their minds under pressure.

The difference between 'its mind' and 'their minds' is clear.

Note that the term 'group noun' exemplified in (1.1. 4) should not be confused with the 'nominal group of words', which involves several

words and has a different grammatical structure which you will study in an advanced course of English grammar.

Exercise 1



Arrange a table with columns, head each column with the name of a noun type, then place each of the following nouns in the proper column:

idea	goodness	wisdom
sheep	butter	cotton
plant	tiger	America
crew	hatred	beauty
boy	love	grass
hair	water	Jones
evening	son	earth
people	staff	union
tribe	house	madness

Exercise 2



. Read the following dialogue and single out the nouns:

a) – What would you like to have?
= I'd like to have a cup of tea, please.
- Do you like to eat something?
= Yes, please, give me a piece of cake.

b) –I'd like to see Mr. Smith or Mr. Hough.
=I'm sorry, both of them are not here at the moment.
-Ah! Could I see the secretary?
= Of course, you can. That's Mrs. Taylor's office.
-Thank you.
c)-Wouldn't you like something cold to drink?
= I'd rather have lemon, if you do not mind.

SAQ



1. Answer these questions and underline the nouns in your answers:

(1) Who went to the cinema?

_____.

(2) At what time did he /she/they go there?

_____ .

(3) What did Tom and Suzan buy for dinner?

_____.

(4) Why did they return home late?

_____ .

(5) Where did Nancy go last weekend?

_____ .

2. Fill in the blanks with the correct nouns:

Last _____ was a very bad day. Because of the very bad weather, it rained all _____ . There was heavy , thunder and _____ . When it rained heavily_____ ___, _____ ran for shelter. Some people fell on the , because they ran too fast towards the _____ . I'll never forget that_____

2. Verbs

Dear learner, fill in the blanks with the correct words. These are the words:

are	start	give
decide	work	run
arrange	describe	realize
	tell	

1. Sprinters often _____ the hundred yard race.
2. In the past Sudanese families used to _____ marriages.
3. Parents began to _____ the importance of education.
4. Families in the Sudan _____ usually large.
5. Some parents _____ to have fewer children.
6. Can you _____how old is he?
7. Few airlines_____ give the best service.
8. When did you _____studying English?
9. More people, today _____in factories.
10. _____ a village you have been to.

What is common between these words?
Do they look like the noun words you have used in the vocabulary exercise in the previous section?

All of the above words agree in the position they take in a sentence, i.e. each of them occurs after the subject of the sentence. Again, unlike nouns, they do not come in plural forms; they are always in the singular. Most of these words give the impression of some thing going on, i.e. they denote action (e.g. work, start, arrange). Each of these words is called a (verb). Therefore, a verb may be defined as a (doing) word, which simply means that a person or an object performs some action. But this definition is incomplete, and is found only in books of traditional grammar, because not all doing words are verbs. In other words, we can have a word which indicates an action,but it does not necessarily relate to the class of verbs. Examine these sentences:

(a) 1.The cat chased the rat.
2. The kids destroyed the fence.

We can say that the verbs in sentences (a) denote action. But other non-verb words can do the same, e.g.

(b) 1. I saw the running water.
2. The waterfall is in action.

The words ‘running’ and ‘waterfall’ in sentences (b) do show action, but none of them is a verb, since ‘running’ is a gerund functioning as adjective, e.g. modifying water, and ‘waterfall’ is a noun, modifying action.

A verb has also been defined as a word that describes a particular state of being or condition, e.g.

(c) **1. My glasses were broken.**
2. Mary laughed heartily.

The verbs ‘broken’ and ‘laughed’ in (c) both indicate a state of being. But other non-verb words can perform the same function, e.g.

(d) 1. The astonished lady fainted.
2. The surprised fisherman sailed away from the whirl pool.

In (d) sentences each of the words ‘astonished’ and ‘surprised’ shows a state of being though both of them are not verbs; ‘astonished’, for example, is an adjective modifying ‘lady’ and ‘surprised’ is an adjective modifying ‘fisherman’. That is, they both reflect the state of being of the ‘lady’ and ‘the fisherman’.

From the above analysis, it would be much easier and more exact if we describe verbs according to the changes (i.e. inflections) that take place in their forms. However, verbs have the maximum of five different forms which you must have already learned:

1. Base Form (stem):	ring	take	give
2. Present simple (3rd p. sing.):	rings	takes	gives
3. Present participle:	ringing	taking	giving
4. Past simple:	rang	took	gave
5. Past participle:	rung	taken	given

Note that not all verbs have five inflectional forms. Some of them have only three or four, e.g.

1. Stem:	set	hit	put	describe
2. Present simple:	sets	hits	puts	describes
3. Present participle:	setting	hitting	putting	describing
4. Past simple:	set	hit	put	described
5. Past participle:	set	hit	put	described

Notice that, verbs like 'set, hit, put' have three forms; verbs like 'describe, believe, import' have four forms. No verb in English has one or two forms. It is also important to remember that, unlike nouns, a verb is always a single word in spite of the change that may occur in its base form.

Verbs may also be divided into two major divisions: regular verbs and irregular verbs, e.g.

Forms	Regular	Irregular
1. Base /Stem	finish	break
2. Present (3rd p. sing.)	finishes	breaks
3. Progressive (-ing form)	finishing	breaking
4. Past simple	finished	broke
5. Perfect	finished	broken

Note the third person singular's'- ending and the progressive form '-ing' ending is present in all verbs, regular or irregular.

A verb may occur as a single word where it is said to be the 'main verb' of a sentence, e.g.

They went home. They laughed. He left.

It may also be preceded by one or more helping words known as 'auxiliaries', e.g.

We shall leave tomorrow.
They have written to him.
She is reading now.

In the examples above the main verbs are: leave, written, reading; the rest are auxiliary verbs. A sentence, will not give a full meaning without a main verb. Therefore, the main verb like the ‘head noun’ in a nominal group of words, if you omit it, the meaning of the whole group will be distorted. See these examples:

We shall ------- tomorrow.
They have------ to him.
She is-------- now.

The verb/ verbs that precede the main verb are labelled ‘auxiliary verbs’ and they are dependent on the main verb. Thus, in order to have a full meaning of a ‘verb group’, you should combine both the auxiliary and main verbs. However, an English sentence must contain, at least, one main verb, no matter how many auxiliary verbs are preceding it. Again, you can always construct a meaningful sentence with only one main verb and no auxiliary verbs at all.

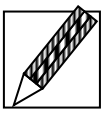
Exercise 3



Read the following dialogue, and then single out the main verb used in each sentence.

-These are pencils of different colors. Which color do you like?
= I prefer the blue.
- What other colors do you like?
= Ah! I like all open colors.
- Would you like to see George?
= Of course, I would (like to see him).
- What time is it?
= It is three O'clock.
- Do you know Bill?
= I' m sorry. I do not know him.
- Do you see that thin boy?
= You mean the one in the middle?
- Yes I do.
= Oh! No.
- That's my friend Tom.
= Oh! Really.

Exercise 4



Which verb tense (inflected form) is used in each of the following sentences?

Example: Nadeen washed her clothes.
Verb tense: past simple.

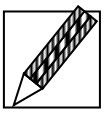
1. Mr. Cannon has just gone home.
2. Little Jimmy always asks questions.
3. The mouse might have been eaten by the cat.
4. Our football team played well.
5. The river is running through the village.
6. My friend called yesterday evening.
7. Have you taken your books from the shelf?
8. The tree was cut down by the gardener.
9. The baby is sleeping now.
10. Farmers in our village grow vegetables.

Exercise 5

Fill in the blanks with the correct form of the present tense from the verbs in brackets.

1. Everybody now------- (like) that garden and nobody ------ (want) it to be closed down.
2. Every pupil in class ----- (be) present today.
3. My parents------- (look) forward to see me soon.
4. She ------ (go) to school everyday.
5. I do not ------- (believe) in ghosts.

Exercise 5



Fill in the blanks with the correct form of the present tense from the verbs in brackets.

1. Everybody now------- (like) that garden and nobody ---
   --- (want) it to be closed down.
2. Every pupil in class ----- (be) present today.
3. My parents------- (look) forward to see me soon.
4. She ------ (go) to school everyday.
5. I do not ------- (believe) in ghosts.

SAQs

1) Find out the auxiliary verbs in the following sentences.

1. How much money do you need?
2. She has been working for hours.
3. They are getting tired.
4. He has almost finished his homework.
5. The train is departing in two minute time..
6. Now I'm getting hungry.
7. The player's leg has been broken.
8. We can finish the job for you.
9. They've been looking forward to see you.
10. Can you climb that cliff?

2) Fill in the blanks with the correct verb forms you pick out from the list:

want	provide	comes	grow	move
learn	increase	be	have	improve

1. Paullene usually _____ to the university by bus. Her final exam will_____ in March. She and her classmates _____ English by listening.
2. The government must_____ water, electricity, education, and housing. But poor countries do not_____ the money to do this. As towns _____larger, the problems _____. People _____to cities, because they _____ to change and _____their lives.

3. ADJECTIVES

SAQs

Dear learner, choose from the lists (a), (b), and (c) the words or groups of words, which best fill in the blanks in the following sentences:

a) favourite, Egyptian, blue, nice, old, heavy, skillful

1. My ------ friend has sent me a ------ letter .
2. The ----- rain broke the wind shield of my new car.
3. This ----- color is my ----- colour.
4. My grand parents live in the ------ house by the river.
5. This picture was painted by a ------- painter in Paris.

b) of a great skill, old family, very heavy, dark blue, from Egypt.

1. My friend ----- has sent me a nice letter.
2. The ------- rain broke the wind shield of my new car.
3. This ------- colour is my favorite colour.
4. My grand parents live in the ------- house by the river.
5. This picture was painted by an artist ------- .

c) which is dark blue, who was obviously skillful, which is an old family, that was falling so heavily, who is from Egypt.

1. My friend ------ sent me a nice letter.
2. The rain --------- broke the wind shield of my new car.
3. This color ------ is my favorite colour.
4. My grand parents live in the house ---------- house by the river.
5. The picture was painted by a painter----------.

Notice that we have used words in (a), and groups of words in (b) and (c) to fill in the blanks, and that the meaning of each sentence remains almost the same. This means that the words or the groups of words do have the same grammatical function in all of the sentences we have exemplified above. That is, they all extend the meaning of the nouns they precede. Take sentence 5 for example:

5. a) The picture was painted by a 'skillful' painter.
   b) The picture was painted by a painter, 'of a great skill'.
   c) The picture was painted by a painter 'who was obviously skillful'.

The word 'skillful' and the group of words 'of a great skill' and 'who was obviously skillful' do the same function as they all describe, or extend, the meaning of the word 'painter'. In other words, they all modify the word 'painter'.

What do you call such words or groups of words? What is the difference between the two groups of words (i.e. 'of a great skill' and 'who was obviously skillful') in the above examples?

It is clear that words such as 'skillful', old, favorite' are adjectives, and groups of words such as 'of a great skill', 'who was obviously skillful' function as adjectives. It is only that when we have a single word modifying a noun or a pronoun we call it adjective, and when we have more than one word we call it 'adjectival group' of words.

As exemplified above, you see that we have two kinds of groups of words, one with a main verb and is called 'clause' and one without a verb and is called 'phrase'. However, you will study the different types of clauses and phrases in chapter IV. But now, you need to remember the following points:

1. When the adjective is one word, it precedes the noun it modifies.

2. Adjectival groups of words (i.e. adjectival phrases and clauses) follow the noun, and both of them tell us more about some noun or pronoun.
3. An adjectival clause usually starts with one of the ‘relative pronouns’: who, which, that, whom, whose’.

An adjective, therefore, is a word which like nouns, gives some sort of meaning, even if it is used alone. It can be a single word like ‘hot, warm, clever, old’, or a group of words like: ‘the very clever------, such an interesting ------, that is very ------‘. Normally, adjectives describe characteristics or qualities of nouns or pronouns. In other words, an adjective is used to qualify, describe or limit any noun or pronoun to which it is attached. The word ‘tree’, for instance, names a class of plant, and because all trees are not alike you have to assign each tree the special characteristics it has. Therefore, adjectives are used to indicate or describe such characteristics, e.g. a ‘tall tree’, a ‘tropical tree’, a ‘Saharan tree’, and so on. Similarly, we can use a group of words to do the same thing, e.g. a ‘very bushy Saharan tree’, a ‘tall tropical tree’, an ‘ugly thorny tree’, a 'tree that is ugly', a ‘tree which is so beautiful’, and so on

SAQs

Dear learner, fill in the blanks with suitable adjectives you select from the list below:

impossible	furious	old
bad	dependent	angry
good	sad	excellent
difficult.		

1. Have you ever been very--------- ?
2. She was really -------- .
3. Margaret is --------- at English.
4. How --------- are you?
5. The pupils are -------- on their teacher's help.
6. Our basketball team is an --------- one.
7. It is -------- of you to tell lies.
8. Mr. Jones is a very -------- man, because he is a little bit complicated.
9. It made him -------- to hear about the bad news.
10. It is -------- to walk on the water surface.

What do you observe about the position of the adjectives in the above exercise?

An adjective may precede the noun as sentence 4; in the rest of the sentences, it follows the noun. Hence, an adjective may precede or follow the noun it modifies. Look at these sentences:

1. That is a good boy.
2. That boy is good.
3. He is old.
4. How old is he?

3.1 Types of Adjectives

Describing, qualifying or limiting any noun can be done by another noun, e.g.

male doctor	female doctor
male nurse	female nurse
apple tree	banana tree
chicken soup	ox tail soup

1. My sister has been examined by a female doctor.
2. In Sudan we have male nurses.
3. I like chicken soup.
4. Banana trees are grown in hot countries.
5. Do you like ox tail soup?

The words ‘female, male, chicken, banana, ox tail.’ are all classed as nouns, but do function in the above sentences as adjectives. You see that each of these nouns can take the position normally taken by adjectives. For example, you can say a Sudanese doctor, a delicious soup, a tall tree, a long tail and so on. Plenty of nouns like these are used to qualify other nouns.

Similarly, we can have adjectives ending in ‘-ing’, e.g. ‘interesting, darling’. See these sentences:

1. It is very interesting to walk by the river side.
2. My little darling daughter recites the holy Qur’an.
3. The teachers’ training institute used to be in Omdurman.

You should not confuse between ‘gerunds’ used as adjectives and progressive forms. Compare these pairs of sentences:

1- (a) This is a teachers’ training institute.
(b) This institute is training teachers.

What is the difference in the use of the word ‘training’ in the two sentences?

Adjectives can also be classed into two major classes: regular and irregular. A regular adjective may be defined as a word whose base form (i.e. stem) is inflected with ‘-er’ and ‘-est’. Thus, when we want to show different degrees of adjectivity, we add the suffixes ‘-er’ and ‘-est’ to the base form of an adjective, e.g.

Base Form	Comparative Form	Superlative Form
small	smaller	smallest
short	shorter	shortest
long	longer	longest
fast	faster	fastest
high	higher	highest
low	lower	lowest

Now use these forms in larger utterances:

1. Jane is tall.
2. Mary is taller than Jane.
3. Suzan is the tallest of them all.

However, we can use ‘more’ and ‘most’ instead of ‘-er’ and ‘-est’ inflections to express the same degrees of comparison, e.g.

1. Jane is tall.
2. Mary is more tall than Jane.
3. Suzan is the most tall of them all.

How do you express degrees of adjectivity in Arabic? Can you say something like this in Arabic?

1- فاطمة طويلة.
2- ليلي أطول من فاطمة.
3- تماضر الأطول منهما.

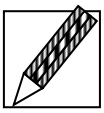
Irregular adjectives behave differently and have different suffixes according to the stem to which they are attached.

Noun Form (stem)	Derived adjectival Form
truth	truthful
wood	wooden
metal	metallic
fortune	fortunate
culture	cultural
sense	sensible
storm	stormy
tragedy	tragic
comedy	comic
child	childish
boy	boyish
humor	humourous

The adjective-forming suffixes illustrated in the above list are:'-ful, -en, -ate, -al, -ible, -ic, -ish, -ous, -y, -ish'. More adjectival suffixes may also be added to other forms of words.

Verb Form (stem)	Derived Adjectival Form
comprehend	comprehensive
observe	observant
notice	noticeable
show	showy
interest	interesting
read	readable
attend	attentive

Exercise 6



Complete the following sentences with the correct adjectival form. Example: (tall)
Lora is_____ than Flora.
Lorna is taller than Flora.

economy, cold, fast, short, wood, old, read, scientific, child, sad.

1. Being the ____ of all his brothers, James has a separate room.
2. It's very ____ to play with little ones when you are too old.
3. This book is not difficult to read. In fact, it is ____ .
4. Unlike steel boxes, _____ones can be broken.
5._____ books are difficult to read.
6. Charles is _____, Jimmy is _____ than Charles, but Rod is the _____ of them all.
7. My car does not consume much petrol; it is an _____ car.
8. Concord is the ____ of all planes.
9. The ____ you are, the more depressed you will be.
10. It's rather hot down here, but it grows _____ and____ up the hill.

SAQs

1. Affix the correct 'adjective-forming suffixes' to the words enlisted below:

old	dead	wood
hard	shake	care
read	child	friend
low	soft	fortune
sense	science	power
happy	lone	sorrow
imagine	conclude	beauty

2. **Explain how the following things are similar or different. Use the comparative or superlative forms where possible.**

Example: clock, watch
The clock is bigger in size than the watch.
Or: The watch is smaller than the clock.

Car, bus; cat, rat; town, village, city; cotton, wool, silk; white, grey, black; train, plane, shuttle; path, street; coffee, tea, water.

4. Adverbs

Dear learner, before starting this section please, fill in the blanks with words you select from the list below:
loudly, easily, hesitantly, along, now, yesterday, here, carefully, kindly, finally, melodiously , very, cheerfully

1. She speaks_____ but she sings_____ .
2. He learned to drive _____ well.
3. You could____ build a new house_____ .
4. Little Diana met us at the door and smiled_____ .

5. During our summer holidays we usually walk _____ the beach and collect shells.
6. Do you want to see the manager _____ .
7. He played ____ .
8. The president _____ offered us one day off.
9. Clara bought her watch_____ .
10. He looked _____ at us, then asked us to enter.

What do you observe about the words you have just used? Are they nouns, adjectives or verbs? Of course, none of these words is a noun, adjective, or verb. They all constitute a class of words known as **'adverbs'**, and do stand in relationship with verb. However, we will learn, later in this section that these words can also stand in relationship with adjectives and other adverbs.
Refer to the vocabulary exercise and try to find an answer to the question: Do these adverbs show the same sort of thing in their relationship with verbs? The answer is No, because adverbs differ in their meaning and function. For example, such words as 'loudly, carefully, melodiously' do have the same relationship with the verbs they modify or describe, as they all indicate 'manner', e.g. they all show 'how' does/did the action happen. Words such as 'yesterday, finally' indicate 'when' the action takes/took place, while words like 'here, along' do indicate 'where' the action has/had taken place. Words like 'yesterday, finally' are said to indicate 'time' and words as 'here, along' are said to indicate place.
In unit 3, we have noticed that adjectives have a closer relationship with nouns and pronouns, i.e. they stand in relationship with the nouns and pronouns whether they precede or follow them. In this section we shall see that adverbs do stand in relationship with verbs, adjectives and other adverbs.

4.1 Adverbs as Verb Modifiers

Dear learner, if an adjective is said to describe or modify the noun, the adverb is said to describe, modify, or limit the verb. When an adverb functions as a verb modifier, it explains things such as ‘when’ does/did an action, indicated by the verb, happen, ‘where’ and ‘how’ it does /did happen, and so on. As such, an adverb indicates time, place or manner.

What do the words ‘always, beneath, poorly’ indicate in the sentences below:

1. He always plays cricket.

2. The water plumbers are digging beneath.

3. The team played poorly.

Now consider these sentences:

The coach shouted.
The boy played.

It is evident that the coach performed an action (i.e. shouting). But, there is no indication in the sentence that he/she shouted loudly, angrily or in a low voice. Similarly, in the second sentence, there is no clue whether the boy played skillfully, carelessly, poorly, etc. But if we modify the verb with an adverb such as these, we should know exactly ‘how’ he played. Also, if we say: ‘the coach shouted loudly’, there is a definite information of the ‘manner’ he/she performed the ‘shouting’, and the word ‘loudly’ is said to be an adverb of manner. Thus, if an adverb of time indicates when the action has taken place and the adverb of place shows where the action happens/happened, the adverb of manner gives more information about how the action of the verb is performed.

4.2 Adverbs as Adjectives Modifiers

Beside modifying verbs, as you have seen in the previous examples, adverbs can also function as modifiers to adjectives and other adverbs. Consider these sentences:

1. Mr. Dean is very sad.
2. The newspaper is ‘sharply’ critical.
3. His appearance was ‘terribly’ bad.

In the sentences above’ the adverbs: ‘very, sharply, and terribly’ come immediately before the adjectives: ‘sad, critical, and bad’ to qualify the meaning of these adjectives. More examples of adverbs modifying adjectives:

1. He was ‘very’ clever and ‘rather’ smart.
2. This man is ‘rather’ deaf, so you will have to speak loudly.
3. It is ‘too’ cold outside.
4. This car is ‘quite’ big.

Adverbs such as ‘very, too, rather, quite’ are usually used to intensify the meaning of the adjectives, as well as adverbs, they modify. When they precede adjectives or adverbs, such words are intended to higher the degree than is allowed, possible or sensible, e.g. when we say: ‘It’s too cold out side’, we mean that it is colder than the usual degree of temperature at this time of the year.

4.3 Adverbs as Adverbs Modifiers

Examine these sentences:

1. Mr. Rees walks ‘very’ quickly.
2. He comes to my office ‘quite’ often.
3. Helen drives ‘too’ fast.

<u>What do the adverbs ‘very, quite, too’ modify?</u>

They do modify the adverbs: ‘quickly, often, and fast’. In other words they extened, the meaning of the adverbs which they immediately precede.

4.4 Adverbial Phrases & Clauses as Modifiers

A group of words can also function as an adverb. Such groups of words are either phrases, and are called adverbial phrases, or clauses, and are called adverbial clauses. Now, consider the following sentences:

1. ‘*At the end of the race*', the governor congratulated all the athletes.
2. We all had a swim *‘last night*’.
3. She typed the reports for me ‘*with great pleasure*’.
4. She found the books *'where I had left them*'.
5."*Whenever that wing right goes*', you must follow him," says the coach.
6. They arrived ‘*when’ it had stopped raining*'.

The italicized phrases in sentences 1-3 are all adverbial phrases; in 1and 2 are of time, and the third one is of manner. The italicized clauses in sentences 4-6 are all adverbial clauses. The clauses in 4 and 5 are of place, while the clause in 6 is of time.

In many cases an adverbial phrase starts with a preposition. Such phrases may be used at the beginning and at the end of sentences, e.g.

1. a) ‘With a cheerful’ smile she greeted us.
b) She greeted us ‘with a cheerful smile’.

2. a) ‘Before going to school’, Janet prepared her lessons.
b) Janet prepared her lessons ‘before going to school’.

You will find that some adverbial phrases cannot normally be used at the start of the sentence, e.g.
'in the morning', 'on Sunday', 'if possible'.
So, both adverbial phrases and clauses, like one word adverbs, can indicate time, place, or manner. Consider the adverbial clauses in these sentences:

1. They left 'when the wind stopped'. (Time)
2. 'wherever he goes', the police will catch him. (Place)
3. He bought 'whatever he liked'. (Manner)

From the above discussion we conclude that an adverb is a single word, or a group of words (i.e. phrase or clause) which modifies, or tells about, another verb, adjective, or adverb as seen in(a),(b)&(c). In other words an adverb, no matter a single word, phrase or clause characterizes or modifies another class of words (i.e. verbs, adjectives, or adverbs) by extending their meaning.

4.5 Adverbial Derivations

Dear learner, Adverbs can be derived from adjectives by adding the affix '-ly'. Many of these occur with adjectives such as 'quick, short, careful, slow, and close'. Consider the following equation: Adj. + ly =Adverb.

Adj.	Adv.
bad	badly
furious	furiously
true	truly
nice	nicely
graceful	gracefully
brilliant	brilliantly
beautiful	beautifully
thankful	thankfully

pleasant pleasantly

However, some adverbs do have exactly the same form as adjectives, e.g. ‘hard, late, straight, direct, high, wrong, short, nice’. Compare the italicized words in a) and b) below.

a) 1. We had a ‘*late*’ lunch.
2. Mr. Furnece usually takes an ‘*early*’ train.
3. The boxer gave his opponent a ‘*direct*’ hit on the nose.
4. Still, you need a ‘*short*’ jog before you finish up the race.
5. My colleague guessed the ‘*wrong*’ answer.
6. To walk all day is a very ‘*hard*’ exercise.

b) 1. We had lunch *late*.
2. Our train arrived ‘*early*’.
3. The boxer hit his opponent ‘*direct’* on the nose.
4. You soon run ‘*short*’ of money.
5. Belinda has got it all ‘*wrong*’.
6. Did you try ‘*hard*’ to finish the race.

Notice that all the italicized words in (a) sentences are adjectives, while the same words in (b) sentences are adverbs. Notice also we are able to do this by changing the positions of these words. You can provide other adjectives in the same position, but not adverbs:

a) we had a late lunch.
*>> >> a nice >>.
*>> >> a delicious >>.
*>> >> a rich >>.
>> >> an 'early' >>.

<u>Notice that you can not provide adverbs in the same adjectival positions:</u>

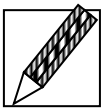
b) We had late lunch.

>> >> early >> .
>> >> carefully >> .
>> >> nicely >> .
>> >> richly >> .

Moreover, you can use words such as ‘very, quite, rather, too’, which normally intensify the meaning of adjectives, in position (a), but you cannot use them in position (b):

a) We had a ‘very’ nice lunch.
We had a very rich lunch.
b) We had very nicely lunch.*
We had rather richly lunch.*

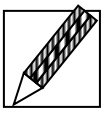
Exercises 7



1. Find out the adverbs in the following sentences:

1. Truthfully, he testified in the court.
2. They are working hard.
3. Have you seen Paul lately?
4. My mother answered my queries patiently.
5. Your point of view has logically been expressed.
6. The kids are playing happily in the garden.
7. Lee dragged his enemy savagely.
8. Come tomorrow.
9. We shook hands with our guests warmly.
10. The boss will see you now.

Exercise 8



Which of the single-quoted words are adjectives and which are adverbs?

1. Joan earns a ‘lot’ of money, because she works ‘hard.
2. If you eat ‘fast’, you will have indigestion.
3. Sprinters are ‘fast’ runners.
4. He is a ‘hard’ working man.
5. He is an ‘occasional’ visitor.
6. Sara feels 'awful' this morning.
7. Our guests left early.
8. We drove ‘direct’ to London.
9. Is this a ‘direct’ order?
10. Beware the desert; you may run ‘short’ of water.

SAQs

1. Read the sentences below, and then answer the questions that follow.

1. Wearily, he walked across the meadow.
2. The waitress cheerfully received us.
3. The pilot welcomed all passengers.
4. Marianne speaks English fluently.
5. Unluckily, our team lost the match.
6. The child walks slowly on the slippery roof.
7. His harshly spoken words hurt her feeling.
8. The book is exactly in the drawer.
9. The actress spoke to the journalists frankly.
10. In central Sudan, it rains heavily in August.

2. Questions

1. Tick the adverbs used in the above sentences.
2. What is common among all of these adverbs?
3. Construct five sentences similarly as the above.

3. Complete the following statements by adding adverbial clauses of place.

1. Griselda has been walking------.
2. -------, the guard will follow him.
3. They built the house so that it --------.
4. The warden asked me if I would like to have my meals-------.
5. The police will chase the suspect --------.

4. Complete the following statements by adding adverbial clauses of time.

1. Some of the roads in our village were flooded ------.
2. We will leave ------.
3. They must not leave --------.
4. We can all go for a ride ------.
5. Some soldiers were trapped ------.

OVERVIEW

No doubt, in this unit, you have become familiar with English nouns. In addition, you have known types of verbs according to both use and according to form. Also, you have had a background about English Adjectives and adverbs.

PREVIEW

In unit two, you will learn about the **'Function words'**, i.e. **Pronouns, Prepositions,** and **Conjunctions**. Practical knowledge of these function words is very essential for both comprehension and written communication.

ANSWER KEY

Exercise 1

abstract	**Count**	**uncount**	**proper**	**collective**
idea	boy	water	Jones	crew
goodness	Son	hair	America	people
wisdom	Tiger	butter		union
hatred	tribe	cotton		staff
love	house	earth		sheep
madness	evening	grass		
beauty	plant			

Exercise 2

a) –
= cup tea
-
= piece cake.

b) – Smith Hough.
=.
- secretary
= Taylor office.
-.

c)-
= lemon

Exercise 3

- are, like
= prefer
- like
= like
- like
- is
= is
- know
= am know
- see
= mean
- do.
= .
- is .

Exercise 4

1. present perfect
2. present simple
3. past perfect
4. past simple
5. present continuous.
6. past simple.
7. present perfect
8. past simple.
9. present continuous.
10. present simple

Exercise 5

Fill in the blanks with the correct form of the present tense from the verbs in brackets.

1. likes, wants
2. is
3. look
4. goes
5. believe

Exercise 6

Complete the following sentences with the correct adjectival form.

economy, cold, fast, short, wood, old, readable, scientific, child, sad.

1. eldest
2. childish
3. readable
4. wooden
5. scientific
6. short, shorter, shortest
7. economical
8. fastest

9. saddest
10. colder, colder

Exercises 7

1. Find out the adverbs in the following sentences:

1. Truthfully .
2. hard.
3. lately
4. patiently
5. logically
6. happily
7. savagely
8. tomorrow.
9. warmly
10. now

8 Which of the italicized words are adjectives and which are adverbs?

	Adjective	Adverb
1		hard.
2		fast
3	fast	
4	hard	
5	occasional	
6		awful
7		early
8		direct
9	direct	
10		short

Terminology

A noun
A noun may be defined as ‘a naming word’, because it names a given person (John, Nancy, Ali, Sara), object (table, book, mountain), or quality (goodness, honesty, laughing).

Concrete nouns
Concrete nouns refer to objects or things that can be literally or really, seen, felt, tasted, smelt or listened to, e.g. cat, chair, noise, buzzing.

Abstract nouns
Abstract nouns only exist as ideas or concepts in the mind, e.g. panic, idea, sadness, opinion.

Count nouns
Count nouns are those nouns, which can be counted, e.g. car, house, rat, and dog.

Non-count nouns
Non-count nouns, sometimes labeled ‘mass’ nouns, are typical of ‘substances’ whether liquid or solid, e.g. milk, butter, glass, tea, cotton.

A proper noun
A proper noun denotes a particular person, place, or thing.

Collective nouns
Collective nouns denote several persons or objects regarded as one group, e.g. flock, gang, host, jury, and crew.

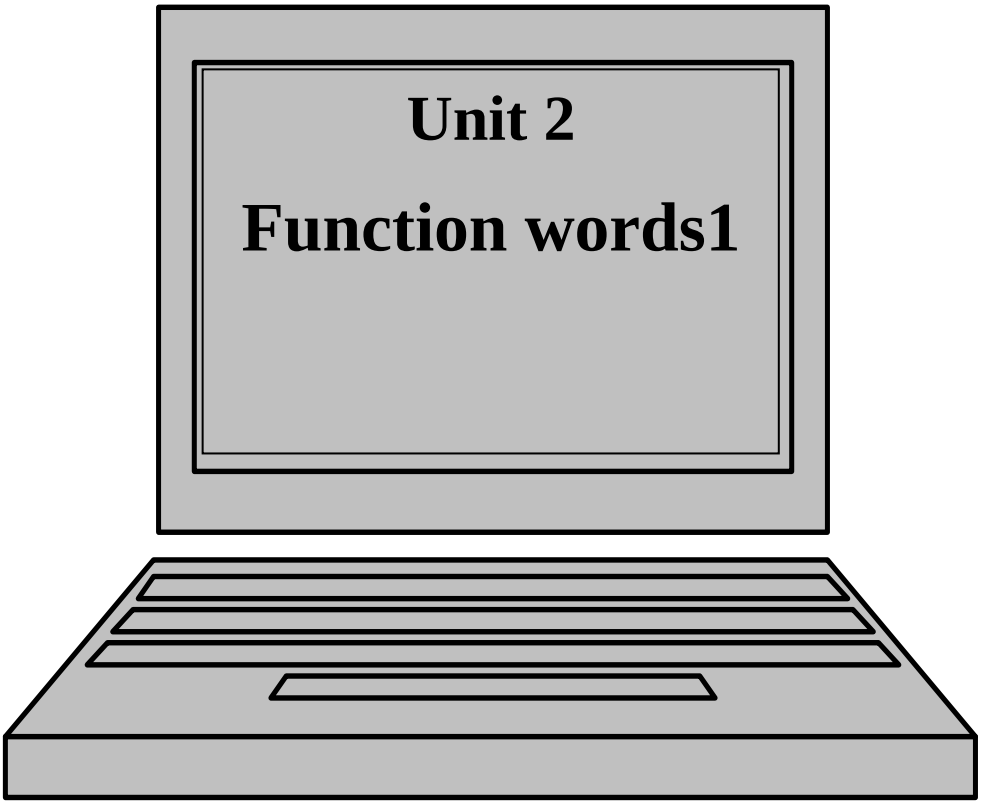
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Unit 2
Function words1

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Introduction

PREVIEW

Dear leaner, welcome to unit two **'Function words 1'** of this course book 'Grammar1'. After you have finished studying the lexical classes of words in unit one, now you are starting unit two where **function words** are divided into three sections:

1- **Pronouns,**
2- **Prepositions,**
3- **Conjunctions**.

In this unit there are some exercises and their model answers, and self assessment questions. At the end of this unit there is a list of references that the author has used and others for further reading.

Unit objectives



Dear learner, by the end of this unit you should be able to:

- ✓ **define** the term pronoun.
- ✓ **give** exemplas using different pronouns
- ✓ **differentiate** between types of pronouns.
- ✓ **define** the term **preposition.**
- ✓ **use** prepositions accurately.
- ✓ **differentiate** between **pronouns, prepositions and conjunctions**.
- ✓ **give**, examples of **conjunctions**.

1. Pronouns

Dear learner, have you ever thought of a pronoun?

A pronoun may simply be defined as a word used instead of a noun. Examine this short paragraph:

The man with an axe chopped the tree branch. The branch fell on the leg of the man with an axe and injured the leg of the man with an axe. After sometime, the man with an axe shouted for help. People came to help the man with an axe. People were so happy, because people were able to help the man with an axe.

What do you think of this kind of writing?

Of course, this is a very bad type of writing though the grammar of the sentences is correct. It is long, monotonous and repetitive. The same idea can be expressed in a better way if we use certain function words in place of the nouns, instead of repeating the same nouns again and again. These function words are called pronouns. So, substitute words, as personal or objective pronouns, would be more intelligent and appealing to the reader and listener. Now, try to re-write the same paragraph using pronouns instead of nouns.

The man with an axe chopped the branches of the tree. One branch fell on his leg and injured him. He could not move, and shouted for help. People came to help him. They were so happy, because they were able to help him.

Words such as **he, him, they, his** are all members of the closed system of the personal pronouns. Actually, they relate to the sub-system of Personal Pronouns. Of course the word 'they' can be used for both personal and non-personal nouns.

Words such as 'he, him ,they his' ‘ are all members of the closed system of pronouns. Actually, they relate to the sub- system of “personal pronoun). Of course the word 'they' can be used for both personal and non-personal nouns.

However, you should remember that it is very often necessary to refer several times to the same person or object, in speech or writing, using pronouns instead of repeating the same nouns in the monotonous manner expressed in the first example.

The closed system of pronouns can be divided into four major sub-systems:
(a) Personal , (b) Interrogative, (c) Relative and (d) Indefinite Pronouns .

1.1 Personal Pronouns

Dear learner, do you know what is a personal pronoun?

The sub-system of personal pronouns, like other function words, may be divided into two major sets of related forms: singular and plural.

1.1.1 Singular

I	my	mine
you	your	yours
he	him	his
she	her	hers
who	whom	whose
it	its (special use)	

1.1.2 Plural

we	us	our	ours
you	your	your	yours
they	them	their	theirs
who	whom	whose	

Consider the following sentences:

1- You and I will do the job.

2- Who did the job?
3- It was he who missed the tournament.
4- We should leave before they arrive.
5- Did you see her in the car?
6- Whose car?
7- Her car (or just hers).
8- These books are ours (=our books).
9- Are they yours? (= are they your books?).
10- I met him in the party.

Note that the pronoun ‘it’ refers to persons and objects. In everyday speeches, the word ‘it’ may refer to a newly born child as well as to any object, e.g.

Such a beautiful baby, you see, it smiles.

Also, in everyday language, native speakers may refer to pets such as dogs and cats by using the pronouns 'she' and 'he', e.g.

- Is this your dog?
= Yes, **she** is mine.
- Ah! It is a she-dog (i.e. it is a female).

The pronoun ‘it’, therefore, can be used as a sex reference in the sense that it can be used for both sexes of certain creatures, e.g. ‘infant, baby, cat, dog’. When we say ‘baby’, there is no real indication of ‘boy’ or ‘girl’. Also, when we say ‘dog’, we do not really know whether it is a ‘she-dog’ or a ‘he-dog’ (i.e. masculine or feminine). Examine these statements:

- Is this your cat?
=Yes, it is mine (male or female cat).
- Did you feed the infant?
=Yes, I fed it (i.e. him or her).

Of course, there is no any indication whether it is a ‘she-cat’ or a ‘he-cat’, and there is no indication of the infant’s sex (i.e. boy, girl) .

SAQs



Fill in the blanks with the relative pronouns ‘who’ or ‘whom’.

1. The doctor with ……. I talked was one of the medical board members.
2. They shocked the team with …… they had played.
3. The woman ……. the teacher’s union selected as their representative is our English teacher.
4. Some of the students ……. the university dismissed were trouble makers.
5. The scientist ……discovered the virus explained its dangers to the committee.
6. That is the professor …… won the prize.
7. The judge listened to the lawyer…… presented the case.
8. We shall meet our friends …… are coming tomorrow at the train station.
9. The coach ……. I like is Mr. McCarthy.
10. The Math. Teacher ….. I admire most is Mrs. Tooley.

1.2 Interrogative pronouns

There are only three interrogative pronouns in English: who, whom, whose. These are used as first words in asking questions:

1. - Who came late? (‘Who’ is the subject?)
=Gorge did.
2. - Who did your friend see? (‘Who’ is the object?)
=My friend saw the doctor.
3. - Who are you going with? (‘Who’ is object of a prep?)

=I am going with my dad.

Notice in the above sentences that the pronoun ‘who’ has different grammatical functions, though it occurs at the beginning of each sentence. In sentence (1), it is the subject of the verb ‘come’, because the answer is: ‘George did’ which means ‘George came late’, or ‘George did come late’. In (2), it is the object of the verb ‘see’, because the answer is: ‘my friend saw the doctor’. In (3), ‘who’ is called the object of a preposition, because it usually refers to a prepositional phrase such as ’with my dad’.

However, in speech, people who are too fastidious about applying grammatical rules, no matter what, do use the form ‘whom’ in sentences such as (2) and (3):

4- Whom did your friend see?
5- Whom are you going with?

But, sentences as (4) and (5) do sound very awkward and too ‘bookish’, because people, normally, do not speak like this. Nevertheless, the objective form ‘whom’ is used directly after prepositions.

6. - To whom does this car belong?
=It belongs to Fjuna.
7. - With whom did you come?
= I came with Donald.
However, in certain relaxed conversational styles the last question may be constructed differently where ‘who’ is used:

8. - Who did you come with?
= I came with Donald.

Compare sentences (7) and (8). Which one do you think is easy going and less formal?

Now consider these examples for ‘whose’:

9- Whose money is this?
=It's mine.

10- Whose pen is this?
= It is Sara's (or: It is hers).

The same questions may be formulated differently:

11- Whose is this money?
= It's mine.

12- Whose is this pen?
= It's Sara's.

Notice that in the first type of question (9 & 10), the demonstrative 'this' is stressed (i.e. said with more emphasis), but in the second type (11&12), it is the pronoun 'whose' which is stressed.

SAQs



Construct 5 sentences where you can use 'who' and 'whom' alternatively.
Example:
a. 1. This is the man with whom I live.
2. This is the man who I live with.
b. 1.To whom did you go?
2. Who did you go to?

1.3 Relative Pronouns

The same pronouns 'who, whom, whose' are used as first words in 'relative' clauses. 'Who & whom' are used to refer to human beings and 'whose' is used for both human and non-human reference. Examine the statements below:

1. The tennis player, 'who won the tournament', is my friend.
2. The 'doctor whom I saw' is specialized in child health.
3. My friend 'whose car I borrowed' lives in the neighbuorhood.
4. We have a farm whose crops are harvested twice a year.

In sentence (1), the word 'who' is a relative pronoun and is the subject of the verb 'won', in (2) 'whom' is the object, and in (3) 'whose' is a possessive relative pronoun. Sentence (4) is an example of using 'whose' for non-human reference which is not so uncommon in everyday English.

Notice that the personal relative pronoun 'whom' may be omitted in sentences where it is used as an object of a verb or object of a preposition. Consider these examples:

(a) 1. The gentleman whom we invited was our teacher.
2. The gentleman we invited was our teacher.
(b) 1. The land lady whom I live with is Mrs. Dean.
2. The land lady I live with is Mrs. Dean.

SAQs

Point out any adjectival clauses and say which words they qualify.

1. A student who is smart is always liked by his teachers.
2. Any body who is bad tempered is disliked by others.
3. Someone who believed the news is the cause of these rumours.
4. Somebody must break the news.
5. No one whom I know was the cause of this misery.
6. She, who is generous, is loved by the poor.
7. Somebody described the place where the carnival had taken place.
8. Something which was so strange happened yesterday.

1.4 Indefinite Pronouns

When a pronoun does not indicate exactly who does /did the action, or to whom it refers, it is called an 'indefinite pronoun'. Consider these two sentences:

1- Al saw a large sailing boat in the harbour.
2- Somebody saw a large sailing boat in the harbour.

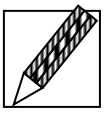
The words 'Al' and 'Somebody' are the subjects of the above sentences. In (2) we see that 'somebody' is a pronoun which has replaced the noun 'Al', but it does not tell us definitely 'who' saw the sailing boat. So, words such as 'somebody, something, someone, etc.' relate to a category of words called 'indefinite pronouns'. The statements, below show some of the ways in which members of this category of indefinite pronouns can be used:

1- Anyone can participate in the discussion.
2- Someone went to do the shopping.
3-Anybody may see about the problem.
4- Nobody heard about the accident.
5- No one pressed the alarm bell last night.
6- Anything of no use can be thrown away.
7- Nothing of great value you will lose.
8- Something bad has just happened.
9- Someone should do the job.

These pronouns can be used as objects, e.g.

1- I lost 'something'.
2- The criminal shot 'somebody'.
3- I heard 'nothing'.
4- I've seen 'nothing'.
4- I'm looking for 'anything' that is made of ebony.

Exercise (1)



Fill in the blanks with the correct pronoun.

- …….. is that boy?
= That's James.
- What's …….. doing?
= ……..is playing.
- With ……is he playing?
= He is playing with ……sisters.
- ……. is this lady?
= …….is lady Diana.
- Who is …….sitting by?
= She's sitting by …..husband.
- ….. is she talking to?
= …….. is talking to ……. friend Margaret.
- Do …… know what are …….. talking about?
= No, ah! They may be discussing …….plans for the next race.

2. PREPOSITIONS

Dear learner, try to fill in the blanks with words you choose from the list below:

from	for	with	to
of	in	on	at
with	towards	near	up

1. The people who saw the accident stood motionless …… surprise…… few minutes.
2. The letter was handed …….. the manager …… the bank.
3. Three men …. my village were elected.
4. The hunter disappeared …… the wood.
5. The soldier slowly advanced ….. foot.
6. The man …… the medals on his shoulder is an old soldier.

7. The enemy is approaching …… the town.
8. They arrived …. 6.00 o'clock in the evening.
9. The man who rescued the drowning boy lives….. the beach.
10. We climbed ……. the hill which was nearly four hundred feet high.

Re-read the sentences above and try to account for the grammatical functions of these short words which you have used to fill in the blanks. You will find that each of these words shows some sort of meaning relationship between two objects or things, e.g. in sentence (2), the word 'to' shows the relationship between 'handed' and 'the manager'. What do you call such words? They are called Prepositions.

What is a preposition?

A preposition, therefore, may be defined as a word that shows a meaning relationship between two objects or two things. That is: how two things stand in relationship with each other. However, there is a small group of monosyllabic (i.e. consists of one syllable each) prepositions in English: 'at, by, for, from, in, of, on, to, with'. These monosyllabic prepositions are the most frequent in their occurrence in English sentences. There is also a group of English 'disyllabic' (i.e. two syllables each) prepositions: 'into, under, outside, inside, above, over, about, against, among, between, behind, except, upon, before'.

.

Let us now exemplify for these two sets of prepositions, and try to see how such a meaning relationship between two objects or things works. Consider the following sentences:

1- The hut is made of hay.
2- The hut made of hay is in the wood.
A better connection of the two sentences is:
3- The hut in the wood is made of hay.

The kind of the nature of the relationship between the two objects: 'hut' and 'wood' has been shown by connecting them by a special preposition, i.e. 'in'. However, other prepositions, such as 'near' and 'by', may also be used in the same place depending on the sort of meaning you want to express.

4- i. The hut in the wood is made of hay.
ii. >> >> near >> >> >> >> >> .
iii.>> >> by >> >> >> >> >>.

The three monosyllabic prepositions (in, near, by) used in the above sentences all show a relationship of 'place' between' hut' and 'wood', but of different degrees. In (i) the prep. 'in' states that the hut is in the 'midst' of the wood , in(ii) it is not in 'midst' of the wood, but' near' to it, and (iii) states that the hut is more close to the wood compared with 'in' and 'near'.

Now, consider the kind of relationship between another two objects using disyllabic prepositions.

5-i. The pupil in front of the door is my friend.
ii. >> >> behind the door >> >>.
iii. >> >> beside >> >> >> >> .

The examples above show that the sort of meaning relationship is not only between objects or things, it can also be between persons and things. The prepositions 'in front of, behind, beside' do all link up the person 'pupil' and the object 'door' and show the exact relationship between them.

A preposition normally indicates a relationship of time, place, direction, or association. Examine these statements:

(1) The train arrived before lunch. (Time)
(2) Put these clothes in the suit case. (Place)
(3) The secretary handed the letter to her boss. (Direction)

(4) He marked the letter with the university stamp. (Association or Agency)

In (4), we see that the preposition ‘with’ is used as an agent for stamping the letter. So it indicates this sort of association between the letter and the stamp.

Notice in example (1) to (4) the preposition precedes the noun, and for this reason it has been called ‘pre-position’. The affix ‘pre’ means ‘comes before’ and the word position indicates ‘place’ or ‘space’. Also, a preposition may precede a pronoun, e.g.

Lucy came before her sister.
With whom did you come?
Is the letter to or for him?

A preposition can also be used to show connection between an action and an object:

1. The river runs ‘through’ the forest.
2. Blood runs ‘through’ the human veins.
3. Rita was annoyed ‘by’ noise.
4. The old man was struck 'by' lightening.

The preposition ‘through’ in (1) and (2) shows the relationship of the ‘running’ to the objects ‘forest’ and ’human veins’. Also, in (3), ‘by’ indicates the relationship of the action expressed by the verb ‘annoyed’ to the thing expressed by the noun ‘noise’. Similarly, ‘by’ shows the relation between ‘struck’ and ‘lightening’ in (4).

Normally, prepositions precede nouns and pronouns, but they change this normal position when we ask questions. Consider these sentences:

1. -Put this book on the shelf.
   = which shelf should I put it on?

2. – Dig beneath the cellar.
   = Which cellar should I dig beneath?
3. – Screw this nail into the wooden board.
   = Which wooden board should I screw it into?

There are nouns, verbs and adjectives which require special prepositions to follow them. Examine the table below to find about such special cases:

Nouns	Verbs	Adjectives
advancement of	abandoned by	admirable for
despair of	hope for	accessible to
deposit with/ at	allocate to	appropriate to
diet on	appeal to ,against	contrary to
dependence on	assimilate with	good for, in, at
attraction for	burdened with	intolerant of
development in	deduce from	personal to
indifference to	err in, with	relevant to
harmony with	meet with	excellent in
investment in, with	trust in, for, with, to	ineligible for

There are plenty of words like these, and they should be studied and constructed into sentences. You can seek the help of the dictionary to be acquainted with uses of such special classes of words and the prepositions that follow them.

2.1 Prepositions or Adverbs?

Dear learner, do you know that a preposition may be used as an adverb. Examine these two sentences:

1. (i) My grand parents like to sit by the fire.
   (ii) // // // // to sit by.

In (i), ‘by’ is a preposition of place and in (ii), it is an adverb. Therefore, some of the words we have labelled ‘prepositions’ and we have been dealing with, in this section, in their capacity as prepositions, can also be used as adverbs. When prepositions are used as adverbs, certain grammar books call them ‘adverbials’ in order to distinguish them from proper adverbs. But how are you going to determine whether these words are used in their capacity as ‘prepositions’ or ‘adverbs’. To do this, you need to apply the rule: if the word in question governs another class of words (e.g. noun, verb or adjective), it is a preposition. Examine these statements:

1. (i) The ship was lying ‘under’ the cliff (prep.).
   (ii) The ship went under (adv.).

In (i), the lying of the ship and the cliff are governed by the word ‘under’, and therefore, it is a preposition of place. In (ii), there is no such relation, and ‘under’ explains the sinking (went under) or the disappearing, of the ship and thus, it is an adverb of place,.

Summary

Prepositions are function words which may change their positions in sentences. Hence, the exact classification of a preposition is determined by its particular use in any given sentence, because it has the ability to link various classes of words (i.e. nouns, verbs and adjectives) and certain grammatical constructions (i.e. phrases and whole sentences). Examples of these may be summarized below.

a) Noun & Noun:

   (i) The ‘children’ are in the ‘garden’.
   (ii) The ‘man’ with the iron ‘mask’ disappeared.

b) Pronoun & Noun:

   (i) She is outside the ‘building’.

(ii) They delivered the ‘parcel’ to him.

C) Adjective & Noun:
:

(i) He is ‘clever’ at ‘chess’.

(ii) Children are ‘good’ at ‘reciting’.

d) Verb, & Pronoun:

(i) You should ‘listen’ to ‘him’
(ii) Do not ‘laugh’ at her.

Adverb & noun:

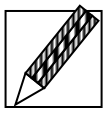
(i) She looks ‘fine’ for her ‘age’.
(ii) He plays ‘well’ for his ‘experience’

Phrases & Whole Sentences:

(i) See me at 'the university club'.
(ii) I do not care for 'what they are saying'.

It is not easy to classify prepositions, we only try to draw your attention to such differences so that you can observe them in different contexts.

Exercise (2)



1- Fill in the blanks with the correct preposition.

1.Peter was standing ….. the corner…….the street.
2.There is space ….. these two steel boxes and the baby stuck…. it.
3.The governor was able …… deal ….. the situation after the flooding of our village.
4. We went …… a swim in the river.
5. The clouds grew darker and darker and the rain started ….. fall.
6. That is the largest street …. the town. We can see an endless stream…. traffic. Accidents often occur…. it.
7. Leave these books ….. the table.
8. Pirates….. the past used to seize ships ….. the …. islands.

3- Which prepositions are monosyllabic and which are disyllabic in these sentences:

1. The journalists entered the hall after the president.
2. Where are you from?
3. They are sitting under the shade.
4. I would like to know more about Africa.
5. The kids are playing at the backyard.
6. Sara is among the girls who passed the exam.
7. The cat is climbing up the roof.
8. The army advanced across the enemy's land.
9. This story rings a bell into my ears.
10. The plumbers are digging beneath the house.

SAQs

1- Pick out the prepositions in the following sentences:

1. The taxi drivers usually park at the railway station.
2. The children came from school.
3. The vase by the door is broken.
4. My teacher objected to the remark I made.
5. What is this sophisticated instrument for?
6. Put the chicken in the oven, please.
7. This is the place he came from.
8. The plane arrived on time.
9. She walked across the meadow.
10. How should I climb up the tree?

2- Show the difference in use of the words 'round, near, off, after, since' in each of the following pairs of sentences:

1. (i) All the family sat round the table.(prep.)
   (ii) >> >> >> >> >>. (adv.)
2. (i) Mary likes to sit near her husband.
   (ii) >> >> >> >> >>.
3. (i) The plane took off the runway.
   (ii) >> >> >> >> .
4. (i) The desert was served after the main dish.
   (ii) >> >> >> >> >> .
5. (i)They haven't seen him since last week.
   (ii) >> >> >> >> >> >>.

3- Go over to the above exercise and try to explain the difference in meaning of each pair of sentences.

4- Make five pairs of sentences, of your own, similar to those in exercise 2.

3. Conjunctions

Please, dear learner, study these sentences before going deeply into this section

a) 1. Mr. Thomas is a brave man.

2. Also, Mr.Wilkins is a brave man.

3. Mr. Thomas has been arrested. He has liberal views .He has humanitarian views.

4. Also, Mr. Wilkins has been arrested. He has humanitarian views too.

What do you think of the grammatical construction of these sentences?

Can you think of a better way of writing them?

Of course, there is nothing wrong with the arrangement of the words in these sentences. But people do not speak or write by merely arranging words in this awkward way. It is true that we express our ideas by arranging words in sentences, but not in the short, rather jerky manner shown in (a) sentences. Actually, good learners of any language do not speak or write like this. Therefore, to avoid such short jerky sentences, we should join them by certain words called 'conjunctions'. So, the sentences in (a) can be re-constructed thus:

b) Mr. Thomas and Mr. Wilkins are brave men, because they are human rights fighters. Both men have been arrested for their liberal and humanitarian views.

In accordance with the above mentioned facts, a 'conjunction' may be defined as a function word which is used to link up related parts of a sentence. In other words, it joins the different parts of a sentence which express related ideas.

Notice in (b) we use the conjunctions: 'and, because, both, for' where there is some sort of relation between the ideas expressed by the different parts of each sentence. For example, Mr. Thomas and

Mr. Wilkins each is a subject of the verb ‘is’. Both subjects can be combined by the conjunction ‘and’, and the meaning is still the same, because both men share the quality of being brave. Remember that when there is no relation between the different parts of a sentence, conjunctions should not be used. Therefore, you should not say:

* She is a good girl and there is lightening in the sky.

Here there is no relation between the two statements: ‘she is a good girl’ and ‘there is lightening in the sky’. Hence, such unrelated parts cannot be joined by a conjunction.

There is a considerable number of conjunctions in English some of which may be illustrated:

and, but, because, nor, or, for, like, as, until, if, either..or, .neither..nor,not only, but also.

Please, dear learner, try to use some of these conjunctions to join related parts of sentences. Examples:

1. He is a storyteller and a dramatist.
2. Both Plato and Aristotle are Greek philosophers.
3. You can fish in this shallow water, but beware water snakes.
4. Answer true or false.
5. Do not leave until I come.

3.1 Types of Conjunctions

Dear learner, have you ever thought of the types of conjunctions?

Conjunctions may be classified into three sub-systems according to the types of the parts of the sentence.

3.1.1 Coordinating Conjunctions

A 'coordinating conjunction' links up two constructions of grammatical equivalence. The most commonly used coordinating conjunctions are: 'and, but, or, for, so, yet, still, then'. Each of these occurs by itself in a sentence. Examples:

1. **Jane and John are friends.**
2. **The driver is old, but is hard working.**
3. **They should buy it or leave it.**
4. **Madonna is younger than Mary.**
5. **The runner is the fastest of them so far, yet he has one mile ahead.**

Notice the word 'than', unlike the rest of the above conjunctions, is used to indicate comparison.

3.1.2 Correlative Conjunctions

These, like the conjunctions in (3.1.1), are used to connect equal grammatical constructions, but they differ in that they occur in pairs in sentences. These are:

either…… or, neither….. nor, not only… but also, both ….. and, as….as, whether….. or. Examples:

1. **She did not lose 'only' her temper 'but also' her patience.**
2. **Either students study hard or they will fail.**
3. **Both Christiana and Juliet are pretty.**
4. **This piece of metal is neither brass nor copper.**
5. **Nancy is as sweet as her mother.**
6. **Whether he will do the job or not is left to him.**

Notice that 'as….. as', like 'than', indicates comparison, the reason why both of them are called 'comparative conjunctions'.

3.1.3 Subordinating Conjunctions

These are used to join two unequivalent grammatical constructions. There are only three subordinating conjunctions: if, because, until. Examples of these are:

1. He passed his exams, because he had worked hard.
2. I will be waiting until my friend comes.
3. If they come early, they will catch the bus.

Exercis 3



Join the following pairs of sentences by suitable conjunctions. Write beside each sentence the type of conjunction you have used.

Example:
He arrived. He brought his children with him.
He arrived and brought his children with him.
And: coordinating conjunction.

1. He came. He did not return my book.
2. They wanted to eat. They wanted to sleep.
3. Perhaps he read the whole book. He only read half of that book.
4. Cathy became sick after she gave birth. She left her job as secretary.
5. Ronald sings songs. He is good in poetry.
6. Mrs. McClarran had a flu. She is a very old lady. The weather is cold nowadays.
7. He is taller than his sister. He is faster than her too.
8. My grandmother is an excellent cook. She is not a great storyteller.
9. He was reading fast. Also, he was listening to music.
10. The driver did not see the pedestrians. He had no time to use the breaks.

SAQs

(1) Single out the conjunctions, classify them and identify the parts of the sentence each one connects. Sentence (1) is done for you.

(1) Neither…. nor: correlative conj.

(2) Parts: done the job + refunded the money.

1. He has neither done the job, nor refunded the money.
2. She got up early, because she wanted to catch the 6.00 a.m. train.
3. Do you like tea or coffee?
4. They were driving cautiously, for it was raining heavily.
5. I will try to keep things as they are until you come back home.
6. He was very thirsty so he drank two glasses of water.
7. The baby has been annoyed by the comings and goings of visitors
8. Our teacher does not only speak English, but also French.
9. They had neither enough money, nor the bank to loan build their house.
10. They either testify in court, or I will claim my rights.
11. The player was kicking the ball quickly, yet skillfully.
12. Both the wing right and the wing left are skillful.
13. The question for the Palestinians is whether to be or not to be.
14. I will give my advice, but you should do it yourself.
15. Princess Diana was more kind than other ladies of her status.
16. Madeline is as clever as her friend Jane.

(2) Write six sentences, of your own, containing coordinating, correlative, and subordinating conjunctions.

(3) Criticize this sentence:

I will not buy the car and the lion is a hostile animal too.

OVERVIEW

No doubt, in this unit, you have become familiar with some function words, i.e. types of pronouns, prepositions, and conjunctions.

PREVIEW

In unit two, you will learn more about the '**Function words**', i.e. **Pronouns, Prepositions,** and **Conjunctions**. Practical knowledge of these items is very essential for both comprehension and written communication.

Answer key

Exercise 1

Fill in the blanks with the correct pronoun.

- ***Who*** is that boy?
= That's James.
- What's ***he*** doing?
= ***He*** is playing.
- With ***whom*** is he playing?
= He is playing with ***his*** sisters.
- ***Who*** is this lady?
= ***She*** is Lady Diana.
- Whom is ***she*** sitting by?
= She's sitting by ***her*** husband.
- ***Whom*** is she talking to?
= ***She*** is talking to ***her*** friend Margaret.
- Do ***you*** know what are ***they*** talking about?
= No, ah! They may be discussing ***their*** plans for the next race.

Exercises 2

1- Fill in the blanks with the correct preposition.

Peter was standing ***in*** the corner ***of*** the street.
There is space ***in*** these two steel boxes and the baby stuck ***in*** it.
The governor was able ***to*** deal ***with*** the situation after the flooding of our village.
We went ***for*** a swim in the river.
The clouds grew darker and darker and the rain started ***to*** fall.
That is the largest street ***in*** the town. We can see an endless stream ***of*** traffic. Accidents often occur ***in*** it.
Leave these books ***on*** the table.
Pirates ***in*** the past used to seize ships ***in*** the ***nearby*** islands.

2- Which prepositions are monosyllabic and which are disyllabic in these sentences:

	Monosyllabic preposition	Disyllabic preposition
1		after
2	from	
3		under
4		about
5	at	
6		among
7	up	
8		across
9		into
10		beneath

Exercises 3

(1) Join the following pairs of sentences by suitable conjunctions. Write beside each sentence the type of conjunction you have used.
Example:
He arrived. He brought his children with him.
He arrived and brought his children with him.
And: coordinating conjunction.

He came, but he did not return my book.

but: coordinating conjunction.

They wanted neither to eat, nor to sleep.

Neither…nor Correlative Conjunction.

Perhaps he read the whole book, or he only read half of that book.

or: coordinating conjunction

Cathy became sick after she gave birth, so she left her job as secretary.

So: Subordinating Conjunctions

Ronald does not sing only songs, but also he is good in poetry.

Not only… but also/Correlative Conjunctions.

Mrs. McClarran had flu, because the weather is cold nowadays and she is a very old lady.

Because: Subordinating Conjunction.

And: coordinating conjunction.

He is both taller than his sister and faster than her too.

both… and: Correlative Conjunctions.

My grandmother is an excellent cook, but she is not a great storyteller.

But: Coordinating Conjunction.

He was reading fast, yet he was listening to music.

Yet: Coordinating Conjunction.

The driver neither saw the pedestrians nor had time to use the breaks.

Neither…nor: Correlative Conjunctions.

Terminology

A Pronoun
A pronoun may simply be defined as a word used instead of a noun.

A Preposition
A preposition may be defined as a word that shows a meaning relationship between two objects or two things.

A 'Coordinating Conjunction'
A 'coordinating conjunction' links up two constructions of grammatical equivalence.

Correlative Conjunctions
These are used to connect equal grammatical constructions, but they differ in that they occur in pairs in sentences.

Subordinating Conjunctions
These are used to join two unequivalent grammatical constructions. There are only three subordinating conjunctions: if, because, until.

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