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SENTENCES

A sentence is the largest linguistic unit; it is a set of words that expresses a complete thought. As a unit, it embodies elements which are put together according to the rules of grammar that attribute functions to the elements and therefore help generate different patterns and kinds of sentences.

I- SENTENCE ELEMENTS

INTRODUCTION:

Sentence elements are words or groups of words arranged in a grammatical order to build grammatically correct and meaningful sentences. Such elements are: the subject, the predicate, the predicator and the complement. They determine the function of words, allow a good sentence analysis and a better understanding of the sentences we build and the statements we make.

Subject, Predicator, Complement and Adverbial are the main functions that sentence elements may fulfil. When we analyse a sentence, we would always say that "sentence element X functions as Y".

e.g. In "John smiled."

John functions as subject and smile functions as predicator.

In a simpler formulation, John = subject and smiled = predicator.

1- The Subject

1-1 Definition

Grammatically, the subject in a sentence is the doer of the action. It is also the word that tells what or whom the sentence is about. Let us consider the following sentences:

-John studies.

-Wali is a hardworking student.

- Agossi sells good tomatoes.

-Things fall Apart is a good book.

John, Wali, Agossi and Things Fall Apart are subjects because the sentences above are about them and help us see what these subjects DO, Who they are and what they are or what happens to them.

These words are subjects because they inform us about what John does, whom Wali is, what Agossi does and what Things Fall Apart is.

1-2 The Place of a Subject in a Sentence

A subject may be made up of "one" or "many words", but it can essentially consist of a noun which is often signalled by noun markers as a, an, the (Articles), this, these, that and those (demonstratives) or my and your (possessives).

e.g. The dragon is in the cave.

This young girl plaits hair.

A hungry lion leaped on the antelope.

In statements the subject occurs before the verb. e.g. Dovi reads a horror book.

In Yes or No Questions the subject occurs after the verb.

e.g. Does Lina read short stories?

Was John eating?

In Tags the subject is repeated in the form of a personal pronoun (I, You, S/He, it, we, they)

e.g. Folly studies Philosophy, doesn't he?

2- The Predicate:

2-1 Definition

The predicate is the second major part of a sentence. It tells about what the subject does (action performed) or is. It often makes an assertion or asks a question about the subject.

e.g. John studied.

Subject Predicate

Toffa Quickly cleared the table.

Subject Predicate

The history of volleyball dates back hundreds of years.

Subject Predicate

N.B. The term predicate does not itself refer to the function of a sentence element. It is used simply to denote that part of a sentence which expresses such things as 'what action the subject performs.". The predicate can be expressed by one or more sentence elements.

E.g. John *walked*.

John *quickly ran across the road*.

2-1 Sentence Elements within the Predicate

In a sentence, the element which consists of words belonging to the word-class of verbs is known as predicator. In "John walked.", walked is a verb that fulfils the function of predicator and in "John quickly ran across the road.", ran fulfils the function of predicator. Often, the predicator contains more than one verb.
In "John would have walked." the verbs would, have and walked together fulfil the function of predicator.
One of the main characteristics of verbs is that they express ***tense***, i.e. They have different forms which may express whether what is said in a sentence refers to the past or to the present.
e.g. John *was* smiling just now.
John *is* smiling now.

Verbs are either **auxiliary/helping verbs** or **lexical verbs**.
Auxiliaries are typically used with other verbs.
In "The key may have been found." we have three auxiliaries and one lexical verb.

Lexical verbs do not require the presence of other verbs, and, if combined with auxiliaries, they always follow them.
Semantically, lexical verbs are broadly characterised as denoting **events** or **states**.

e.g. The boy hoisted the flag. (state)
The plane arrived at 2p.m. sharp. (state)
The picture hangs on the wall. (event)

The lexical verb plays an important role in the composition of a predicate since it determines whether or not sentence elements other than the predicator have to be present in order to make a sentence grammatical. For example, a verb such as "smile" can be used by itself (with or without auxiliary), while verbs such as clear and put need further completion.

e.g. John (has) smiled.
John put –
John cleared.
Within the class of verbs needing further completion there are various sub-classes. A verb such as find needs only one element to complete a sentence.
e.g. John found a dollar bill.

Whereas with "put" one complementary element is not sufficient.

e.g. John put the bottle.
John put on the table.
John put the bottle on the table

N.B. Sentence elements that complete a lexical verb in the way illustrated above are said to function as ***complements***. They are *obligatory* elements, i.e. They cannot be left out without making the sentence ungrammatical or changing the meaning of the lexical verb.
e.g. *John quickly cleared the table. * John quickly cleared.
*John put the bottle on the table. *John put.
John wouldn't move his car. – John wouldn't **move**
(different meaning of lexical verb)
A predicate may also contain elements that can be left out without making the sentence ungrammatical or changing the meaning of the lexical verb. They are called optional elements. Such elements are said to function as ***adverbials***. In "John quickly cleared the table." quickly is an optional element and functions as adverbial.

NB: One of the ***Syntactic*** **characteristics of the subject is that it may** determine concord with the predicator.
e.g. You sleep. John sleeps.
Were you sleeping?
Was john going?

3- Semantic Relations with the Predicate

A subject undergoes an action (a) or is affected by it (b) as illustrated below.
e.g. (a) John was hit by the car.
(b) John received a medal.

The predicate may not express an action at all:
e.g. John was ill.
John failed his math exam.

N.B. When the subject fulfilling the action of the verb has no referent, it is called a formal subject or the empty it.
e.g. It rained the whole day.
It is the 8th of November

II- KINDS OF SENTENCES

Grammatically, sentences are characterised by the information they embody and the punctuation mark with which they are closed. Depending on whether the end mark is a full stop, an exclamation mark or an interrogation mark, we have enough indication to conclude on the nature of the sentence. It is convenient to describe language (spoken or written) in terms of sentence structure with clearly defined rules. Therefore, a sentence can be declarative, interrogative, imperative, or exclamatory.

1- **Declarative sentences**.

They are sentences that convey information. They may be either affirmative or negative.

e.g. He has moved to another town.

He decided not to go off.

2- Interrogative Sentences

When we need information, we use interrogative sentences through which we ask questions.

2-1 Verbal questions or Yes/No questions.

(Auxiliary Questions)

Often asked with auxiliary verbs, they require a yes or no answer when asked.

e.g. Did you see him?

Have you got some time left?

Will you move to down town this afternoon?

2-2 Information questions

These types of questions are often formulated with question words such as: what, when, why, who, where, etc. In such questions one expects to get exact information about time, place, location, possession, reason, etc.

e.g. Why did you stop?

When will you see him?

2-3 Rhetorical Questions:

They are questions asked purely for effect and require no answer.

e.g. What is the world coming to?

Do you think I am a fool?

NB: Interrogative sentences always with an interrogation mark (?).

3- Imperative Sentences or Commands

The imperative is used in requests. According to the circumstances, imperative sentences range from quick commands to humble requests. The tone serves as a key to the exact meaning. When a request rather than a command is extended, the term "please" is often added.

e.g. Shut the door!
Shut the door please!

Notice: For emphasize, we have You, be quiet!
e.g. You, mind your own business!

4- Exclamatory sentences or exclamations

4-1 Exclamatory sentences

What a lovely house you have!
The ring is so wonderful!

4-2 Interjections

e.g. Hey! Aha! Oho! Dear! Damn! Lord! Good Lord! Heavens!

III- SENTENCE PATTERNS

A pattern is a model or plan to be recopied in making something. Among the sentence patterns, we distinguish the following ones:

A- Sentence patterns

1- <u>Subject + verb</u>

E.g. The sun shines.
I know.

Many verbs express an idea intelligible without an object or an extension (expansion). Most intransitive verbs function this way and they do not take an object. Verbs which pattern like this are sleep, walk, run etc.

2- <u>Subject + verb+ direct object</u>

E.g. The students read the book.
The dog bites the boy.
They play football.

These verbs need an object to express an idea intelligible. They are transitive verbs.

Verbs that can pattern like this include: write, steal, drink, complete, sell, drive, give, buy, bring, see, etc.

3- <u>Subject + verb + indirect object</u>

e.g. Mother talks to father.

4- <u>Subject + verb + direct object + indirect object</u>

e.g. She sent a present to her mother.

5- <u>Subject + verb + indirect object + direct object</u>

He promised my brother a copy.
I gave him a ticket.

6- <u>Subject + verb + adverb</u>

He walks slowly.
He ran fast.

7- <u>Subject + verb+ complement</u>

A complement is a word or phrase needed to complete the meaning of verb. Under this pattern we have:

7-1 The class that takes the noun/ pronoun as a complement

E.g. Today is my birthday.
It was you.

7-2 The class that takes an adverb as a complement

E.g. John runs fast.
Kossi works hard.

7-3 The class that takes adjectives as the complement

E.g. The boys were good.
Some verbs which can be used under this pattern are: to be, taste, seem, become, appear, look, stay, keep
E.g. The man becomes violently angry.
The plant seems dead.

B- Types of sentences.

These are simple, compound and complex sentences.

1- Simple sentences

In these sentences we have one subject and one idea or action. Consequently, it cannot be broken down into other clauses.

e.g. She nudged him

The man has bought 20 bags of cement for the project.

2- Compound sentences

It is a type of sentence with more than one clause and linked by a coordinating conjunction. . In other words, it is a sentence in which two simple sentences are joined together by means of conjunctions

E.g. Every term, my mother comes to the school and pays my school fees.

I went to the cinema but I didn't enjoy the film.

3- Complex sentences

The complex sentence, like the compound sentence is made up of two parts but unlike the compound sentence in which the two parts can stay independently, one of the parts of the complex sentence is dependent, i.e. it cannot stand on its own.

e.g. This is the book which Mr. Yelou recommended.

He went away when the police came.

Mr. Kokou said that he would not teach at 2p.m.

CONCORD IN THE ENGLISH LANGUAGE

The term concord in grammar is used to refer to the agreement relationships which exist between two grammatical units so that when one unit displays a particular feature the other unit will also display a similar feature.
Let us consider the example below:

-That man sings this anthem very well.

The noun **man** is singular. Accordingly, the determiner which accompanies it is singular. This explains the use of the singular demonstrative **that**. Similarly, the noun **anthem** is singular and is preceded by the singular demonstrative determiner **this**.
However, if the nouns had been plural that is, **men**, **anthems**, the plural demonstratives would have been used.
e.g.
-Those men sing these anthems very well.
Thus, instead of **that, this, those** and **these** are used because the nouns are in plural.
In addition, we observe that the subject **man** is singular causing the verb **sings** to be also singular in the first example whereas they become plural in the second example.
From the discussion, we note that there is agreement between the determiner and the noun it modifies. If the noun is singular, the determiner is singular, but if it is in plural the determiner will be in plural. This is what is known as *concord*. In the same way, if the subject of a sentence is in singular, the verb in the sentence will be in singular, but if the subject is in plural the verb also becomes plural. Therefore, we talk of concord relationships between the subject and its verb.

I- GRAMMATICAL CONCORD

The rules guiding this type of concord are as follows:

a) A singular subject requires a singular verb

-My son reads novels after school.
-Adebola dislikes watching the film.

b) A plural subject will require a plural verb

-My sons read novels after school.

-Adebola and John dislike watching the film.

c) Clauses which serve as subjects are regarded as singular

-Singing hymns at wedding gives me much pleasure.

-Driving when drunk is not allowed.

d) Prepositional groups which serve as subject are regarded as singular

-Under the table is where you should hide.

REMARK: When applying these rules, the following points must be considered.

1) The above rules apply only if the verb is present and its subject is the third person. But, if the verb is past, there will be no concord relationship between the subject and the verb. This is the reason why there is no difference in the verb form in the example below:

-Kwame stole the book.

-Kwame and Pakpam stole the book.

2) The verb be however, displays concord relations for both the present and the past.

-Kondo was the leader in the group.

-Kondo and Sossou were the leaders in the group.

The verbs "was" and "were" used to match their respective subjects. When the subject is in singular, we use was, when it is plural we use were. Also in the present, we have examples like:

-Kondo is the leader in the group.

-Kondo and Sossou are the leaders in the group.

The verb is matches the singular subject and the verb are is used for the subject in plural form.

3) Modal auxiliaries do not display such concord relations. Whether the subject is singular or plural, the same form of the modal used:

-Abalo must show some respect to the authority.

-Abalo and Kpatcha must show respect to the authority.

II- NOTIONAL CONCORD

Notional concord refers to the agreement between the verb and the subject. However, this agreement arises not because the subject has a form that shows it is singular or plural. The agreement is rather based on the speaker's perception.

The words below can be distinguished on the basis of their form and can be used to concord with verbs used with them.

Singular	**Plural**
Boy	boys
Man	men
Child	children
Criterion	criteria
Analysis	analyses

However, the words below cannot be said to be either singular or plural:
-French - crowd – company - group - Government - club-crew - staff-Family - Portuguese – team.

These words are singular by their form. But in terms of their meaning they are plural. This implies that they have a plural meaning whenever we use them. In English, group or collective nouns fall into this category. It is difficult using them at time only the speaker has to decide on which verb form to use

-The family was famous.
-The family were famous.

III- PROXIMITY CONCORD

This refers to the agreement between the verb and its subject based not on notion but on the fact that there is a nominal group which is immediately close to the verb.

-Either Djondo or his friends are sleeping.
-Either his friends or Djondo is sleeping.

The singular or the plural form of the verb is selected according to the nearest subject in the sentence.

-More than one soldier was captured.
-One or more soldiers were captured.
-Neither the people nor the king has appeared.
-Neither the king nor the people have appeared.

The following exceptions apply:

1) Where the subject consists of two or more nouns coordinated by *and*

In such cases, whether the noun nearest to the verb is singular or plural the plural verb form is selected.

eg:

-Tabala and Tano are friends.
-The men and women were disappointed.

However, when such coordinated subject is a title, a name, a quotation, etc., the verb is in singular form.

eg:

-The Lion and the Jewel is a play by Soyinka.
-Rice and stew was my favorite meal in school.

Also, when the coordinated subjects are modified by "every" or "each", the verb is in singular.

eg:

-Every girl and boy in the class dresses beautifully.
-Each male and female child was killed.

2) **Where the nominal groups are linked by certain prepositions which appear similar to coordinators, concord relations will occur.**

eg:

-The referee, as well as his linesmen is running away.
-The players, together with their coach, have escaped.

The agreement between subject and verb here does not take proximity into consideration. It will be wrong if we say:

-The referee, as well as his linesmen are running away.
-The players, together with their coach, has escaped.

Thus in this case it is wrong making the verb agree, in number with the nearest noun.

3) Where the verb is separated from the subject by some element which is attached to the head noun, proximity has no effect on the concord relations.

-A lady with such gifts is expected to win.
-The fumes from the big bottle are blinding us.

Here the concord is based on the head noun and not on the idea of proximity.

4) Plural nouns of measurement, amount, and distance are considered as singular. Therefore, they go with the verb in singular form.

-Three hours is a long time to wait.

-I think fifty pounds was too much for this book.

IV PRONOUN CONCORD

This refers to the agreement which exists between a pronoun and the noun it refers to. The agreement involves three major features associated with pronouns. These are number, persons and gender. That is, pronouns in English generally display distinctions in terms of:

a) **Number**, whether singular or plural.
b) **Person**, whether 1st, 2nd, 3rd.
c) **Gender**, whether masculine, feminine or non-human.

Using the personal pronouns for example, we observe that the singular forms may be **I, he** and **it**, while their plural equivalents will be **we** and **they**. Thus, in terms of number, the pronouns display singular and plural versions. The personal distinctions may be shown as:

a) **1st person:** I, me, we, us.
b) **2nd person:** you.
c) **3rd person:** he, she, him, her, it, they, them.

Gender distinctions involve only the third person singular pronouns. There are pronouns like **he** and **him** which can replace only nouns referring to male person such as **man**, **boy**, **husband**, etc. the pronouns **he** and **him** therefore have masculine gender. Then, there are those pronouns like **she**, and **her** which substitute for nouns which refer to female persons such as **woman, girl, wife**, etc. Such pronouns are said to have feminine gender.

The pronoun **it** is used only to replace nouns like **town**, **dog**, **table**, etc. which are neutral. That is, these nouns refer to non-human items and are, neither feminine nor masculine.

When we say the concord relations in pronouns affect these three features, we mean that in deleting a pronoun to replace a noun like Fati in –Fati killed herself last night- we should ask whether Fati is a) singular or plural. b) feminine or masculine)1st ,2nd ,or 3rd person. Similarly, in a sentence like – Angela assured

Peter that she would win the case – we see that she is selected and agrees with the noun Angela in all three features.
The rules regarding pronoun concord are as follow:

1. The reflexive pronoun in a clause must agree with the subject in terms of number, person, and gender:
-We looked at ourselves in the clear pond.
-Kemi herself gave Peter this book.

2. The pronouns: everybody, nobody, anybody, anyone, everyone, and no one usually acquire the plural 3rd person pronoun.
-Everyone accepted that they were at fault.
-No one has handed in their assignment.

3. Where a relative pronoun is the subject, whether to use a singular or plural verb form will depend on whether the noun or the pronoun, refers to, is singular or plural. Then, it is correct to say:

-I am the teacher who gives the most interesting assignments.
The verb in the relative clause is gives. This singular form is used because the relative pronoun subject who is referring to the teacher not I. thus the singular noun teacher determines the form of the verb gives.

Other examples are:
-I am the man who pays your school fees.
-Ruth is one of the girls who hate this school.

<u>Exercises</u>

I/ Select the correct verb forms to fill the gaps below:

- Rice and beans ..... my favourite meal.(is/are)
- More than one candidate ..... failed the test.(has/have)
- Nobody except his children ..... him.(praises/praise)
- What she proposes and does ..... her own affair.(is/are)
- Neither the teacher nor the students ..... reported yet. (has/have)
- Are you the teacher who ..... my son?(likes/like)
- The two ladies were nominated but neither of them ..... approved.(was/were)
- What were supposed to be new proposals ..... turned out to be mere modifications?(has/have)

II/Correct the following sentences

- Indians believes in non-violence.
- The children is playing on the ground.
- Padama go to the office at 8 in the morning.
- They has no friend in Delhi.
- Your teeth is white and shining.
- I does not know anything about computers.
- My son like climbing trees too much.
- Mawaba do not like watching T V.
- Modjona and Bodjona is good friends.
- Breads and butter are my breakfast.
- I hate the lady because he is a liar.
- People dislike Abalo because she is lazy.
- Nobody are an island on earth.
- Playing games are my hobby.
- I studies English because she helps me in my business.
- Christians believes that Jesus-Christ are GOD.
- Muslims considers Mohammed as the prophet of ALLAH who have founded Islam.

PARTS OF SPEECH

Study the following sentences

e.g. My father gave me a watch for my birthday.

Watch = noun

I am going to watch a football match.

Watch = verb

Rex is a good watch dog. Watch = adjective

The words in English language are classified into "parts of speech" that is, according to their function; the work they do and not according to their form. In other words, **parts of speech** or **grammatical categories** are the different elements that compose a sentence because they have a function to play. There are eight (08) classes of words called parts of speech. They are: **Nouns** (N.), **Pronouns** (Pro.), **Verbs** (V.), **Adjectives** (Adj.), **Adverbs** (Adv.), **Prepositions** (Prep.), **Conjunctions** (Conj.), **Interjections** (Interj.)

1. NOUNS

It is a word or a group of words that represent a person (such as 'Koffi', 'teacher', 'police officer'), a place ('Togo', 'school', or a quality or idea ('coffee', 'happiness'). There are various categories of nouns. We distinguish proper nouns, abstract nouns, concrete nouns, common nouns, collective nouns, countable nouns and uncountable nouns.

1-1 Proper nouns

They are names given to a person or a special thing or place that is recognizable. A name given to something that can easily be identified among others. Proper nouns are therefore names of people, towns, villages, days and months, rivers, mountains, places.

e.g. Messan, Amakpapé, Friday, January, River Volta, Everest …

1-2 Abstract nouns

It is the name of a thing which cannot be touched but refers to a quality, concept or idea.

e.g. anger, beauty, courage, hospitality, ignorance, jealousy, loyalty, Capitalism, quality, truth, youth, zeal, etc.

1-3 Concrete nouns

They are names given to things that can be touched or seen.
e.g. table, chair, river, chalk, clothes, field, flower, foot, etc.

1-4 Common nouns

They are names of any ordinary, non-specific thing or person as opposed to proper nouns which refer to the names of particular individuals or specific places. The common nouns in singular form must always go with a determiner or article.
e.g. a girl, a table, a child, a mango tree (in "A mango tree grows well in the sun.")

1-5 Collective nouns

The collective noun is a noun that is singular in form but stands for many individuals. In other words, the collective noun is grammatically singular and notionally plural.
e.g. audience, committee, public, congregation, group, delegation, flock, herd, troop, team, government, commission, staff, etc.

N.B. Sometimes it becomes difficult as to the usage of a collective noun. In terms of concord (subject verb agreement), are we to use singular verb or plural verb?
E.g. It is grammatically right to say.
a. The public is tired of demonstrations.
It is also notionally right to say.
b. The public are tired of demonstrations.

1-6 Countable nouns

They are names of objects or ideas that can easily be identified as separate entities. Thus, they have singular and plural forms.

e.g.	**Singular**	**Plural**
	a boy	Boys
	a man	Men
	an opinion	Opinions
	a libation	Libations
	an entity	Entities
	a hat	Hats
	Mr. Jones	The Joneses
	Mr.Akondo	The Akondos

N.B. The singular count noun always goes with a determiner or an article.
e.g. My father has a cocoa farm.

I gave a pen to my friend.

The plural count noun may or may not take a determiner.
e.g. I bought pens from the shop.
I bought the pens from the shop.
I bought some pens from the shop.

N.B. The use of the determiner with the plural count noun changes the implication of the sentence.

1-7 Non countable nouns

They are nouns considered as a single entity. They are seen as a mass or a group noun. Grammatically, they have no plural forms. Except in some special contexts, they do not go with the indefinite article "a" or "an". They may go with other articles like the, some, no, any etc. depending on the implication.
e.g. water, air, information, beer, boredom, advice, enjoyment, soap, milk, poverty, heat, butter.

N.B. In some situations, it is possible to have an uncountable noun but it can be used in the countable form.
e.g. Sugar is usually considered to be an uncountable noun but it can be used in a countable form in contexts such as I need two sugars for my coffee.

2 PRONOUNS

A pronoun is a word used in place of a noun or noun phrase. It can also stand for a noun clause.
e.g. What you are doing is bad.
It is bad.
The role of a pronoun is that of a substitute and it can be inflected as follows:

Subject	I, You, He, She, It, We, You, They
Object (Prep. + pronoun)	Me (to me), You (to you), Him (to him), Her (to her), It (to it), Us (to us) You (to you), Them (to them)
Possessive determiners/ adjectives	My, Your, His, Her, Its, Our, Your, Their
Possessive complements/pronouns	Mine, Your, His, Hers, Its, Ours, Yours, Theirs.
Reflexive pronouns	Myself, Yourself , Himself, Herself, Itself, Ourselves, Yourselves, Themselves

Pronouns exist in various forms:

2-1 Personal pronouns

They are used to take the place of nouns that name persons.
e.g.: I, you, he, she, it, we, they.
We gave him money.

2-2 Possessive pronouns

Most people own or possess something.
e.g. The ball is mine/ hers.

N.B. The possessive forms are invariable.
e.g. This book is mine. → They are mine.
It is yours. → They are yours.

2-3 Demonstrative pronouns

They are used to point out which persons or things referred to. They include: this, that, these, those.
e.g. That table belongs to me.

2-4 Relative pronouns

Who, whom whose, which, introduce relative clauses
Who, whom, whose and that are used for persons.
Which and of which, whose or that are used for things and animals.
e.g. The white cock which was lost has been found.
The man who spoke was John.
The books that Mr. Edem writes are read by many people.

2-5 Reflexive or emphasizing pronouns

These pronouns are formed by addition of "self" (selves plural) to the possessive adjectives of the 1st and 2nd person singular and to objective form of the 3rd person.
Exercise: What does the use of reflexive pronouns imply? Give examples.

2-6 Interrogative pronouns

These are who (objective form: whom, whose) for persons both singular and plural, which (things and persons, plural or sing.), and what (when making a selection from an unlimited number of items) used in forming or asking questions.
e.g. Who broke the glass?

What are you doing?
Which is more beautiful?

2-7 The Indefinite pronouns

In these groups are words like some (thing, one, body), any (thing, body, one, where), no (thing, one, where, body), every (where, one, body, thing).

The above combinations can give:

Someone, somebody, something, somewhere, anyone, anywhere, anything, everybody, elsewhere.

Among others, we can also include determiners such as: all, one, none, other, another, much, less, few, a few, little, a little, enough, each, either, neither.

e.g. Nobody likes Chris.
Someone took care of the baby.
You can do that elsewhere, not here.

e.g. Few people will tolerate such a thing.
We have only little food left.

2-8 Distributive pronouns

They express totality.

e.g. *each* and *every*.
Each pupil will receive four lashes.

We also have **impersonal pronouns:** They are pronouns that do not refer to a person or thing or any other part of the sentence.

e.g. It is varying.
It was not possible

3- VERBS

The structure of a sentence is to a large extent determined by the lexical verb. It is the verb that determines the possible forms of complements, the relation between complements and subjects, and where there are two complements, the relation between these complements as well. The relation between a lexical verb and its complement is called a verb pattern.

3-1 Transitive verbs and intransitive verbs

Extensive verbs may be subdivided into transitive and intransitive verbs.

3-1-1 Transitive verbs

These types of verbs take at least one complement in the form of noun phrase (NP)

e.g. John never eats fufu.

John put the bottle on the table.

3-1-2 Intransitive verbs

An intransitive verb is characterised by not having or containing a direct object.

e.g. John smiled.

He wouldn't speak.

3-2 Finite verbs and non finite verbs

3-2-1 Finite Verbs

A finite verb is a verb which is controlled by a subject. It is a verb that agrees with the subject in number and person. The finite verb can form a tense. For example "cries" is finite in the sentence "the child cries most of the time" and looks is finite in the sentence "The old man looks ill."

3-2-2 Non-finite verb

A non-finite verb is a verb that shows no variation in tense and has no subject. The non-finite verb forms include the infinitive form, the present participle, the gerund and the past participle.

e.g. He wants to go.

Sitting on the river bank, he was lost in his thoughts. (Sitting is non-finite)

4- ADJECTIVES

An adjective is a word which qualifies a noun, or words which tell us something about nouns (i.e. things)

They are not things or nouns themselves but they give us additional information about nouns. If Kokou talks only about the noun shoe, we do not know anything about it, but if he talks about a small shoe we have a clearer picture of the particular shoe in question, the word "small" therefore is an adjective.

There are different types of adjectives.

4-1 Descriptive adjectives

e.g. Good, bad, hard, big, short, tall, old, young, white, soft.

Bring me the short cane.

Mana cooked in the big bowl.

Good boys deserve favour.

4-2 Adjectives of quantity

e.g. ten, six, both, double, all, any, several, some.

Amana ate two eggs for the first time.

Several people gathered for the crusade.

Togo sold two cars to Ghana.

4-3 Possessive adjectives

They are: My, your, his, her, our, their.

e.g. This is our town.

Bring me my short.

The headmaster is sitting on his car.

There are other types of adjectives. Search for them as your exercise.

4-4 Interrogative adjectives

They are: “What” and “Which” used to ask questions?

4-5 Uses of adjectives

We have two major uses of adjectives, namely the attributive and predicative ones.

4-5-1 Attributive use

An adjective is used attributively when it is placed before the noun it modifies.

eg.: a bad boy, a bright day, a large room, a nice lady.

In the sentence: I need a substantial amount of money for the project, the adjective ‘substantial’ has been used attributively or in the attributive sense.

4-5-2 Predicative use:

When an adjective comes after the subject it modifies, it is said to be used predicatively or in the predicative sense.

e.g. This room is large.

The story is interesting.

He looks stupid.

He appears timid

ORDINARY ADJECTIVES

(add ‘very’ if necessary) STRONG ADJECTIVES

(do not add ‘very’)

Big, large

Good

Bad
Glad, pleased
Sad
Clever
Interesting
Clean
Dirty
Frightened
Surprised
Tired
Important Huge, enormous, vast, immense
Excellent, outstanding, wonderful, perfect
Appalling, disgusting, terrible
Delighted, thrilled, overjoyed
Broken-hearted, disconcerted
Brilliant
Fascinating
Spotless
Filthy
Terrified
Amazed, astonished, shocked
Exhausted, worn out
Essential, vital

5- PREPOSITIONS

The preposition names a special relationship between one word and another, mostly a noun and/or a pronoun.
In the sentence “He placed his hat on the table.”, it is the word on which states the relationship between the hat and the table. On is therefore, a preposition and in the sentence it governs the word table.

6- ADVERBS

Traditionally, an adverb is said to qualify a verb. The main function of an adverb is to state in a single word how, where or when an action named in a sentence takes place.
In the sentence “John walked briskly into the church.”, it is the word briskly which tells us how he walked into the church, the word briskly is therefore an adverb.

This implies that an adverb is a word that adds information about a verb (he works rapidly), about an adjective (an extremely beautiful lady), or about another adverb (sleeping very soundly).

6-1 Types of adverbs

There are three main types of adverbs: (a) adverbs of manner, (b) adverbs of place (c) adverbs of time.

6-2 Adverbs of manner

These are adverbs which state how an action takes place. Examples of adverbs of manner are admirably, beautifully, efficiently, fast, quickly, openly, secretly, well.

6-3 Adverbs of place

In the sentence 'He came here to look for his hat', it is the word here which is adding information to the verb 'came' it is stating where he came.
All adverbs which state 'where' an action takes place are called adverbs of place.

6-4 Adverbs of time

All adverbs which state 'when' the action of a verb takes place are called adverbs of time.
In the sentence 'I saw him yesterday', the word yesterday tells when it was that I saw him and therefore an adverb qualifying the verb 'saw'
eg: again, ago, daily, hourly, lately, meanwhile, never, now, day, soon, today, yesterday, afternoon.

6-5 Adverbs of degree or intensifiers.

They are adverbs that modify adjectives or other adverbs
e.g. very, enough, extremely, rather, absolutely, completely, quite, too, more, most, so, fairly, etc.

He performed very badly during the test
(adverb modifying adverb)
This room is too big for a bachelor.
(adverb modifying adjective)
He did the work quite easily.
(adverb modifying adverb)
He found the work quite easy.
(adverb modifying adjective)

7- CONJUNCTIONS

Conjunctions are words used to join words, phrases and sentences. They join together words, phrases or sentences of similar functional values. E.g. and, so, but, or, for, nor, yet, because, until, as, after …

We have a group of conjunctions known as "co-ordinating conjunctions". These join words, phrases and sentences of the same grammatical status.

e.g. Afi and Mana left the room.

Kossi went to the room and stole the book.

The co-ordinating conjunctions fall into four groups as far as meaning in concerned:

7-1 The *and* group

It suggests addition as in:

I have a pen and paper.

My father sent me money and food.

It also introduces expected results as in:

The statement appears true and convincing.

The fur coat is soft and warm.

Other conjunctions suggesting addition fall under this group: as well as, also, not only, furthermore, besides, likewise, moreover, again, etc.

7-2 The *but* group.

It suggests contrast or a hardly expected result.

e.g. The book is very old but costly.

I saw my father but he didn't talk to me.

Words or phrases that fall under this group are: yet, still, however, nevertheless, despite, in spite of, notwithstanding.

7-3 The or group suggests choice between two things.

You may attend a secondary school or a training school.

On the other hand, this group suggests approximation

e.g. You may walk a mile or two before you get to the village.

7-4 **The *so* group** suggests consequence.

e.g. I didn't study well so I failed the examination.

Other conjunctions in this group are: therefore, accordingly, thus, hence, consequently.

7-5 The Subordinating conjunctions

Another group of conjunction is called 'subordinating conjunctions". These join sentences of different functional values. In complex sentences, we have clauses i.e. the principal clause and the subordinate clause. The subordinating conjunction thus connects the principal and the subordinate clauses. Subordinating conjunctions are mostly found in adverb clauses.

e.g. The children shouted while the teacher was away.
I shall buy the book provided that you give me money.
The thief ran away when the police came.

N.B. One major difference between the co-ordinating and subordinating conjunctions is that the subordinating conjunction may come at the beginning of sentences. In the sentence 'Although Pana was sick he took part in the examination' the two sentences 'Pana was sick' and 'Pana took part in the examinations' are conjoined into one sentence by although, it is therefore subordinating a conjunction.

8- Interjection

Any word which has no syntactical function in a sentence or which has no grammatical relationship with any other word in a sentence is an interjection.
It is usually an exclamation expressing emotion and often, (but not always) separated from the other words in the sentence by an exclamation mark. They help to add strong emphasis to expressions of feeling or emotion.

Among the following sentences are interjections, they are underlined to distinguish them, note how they are used.
"My goodness!" Peter exclaimed, "This is the most fantastic design I have ever seen".
"Jesus-Christ!" can't these drivers learn to drive carefully?"
"So you don't even know how to write your own name! Ah you better learn hard."
"Hmm, I never knew that Tokyo is the largest city in the worlds.", Kodjo said.

The following are examples of pure interjections: hurrah, oh, ah, hi, gosh, ssh.
Wow! This is fun.
Oh! I didn't see you there.
Ugh! This state's terrible.

ARTICLES

A and *an* are indefinite articles that can be used only before singular countable nouns; *the* can be used before uncountable (mass) nouns and before countable plural nouns. No article, often called the zero article, identifies certain indefinite meanings of nouns. Articles are determiners and come before the nouns they modify. Except with ordinals such as the first, second, third, or the last, articles do not come directly before pronouns.

I- THE INDEFINITE ARTICLE

a or an

a or an comes before a singular countable noun. A comes before a consonant sound, but an comes before a vowel sound. Choose according to pronunciation, not spelling.

a ball an apple a university
a hospital an eagle an honest man
a car an office a year

Use a (n)

1. Before an unidentified singular countable noun that is one example of its class, but the number one is not being emphasized.

A black dog is standing in the road.
(the emphasis is not on the number.)

One black dog is standing in the road.
(the emphasis is on the number one.)

2. Before an unidentified singular countable noun that is representative of its class, as in a definition.

A dog is a domestic animal.

3. Before a predicate noun after to be if no other determiner is used.

Mrs. Seckson is a good friend.
Man O'War was a famous racehorse.

4. With uncountable nouns to mean a kind of, or with kind of, or certain.

This man has an honesty that we all appreciate.

A greater unity is needed.
Literature of other countries gives us an insight into other cultures.

5. Before few and little to mean some but not many (see Confusing choices, few, a few) Plural forms for a(n) are the zero article and some.

II- THE DEFINITE ARTICLE

They can be used with all nouns.

1- Use the to identify a noun that shows

- ***Reference backward to a noun already mentioned.***

A dog has been barking all day and here is the dog now, standing outside the gate.

- ***Reference forward to an identification soon to be made, often by modifiers following the noun.***

The man at the door wants to speak to you.
The dog that has been barking all day has finally stopped
Barking. Every student should know something about the history of his own country.

2- Use the before superlatives and before ordinal numbers.

This is the best cake I have ever eaten.
China has the largest population of all countries in the world.
Mr. Everest is the highest mountain in the world.
Charles Lindbergh was the first person to fly the Atlantic alone.

Note: Ordinal numbers used alone may have the zero article.
She was first in her class.
Our team is third in the standings.

- ***Context known to both writer and reader.***

Here comes the teacher. (one teacher known to the class).
Turn on the light in the kitchen. (only one light in one kitchen)
Have you been to the mountains recently? (mountains nearby that are known to everyone)
They prefer to live in the city. (The reader, it is assumed, understands the difference between living in the country or

suburbs and living in the city.

- ***Identification of a class, especially in a generalization.***

Followed by a noun, often singular:
The child is the hope of the future.
The nuclear threat is frightening.
Followed by an adjective (see Adjectives, the + adjective):
The elderly are often lonely.
The handicapped need access to public buildings.
The poor were the victims.

- ***The beginning of a phrase containing an opposite.***

This is my friend, the one I was telling you about.
Do this experiment first, the experiment on page 29.

III- THE ZERO ARTICLE

1- Use the zero article (absence of an article)

- **To refer to all members of a class.**

Dogs are domestic animals. (all dogs)
Mary likes dogs. (all dogs)
Man proposes, God disposes. (Man in the sense of all human beings)

- **To distinguish one class from another**

Dogs, not squirrels, are domestic animals.
Mary likes dogs, not cats.
Man, not woman, boxers.

- ***To refer to an indefinite number but not necessarily to all members of a class.***

Leaves are beginning to fall. (many)
Engineers make good salaries. (many)
The edge of the field was marked by trees.

- ***With plural nouns after be.***

Most of my friends are students.
His sisters are teachers.

- ***With institutions and practices felt to be unique.***

School begins on Monday. (a particular Monday)
Breakfast will be late tomorrow. (there will be only one breakfast tomorrow)

People are angry with Congress. (there is only one Congress in the country)

But
People are angry with the state legislature. (one of many)
People are angry with the city council. (one of many)

- ***With set phrases, usually pairs, such as:***

Man and wife
Father and son
Brother and sister
Lock and key
Sun, moon, and stars
Heaven and hell
Wind and rain
Snow and sleet
Go (come) home

- ***With set prepositional phrases, such as:***

At war	In danger	On guard
At peace	In need	On purpose
At ease	In tears	On fire
At rest	In reply	On sale
At sea	In love	On vacation
At lunch	In difficulty	On time
		On duty
		On land (and sea)

By accident	Out of control
By design	Out of danger
By heart	Out of date
By surprise	Out of doors
By chance	Out of order
By mistake	Out of stock
By bus, plane, car	Out of turn

You can find set phrases in dictionaries. Look the object word up if you are not sure of its use: war, peace, danger, and so on. Dictionaries written for non-native speakers give more information about set phrases than other dictionaries do.

- ***With nouns used in headlines in newspapers, captions in books, signs, labels and the like.***

PRISONER FREED ENTRANCE TO PARKING BEWARE OF DOG

Some

Use ***some*** of an indefinite amount with uncountable nouns.
He wants some rice.
She is taking some instruction in music now.
Mrs. Johnson gave us some good advice.
You can find some information about television shows in today's newspaper.

Any

Use ***any*** in place of some in questions and negatives.
(See Confusion choices, any, some, Negation and Questions)
He doesn't want any rice.
She isn't taking any instruction in music now.
Mrs. Johnson didn't give us any good advice.
You cannot find any information about television shows in today's newspaper.
Note: Any may be used in the sense of "it doesn't matter which."
Any of the suits on this rack will fit you.
He has enough money to buy any car he wants.
Any doctor can tell you what long hours he works.

IV- ARTICLES WITH PROPER NOUNS

1- Use A or An

- When using a proper noun to indicate the characteristics of the person named.

He is a Hercules. (very strong)
She is a Florence Nightingale. (a kind nurse)

- To mean " a certain person whose name is."

A Dr. Jones called this morning.
A Mr. Johnson is looking for you.

2- Use The

- ***For a family name in the plural.***

The Hendersons have moved.
The Smiths came this evening.

Note: Do not use an apostrophe in plural family names that are not possessive.

- ***To distinguish two people who have the same name.***

The George Brown who teaches here is not the George Brown you knew in college.

- ***When the article is accepted as part of a geographical name such as*:**

COUNTRIES: The Netherlands The united States of the U.S.
The Philippines The Soviet union or the U.S.S.R.

SEAS AND OCEANS: The Black Sea The Pacific (Ocean)
The Red Sea The Atlantic (Ocean)
The Indian Ocean The Baltic (Sea)
The North Sea The Mediterranean (Sea)

Ocean or sea is always part of the name in the list on the left, but you may leave it out in the list on the right. Do not use the with names of individual lakes, but the Great Lakes means collectively Lake Superior, Lake Huron, Lake Michigan, Lake Erie, and Lake Ontario.

RIVERS: The Amazon The Mississipi
The Ganges The Nile

MOUNTAIN RANGES:
The Alps,The Andes, The Rockies or the Rocky Mountains, The Himalayas or the Himalaya Mountains.
Most individual peaks do not have the in their name, but the Matterhorn does.

1. When the article is accepted as part of any kind of proper name.

The Arizona The Grof Spee
The Queen Elizabeth II The Norway
The Times The Times of India
The New York Times But Time (magazine)

NUMBER AND COLLECTIVES

I- NUMBER

The number of a noun is a characteristic which states whether it is plural or singular. Most nouns have a singular form used to denote one person or thing and a different plural form denoting more than one. Pronouns and verbs also have different singular and plural forms. Added to the singular and plural forms of the noun, some special forms of nouns are used to identify groups of persons, things or items in collection.

Look at the examples bellow:

Singular	**Plural**	Singular	Plural
Box	Boxes	Child	Children
Brush	Brushes	Foot	Feet
Fox	Foxes	Goose	Geese
Gas	Gases	Man	Men
Glass	Glasses	Mouse	Mice
Watch	Watches	Ox	Oxen
Army	Armies	Tooth	Teeth
City	Cities	Woman	Women
Fly	Flies	Lady	Ladies
Brother	Brothers/Brethren	Calf	Calves
Half	Halves	Cloth	Cloths/Clothes
Knife	Knives	Leaf	Leaves
Life	Lives	Loaf	Loaves
Shelf	Shelves	Thief	Thieves
Wolf	Wolves	Chief	Chiefs
Dwarf	Dwarfs	Hoof	Hoofs; hooves
Reef	Reefs	Roof	Roofs
Shot	Shots	Cargo	Cargoes
Echo	Echoes	Hero	Heroes
Cannon	Cannon		
Wife	Wives	Cod	Cod
Potato	Potatoes	Deer	Deer
Banjo	Banjos	Dozen	Dozen
Day	Days	Grouse	Grouse
Halo	Halos	Salmon	Salmon

Piano	Pianos	Sheep	Sheep
Solo	Solos	Swine	Swine
Valley	Valleys	Trout	Trout

Singular	**Plural**	**Singular**	**Plural**
Brother-in-law	Brothers-in-law	Bye-law	Bye-laws
By-way	By-ways	Coat-of-mail	Coats-of-mail
Cupful	Cupfuls	Mouse-trap	Mouse-traps
Hanger-on	Hangers-on	Passer-by	Passers-by
Maid-of-honour	Maids-of-honour	Son-in-law	Sons-in-law
Man-of-war	Men-of-war	spoonful	Spoonfuls

The following words have no singular:
Bellows, billiards, gallows, measles, pincers, pliers, scissors, shears, spectacles, thanks, tidings, tongs, trousers, tweezers, victuals.

EXERCICES

1. State the plural of:
Loaf, man –of-war, piano, sheep, foot, echo, penny, life, deer, ox.

2. Give the singular of:
Ladies, thieves, geese, clothes, trout, passers-by, mice, knives, teeth, boxes.

3. Fill in the bank spaces – the singular or plural form – as required:

Army	…….	Son-in-law	…….
…….	Roofs	cargo	…….
…….	Women	…….	Children
Cupful	…….	…….	Flies
Swine	…….	Halo	…….
Dwarf	…….	…….	Potatoes

4. Give the plural of:
Police-constable, daughter-in-law, step-child, looker-on, Washer-woman, housewife, fireman.

5. Give the singular of:
Glasses, hoofs, heroes, feet, pence, fish, shelves, cities, men, leaves.

6. Change all Singulars into Plurals

(1) I heard the echo in the cave.
(2)The lady spoke to the child.
(3)The boy went for a loaf.
(4)The man fed the calf.
(5)The mouse ran into a hole.
(6)The knife was lying on the table.
(7)The fisherman caught a trout.
(8)The dwarf gave him a stick.
(9)The ship struck the reef.
(10) My foot troubled me.
(11)It was a man's boot.
(12)The burglar tried to rob my shop.
(13) The prisoner says that he is innocent.
(14) The girl's hat was on the peg.
(15) His tooth hurt him badly.
(16) The farmer ploughs his field.
(17) The horse is eating a raw carrot.
(18) The child cried because he was tired.
(19) This is the house in which I stay.

7. Change all Singulars into Plurals and verbs into the Past Tense.

(1)The rabbit runs from the dog.
(2)The girl wears a blue dress.
(3)The sailor swims to his ship.
(4)The woman catches the goose.
(5)The man shoots the deer
(6)The ox eats the potato.
(7)The lady prefers the rose.
(8)The sheep runs in the valley.
(9)Her foot is badly cut.
(11)the child runs to the table
(12)He is a man of means.
(13)I keep the bird in a cage.
(14) He writes my name.
(15)She tells me so
(16) He has a sharp knife.
(17) She takes his pencil.
(18) the old woman sits on that seat.
(19) the man walks slowly to his job.

II-GROUP TERMS OR COLLECTIONS

ANIMATE

an army of soldiers
a band of musicians
a bench of bishops
a bench of magistrates
a bevy of ladies
a board of directors
a brood of chickens
a building of rocks
a choir of singers
a class of scholars
a company of actors
a covey of grouse
a litter of cubs
a litter of pups
a nest of rabbits
a pack of rascals
a pack of wolves
a plague of insects
a plague of locusts
a pride of lions
a school of whales
a shoal of herring
a staff of servants
a staff of teachers

a crew of sailors
a drove of cattle
a flock of birds
a flock of sheep
a gaggle of geese
a gang of labourers
a gang of thieves
a herd of buffaloes
a herd of cattle
a host of angels
a stud of horses
a swarm of bees
a swarm of insects
a team of horses
a team of oxen
a team of players
a tribe of natives
a troop of monkeys
a troupe of dancers
a troupe of minstrels

INANIMATE

a bale of cotton, wool
a batch of bread
a bouquet of flowers
a bunch of grapes
a bundle of rags
a chest of drawers
a climb trees
a cluster of diamonds, stars
a clutch of eggs
a collection of pictures
a crate of fruits
a fleet of motor cars, ships
a flight of aeroplanes, steps
a forest of trees
a hail of fire
a hedge of bushes
a library of books
a pack of cards
a rope of pearls
a set of china, clubs, tools
a sheaf of corn
a stack of hay
a string of beads
a suit of clothes
a suite of furniture, rooms
a tuft of grass

People

at a concert
In church
In the street
In a riot
In a rowdy scene
an audience
a throng
a crowd
a mob
a rabble

Less common examples

A baren of mules
a bevy of quails
a cast of hawks
a cete of badgers
a clowder of cats
a coffle of slaves
a rag of colts
a siege of herons
a skulk of foxes
a sloth of bears
a smuck of jellyfish
a stand of plovers

a covert of coots
a down of hares
a fall of woodcocks
a field of runners
a flight of doves
a flight of swallows
a gang of elks
a gathering of clans
a herd of antelopes
a herd of cranes
a host of sparrows
a kindle of kittens
a labour of moles
a leap of leopards
a muster of peacocks
a nest of mice
a nide of pheasants
a pace of asses
a paddling of ducks
A posse of sheriff's men
a string of horses
a tribe of goats
a watch of nightingales
a wisp of snipe
a skein of wool
a budget of papers
a cast of flower-pots
a crate of crockery
a fusillade of shots
a galaxy of stars
a group of islands
a bunch of bananas
a nest of machine-guns
a peal of bells
a punnet of strawberries
a sheaf of arrows
a shock of wheat
a skein of silk
A truss of hay

Exercises

1- A number of sheep together is called a flock. What name is given to a number of:

Singers, ships, wolves, trees, savages, bees, whales, thieves, players, pups?

2- Of what are these collections?

Menagerie, mob, regiment, bundle, heap.

3- Supply the missing word:

a……..of motor cars
a……..of servants
a……..of angels
a……..of grapes
a……..of monkeys
a….of herring
a…of cattle
a…of directors
a…of chickens
a…of books

4. Insert the most suitable word in each of the following:

a litter of ….
a band of ….
a building ….
a cluster of …..
a stack of …….
a party of …….

a plague of … a crew of …….
a bouquet of ….. an army of ……

5. **Give one word for a number of people:**
it a concert, in a riot, in church; in a rowdy scene, in a rowdy scene;
in street; at a football match, at a football match.

6. The following words represent a definite number:
single, couple, brace, pair, dozen, score, gross.
Place the words in the phrases best suited to their use
a……eggs a……of boots
a……of pencils a……ticket
a……of sheep a……of grouse
a……. of chairs

7. At my uncle's farm I saw:
a…….of sheep a……of cattle
a……of pups a…….of chickens
a……of bees a……of geese

8. Insert the most suitable words in the following sentences:
(1) He was greeted at the station by a ……. of friends.
(2) A ……. of thieves had broken into premises.
(3) The old shepherd carefully counted his ……. of sheep.
(4) An ……. of ants moved slowly across our path.
(5) The fishermen saw signs of the presence of a ……. of herring.

(6) At the evening service, the minister preached to a large …….
(7) The attackers were met by a ……. of fire.
(8) His whole ……. of cattle had been affected by the drought.
(9) The travellers were hotly pursued by a ……. of wolves.
(10) He attended a meeting of the ……. of directors.

9. **The following definitions represent numeral words; for example, an aeroplane with one set of wings is called a monoplane. How many can you recognize and properly name?**
(1) One person singing
(2) A single eye-glass
(3) A fabled animal with one horn
(4) A two-wheeled cycle

(5) A two-footed animal
(6) An aeroplane with two sets of wings.
(7) Two persons singing together.
(8) Two babies born at the same time.
(9) A combat between two people.
(10) A three-legged stand or support.
(11) Three persons singing together
(12) An aeroplane with three sets of wings
(13) A three-wheeled cycle.
(14) A four-footed animal.
(15) Four persons singing together.
(16) A period of ten years.
(17) A period of a hundred years.
(18) A person aged one hundred years.
(19) A Roman commander of one hundred men.
(20) Creatures said to have one hundred feet.

TENSES AND ASPECTS

I- TENSE

In Modern English, we distinguish only two tenses: PRESENT + PAST. Future is not a tense but a verb form because we cannot have any inflected form of the verbs to express it.
e.g. to eat
I ate (past tense)
I eat (present tense)
I will eat (future).
The unrestricted simple present

1- The Present Tense

The present tense is used to express action and events connected to the present time. It has a variety of forms.

1-1 The Unrestricted Simple Present

In the most common use of the simple present no limitation is placed on the extension of a particular state of affairs (or event) through the present time into the past and future time: the Unrestrictive use. When we say that the reference is to present time, we mean therefore a period of time without a definite beginning or end including the present moment.
The unrestricted simple present thus often carries the implication (a) that the utterance is of general application or (b) that it holds good for all time, therefore suitable for the expression of "eternal truths" such as scientific and mathematical statements and proverbs.
e.g. Doctors swear the Hippocratic oath.
Water boils at 100°.
Two squared is four.

1-2 The Iterative Simple Present

The simple present is also commonly used to indicate that something is habitual. This use is typically associated with event verbs: the ***Iterative use.***
Iterative meaning, i.e. the implication that an event or phenomenon is habitual or recurrent, is sometimes reinforced by a plural noun phrase functioning as do; in other cases, an adverbial denoting frequency may help to bring out the notion of repetition/ frequency.

e.g. It rains a lot in Koumakonda.
Paul writes detective stories.
I usually order my books from Bon Pasteur.

1-3 The Simultaneous Simple Present

A less common use of the simple present, typically associated with event verbs, is the one implying that the happening in question takes place simultaneously with the moment of speaking or - occasionally - of writing: the ***Simultaneous use.***

The simultaneous simple present use is often limited to speech situations such as formal declarations of the type I hereby … as in (a), or to radio and TV commentaries of sports such as football, basket, tennis, etc. as in (b).

e.g.

a. – I declare this meeting closed.

– We hereby announce the forthcoming wedding of Yao and Yawa.

–I appoint you P.M. of Togo. (i.e. President's decree)

- I declare you husband and wife.

b. Adebayor heads the ball to Alexis Romao; Romao passes to Atakora Lalawele;

and Atakora scores the goal!!!

1-4 The Historic Simple Present

The simple present tense is sometimes used to refer to past events or states: the historic use. In this use, a past event or state is described as if it were falling with the time span of the present moment. The historic present may be found:

a. In popular style of story telling

e.g. "… and I was just dozing off in front of the TV when my son rushes in shouting that the house is on fire."

b. With communication verbs such as hear, learn, tell, write to express the present effect of information received in the past.

e.g. I hear/ learn you've got a new job.

c. In newspaper headlines describing recent events.

e.g. Faure visits Lisbon.

d. In photographic captions

e.g. Pope Francis gives his first blessing.

1-5 The Future Simple Present

The simple present is also used to express future events or states: ***the Future simple present***. It is used to refer to future events –less commonly, states – which

are conceived as "certain", either because they are determined in advance by calendar or timetable, or because they are part of a plan or an arrangement thought of as unalterable
e.g. Next X'mas falls on Friday.
Mr. Narto leaves at seven tomorrow.

2-1 The Simple Past Tense
The basic use of the simple past tense is to imply a definite point of period in the past excluding the present moment.

2-2 The Hypothetical Past Tense
It refers to a non-fact, and is typically found in adverbial clauses of rejected condition i.e. those denoting a condition which is not (likely to be) fulfilled.
The verb phrase in the subordinate clause typically consists of ***would/ should+ infinitive*** (but other auxiliaries such as ***could*** or ***might*** are also possible). The verb phrase in the sub-clause may also be complex; it consists of past tense forms ***could, might or would*** (denoting volition) ***+ infinitive.***

Sub-clause	**Subordinate clause**
e.g. If you really studied your lesson,	you wouldn't fail your exam.
If I could afford it,	I should certainly buy a plane.
If Mary would take your advice,	there would be no further trouble.

2-3 The Attitudinal Past Tense
Whereas the hypothetical past is found in the subordinate clauses, the attitudinal use of the simple past occurs in independent clauses expressing a question, request or suggestion. Its effect is to make the question/request/ suggestion less direct, implying a polite attitude on the part of the speaker.
e.g. Did you want me?
Yes, I hoped you would give me a hand with this little job.
We wondered if you would look after the baby for an hour.
N.B. The use of the past progressive would strike a further overtone of politeness.
e.g. We were wondering if you would look after the baby for an hour.

II- ASPECT

Aspect as a grammatical term has to do with the absolute location of an event or state in time, but with relative temporal distribution; for example, drawing attention to duration up to the present or present result of a past event (perfect aspect), or temporariness progressive aspect).

1- The Perfect Aspect

The perfect aspect is basically used to denote a relation between the past and the present time either in that a period lasting up to the present moment is involved, or that a past event has results persisting at the present time.

2- The Continuative Present Perfect

The continuative use of the present perfect, associates with state verbs, denotes that a state extends over a period lasting up to the present moment, possibly extending into the future as well.

An accompanying adverbial expressing duration is normally required, since the absence of such an adverbial usually makes for a different interpretation of perfect aspect i.e. referring not to a state.

e.g. My father has lived in Sokode since his childhood.

That house has been empty for ages.

Have you known each other long?

3- The Iterative Present Perfect

The iterative use of the present denotes habit or repetition in a period lasting up to the present moment. Apart from the fact that the iterative use is associated with event verbs, it resembles the continuative use. The notion of habit/ repletion is often reinforced by an adverbial expressing frequency.

e.g. Chris has attended all my classes this semester.

I have always walked to my uncle's house.

My motor-bike has not let me down very often since I bought it.

MODAL AUXILLIARIES

Modal auxiliaries are also known as helping verbs. They help other verbs in formation of sentences.
The following are Modal Auxiliaries:

a- can and could
b- may and might
c- shall and should
d- will and would
e- must and ought to
f- dare
g- need

1. CAN and COULD

1-1 Can and could are used to express ability, capacity, or capability.
"Can" is used in the Present Tense, while "Could" is
used in the Past Tense

e.g. Lambo can run fast if he likes.
Akua could run faster if she were not tired.
I can answer this question extempore.
Korkor could do well in the examination if she worked hard.

1-2 Can and could are also used to make
requests or ask favours.
e.g. Can I use your pen to write a letter to my mother?
Could I use your telephone to ring my neighbour?
Can you help this poor man with some money and food?
Could you please check up your accounts?

NOTE: Could is more polite than can.

2. MAY and MIGHT

- **Might is used in the past tense in place of may.**

e.g. He asked me if he might go there.
She asked me if she might come at eight p.m.

- **May and might are used to express permission.**

May I go out, sir?
Might I come in, sir?

Note: Might is more polite than may, but its usage in this sense is less common.

- May is also used to express wish, prayer, or curse.

e.g.
May God help you! (prayer)
May you succeed in your new venture! (prayer)
May I have a look at your album of postage stamps!(wish)
May he die! (curse)

3. SHALL and SHOULD

- ***Should*** is used in the past tense in place of ***shall***.
  e.g. He told me that he should do his duty.
- ***Shall*** is used with the first person singular and plural in the Future Tense.

e.g. I shall go there to participate in the Spot Painting Contest.
We shall go to town to buy some necessary stationery items.

- **Shall is also used as a threat.**

e.g. You shall have to apologize.
The miscreant shall be punished.

- **Should is used to express duty or obligation.**

e.g. You should do your duty. (duty)
You should keep you promise. (obligation)
You should obey your parents. (duty)

- **Shall is also used to prohibit somebody from something.**

e. g.: You shall not tell lies.
You shall not pluck the flowers.

4. WILL and WOULD

- **Would is used in the Past Tense in place of will.**

e.g. She told us that she would not tell a lie.

- **Will is used with second person and third person singular and plural in the Future Tense.**

e.g. You will return the library books within a fortnight.
He will dance in the party if he is asked to do so.
They will go to a picnic next Sunday if their plan materialises.

- **Would is used to express a strong wish.**

e.g. Would that I were a billionaire !
Would that I were a king!
Would that he had lived to confess his sins.

5. MUST and OUGHT TO

- **Must and ought are used to express duty, obligation, determination, expectation and probability**.

e.g. You ought to love your country. (obligation)
You must obey your elders. (duty)
Abo ought to come soon. (expectation)
Yao ought to come first in her class.
(probability)
We must win this match. (determination)

Note: After "ought" we must write ' to'.

6. DARE

- **Dare is used to express courageousness.**

e.g. How dare you touch me?
How dare you tell me a cock and bull story?

Note: When "dare" is used as an auxiliary, never use "to" with it. But when it is used to challenge somebody, "to" is used after it. In such a case, "dare" is used as a finite verb.

e.g. Adamu dared me to kill the snake.
Kwabena dared me to slap him on the face.

7. NEED

- **Need is used to express some necessity or obligation, generally in an Interrogative Sentence in the Present Tense.**

e.g.: Need I speak more words after what I
have already said in plainly candid terms?
Need I give you more assurance after what I
have already promised?

Exercise 1

Fill in the blank with can, cannot, could or could not, whichever is most suitable:

1. _____ I talk to you?
2. I _____ do it in a much better way than you can imagine.
3. You _____do it better if you had been more careful.
4. You _____ go now as we have nothing more to ask you.
5. Armah_____ climb up the tree although he tried his best.
6. Ama_____ beat me in studies no matter how hard she tries.

Exercise 2:

Fill in the blanks with must, ought to' or should':

1. He _____ speak the truth in the court.
2. You _____be more cautious
3. We _____help the poor.
4. You _____do your duty properly or you will be sacked.
5. She _____ be punctual in going to school.
6. They _____obey the laws of the country.

Exercise 3:

Use Modals in blanks:

1. We _____love our country.
2. I_____serve my country at any cost.
3. I _____never ignore the sacrifices made by my forefathers for the country.
4. My country _____face any challenge.
5. I _____rather die for my country than lead the life of a traitor.
6. Nobody _____ give me any lecture on patriotism.
7. _____any other country attack our country?
8. We _____ all live and die for our country.
9. In the past our country _____not make much progress because of foreign rule.
10. Now, no country _____stop my country from progressing.
11. Previously, my country _____bow to colonial powers, but now she _____ have her will.
12. But she _____ first tackle her domestic problems.

ACTIVE AND PASSIVE VOICE

A ***verb*** is said to be in the Active Voice if its subject is ***doing an action***. It is said to be in the Passive Voice if its subject ***is being acted upon***.

e.g. Araba is taking tea. (Active Voice)
Tea is being taken by Araba. (Passive Voice)
I do not know him. (Active Voice)
He is not known to me. (Passive Voice)
He did his work well. (Active Voice)
His work was done well by him. (Passive Voice)
We shall serve our country. (Active Voice)
Our country will be served by us. (Passive Voice)

NOTE: As we see in the sentences given above, in the Passive Voice, the subject and the object exchange their positions. In other words, the object takes up the function of the subject and the subject that of the object.

In some cases, the object may be omitted in the Passive Voice.
e.g.
The police have caught the thief. (Active Voice)
The Thief has been caught. (Passive Voice)
The managers are making arrangements for the post. (Active Voice)
Arrangements for the post are being made. (Passive Voice)

Certain sentences cannot be changed into ***Passive Voice***, as they contain ***Intransitive Verbs.***

e.g. The baby sleeps in the cradle.
All the children cried out loudly on seeing the burglar.
I shall soon go to market as I am in urgent need of getting a group photograph framed.
The milk has turned sour because it was not put in the refrigerator.

CHART OF TENSES IN THE ACTIVE AND PASSIVE VOICES:

(Illustration with the verb "to take")

Tense	**Active Voice**	**Passive Voice**
Simple Present	take/takes	Is/are taken
Present Continuous		Is/are being taken
Present Perfect	Has/have taken	Has/have been taken
Simple Past	took	Was/were taken
Past Continuous	was/were taking	Was/were being taken
Past Perfect	Had taken	Had been taken
Simple Future	Shall/will take	Shall be taken
Future Perfect	Shall/will have taken	Shall/will have been taken

DETAILED EXAMPLES

1- Present Tense.

e.g.

Simple Present Tense

He examined his patient daily. (Active)

His patient is examined daily by him. (Passive)

Present Continuous Tense

He is examining his patient now. (Active)

His patient is being examined by him now. (Passive)

Present Perfect Tense

He has just examined his patient. (Active)

His patient has just been examined by him. (Passive)

2- Past Tense

eg:

Simple Past Tense

He took his transcript yesterday. (Active)

His transcript was taken yesterday by him. (Passive)

Past Continuous

He was taking his transcript when I went to see him. (Active)
His transcript was being taken by him when I went to see him. (passive)

Past Perfect Tense

He had already taken his transcript when I went to see him. (Active)
His transcript had already been taken by him when I went to see him. (passive)

3. Future Tense

Eg:

Simple Future Tense

He will take his transcript tomorrow in the morning. (Active)
His transcript will be taken tomorrow in the morning by him. (Passive)

Future Perfect Tense

He will have taken his transcript by the time you go to him. (Active)
His transcript will have been taken by him by the time you go to him. (Passive)

Exercise 1:

Change the following into Passive Voice:

1. Active: She does not make noise in the class.
   Passive:……
2. Active: He sings a soul-stirring song.
   Passive:……..
3. Active: Mr Amaou has done a good job in rehabilitating the drug addicts.
   Passive:……
4. Active: Kwesi looks at the blue sky with a twinkle in his eyes.
   Passive: ……
5. Active: Master Abu flies a kite on the roof of his house.
   Passive: ……..
6. Active: My mother has baked a delicious cake for me.
   Passive: ……..
7. Active: Musa is playing football in the school play-ground.
   Passive: ……
8. Active: Kweku is drawing the picture of a roaring lion.
   Passive: ……
9. Active: My hen lays an egg daily.
   Passive: ……
10. Active: We are enjoying the circus show.

Passive:……..

11. Active: The prefect rings the bell at the end of each period.
    Passive: ……
12. Active: The gardener waters the plants daily.
    Passive: ……
    Active: Ekow plucks flowers from the flower-bed in the absence of the gardener.
    Passive: ……
13. Active: Ebo is laughing at the poor beggar who is barefooted.
    Passive: ……..
14. Active: Aba is rocking the cradle in which the baby is having a sound sleep.
    Passive: ……..

Exercise 2:

Change the following sentences into Passive Voice:

1. The lion pounced upon the deer in the thick forest.

.....

2. Dela knocked at the door just a minute ago.

……..

3. Atto cut up the fruit with a kitchen knife.

……

4. The hunter caught a rabbit in his trap.

……

5. He had thrown a stone at me without any provocation.

……..

6. They killed the mad dog in the stadium.

……..

7. Bawa ate chocolate at the parlour last evening.

……

8. Eko wrote an interesting adventure story about a pirate and his two cutthroat accomplices.

……..

9. Korkor had jumped over the low boundary wall of the fruit orchard.

……..

10. Kojo made a great fuss over a trifling matter.

……

11. Afua was making a paper boat.

……..

12. Ama was doing her work.

……

13. Having lost the key, Adamu broke the lock to open the door.
……
14. They were reading historical books pertaining to ancient and medieval periods.
……..
15. We honoured the chairman as a mark of consummation of the colourful Variety Programme.
……

Exercise 3:
Change the following into Passive Voice:
1. I shall not ask his help no matter the circumstances.
……
2. He will not obey his brother because of his impudent behaviour.
……
3. You will have lost the match much before you hope to win it.
……
4. They will not have opened the door before it is day-break.
……
5. We shall wait for you till late in the evening.
……
6. Edem will have a good meal at the restaurant.
……
7. Mice will have eaten everything worth eating in the deserted house.
……
8. Amina will not tell a lie irrespective of any temptation.
……
9. The cobbler will have mended the shoes.
……
10. Obedient students will love their teachers from the bottom of their hearts.
……
11. Someone will have stolen his book.
……
12. Fatima will sweep the floor before it is noon.
……
13. The teacher will advise the students to work hard.
……
14. The teacher will have punished the students who are naughty in the class.

QUESTION TAG

A- THE NEGATIVE AND THE INTERRONEGATIVE SENTENCES

I- THE NEGATIVE FORM

1.1 Negative of ordinary verbs

The negative form of ordinary verbs is built with the auxiliary **"DO"** and the adverb **"NOT".** **(DO + NOT)**

The use of **"DO"** varies according to the number of the subject or pronoun and the tense of the verb. The reason why we often use **"DO, DOES or DID"** is the formation of the negative. **(DO / DOES / DID + NOT)**

e.g:

* (affir.) Tedi has an exam to take.
(neg.) Tedi ***does*** not have an exam to take.

* (affir.) They go to the cinema.
(neg.) They ***do*** not go to the cinema.

*(affir.) The spectators enjoyed the victory of their team.
(neg.) The spectators ***did*** not enjoy the victory of their team.

1.2 The Negative of Auxiliary Verbs

The negative form of auxiliary verbs is formed by adding "NOT" to the auxiliary verb used in the sentence.

eg: (Affir.): She will go home.
(neg.): She will not go home.

(Affir.): You may talk to the teacher. (Neg): You may not talk to the teacher.

(Affir.): This man can drive a truck. (Neg): This man cannot drive a truck.

(Affir.): We are travelling to the country. (Neg): We are not travelling to the country.

(Affir.): We have seen the book. (Neg.): We have not seen the book.

2- THE INTERRO-NEGATIVE FORMS

The interro-negative form is built with an inversion of the subject and a question mark at the end of the sentence.

eg: (Affir.): We have sent the mail. (Interro-Neg.): Have we not sent the mail?

(Affir.): She bought a BMW last week-end. (Interro-Neg.): Did she not buy a BMW last week-end?

(Affir.): You will do your assignment before going to bed.
(Interro-Neg.): Will you not do your assignment before going to bed?

II – THE QUESTION TAG

A question is a short interrogative or interro-negative phrase that we use after a statement, especially when we expect approbation (an agreement on what we have just said). Generally, it is built with an auxiliary, a personal pronoun and a question mark. It is often marked with contraction because question tags are used in oral expression.

The question tag of affirmative sentences takes an interro-negative form while the tag of a negative sentence is interrogative.

AFFIRMATIVE: AUXILIARY (in the interro-negative) + PERSONAL PRONOUN

Ali sells fruits on the market place, doesn't he?
We signed the contract last month, didn't we?
They should work hard, shouldn't they?

NEGATIVE: AUXILIARY (in the interrogative) + PERSONAL PRONOUN

Those men do not believe in God, do they?
The students have not seen the teacher coming, have they?
The boy will not go to school tomorrow, will he?

1- THE QUESTION TAG OF ORDINARY VERBS

This form of question tag is built using DO, DOES and DID.
e.g. We do not eat mangoes, do we?
She likes horror movies, doesn't she?
I spoke to the partners yesterday, didn't I?
We have spent much time waiting, haven't we?

2- THE QUESTION TAG OF AUXILIARY VERBS

In the case of auxiliary verbs the question tag is built using the auxiliary verbs which is used in the statement.
e.g. You are a good student, aren't you?
She couldn't walk when she woke up, could she?
He can cook fried egg, can't he?
Shoukrana has a nice purse, hasn't she?
As for Kodjo, he doesn't drink beer at all, does he?

3- SPECIAL CASES

1. I + TO BE

The tag for "I am" is "aren't I?"
e.g. I am a good student, aren't I?
I am the new king, aren't I?

2. THE IMPERATIVE SENTENCES (GIVING ORDERS)

The question tag for "imperative sentences" is built with WILL or SHALL. There is no interro-negative form for this case.
e.g. Come here, will you?
Shut up, will you?
Let's go, shall we?
Don't come here, will you?
Don't go out today, will you?

3. SENTENCES USING NEARLY, BARELY, SCARCELY, HARDLY

The words nearly, barely, scarcely and hardly often have a negative meaning. So, when they are used in a sentence, the tag is in the interrogative.
e.g. She nearly fainted, did she?
He scarcely comes to classes, does he?
Note: Hardly and scarcely can be used to mean almost never.

4. SENTENCES WITH NOBODY, SOMEBODY, ANYBODY, etc.

When the pronouns such as **nobody, somebody, someone, anybody,** and **everybody** are used in a statement, they are replaced with ***THEY*** in the tag.
e.g. Nobody likes football here, do they?
Everybody hates lies, don't they?

SINCE – FOR – AGO

I- SINCE

Since is used to show the starting point of an action that began some time in the past but continues in the present or at least continued in the past and was not yet completed at the time when a particular past event that is referred to occurred. Therefore, it is used with the present perfect or present perfect continuous and depending on the context, with the past perfect or past perfect continuous.

e.g.

1. The beautiful lady has been singing since 1997.
2. I haven't seen him since he brilliantly won the scholarship.
3. Tricky Amlima has been telling lies since childhood.
4. Togo has been independent since 1960.
5. When I met her she had already been living alone since the death of her two parents.
6. The day I got the A' Level, I had not felt so strong and proud since my Baptism day.
7. I can tell from their frown face that they have been waiting since 10 o'clock.
8. Since the end of the war, the Ivorians have never been so worried. Actually, it is understandable because Drogba is about to shoot a miss-and-lose penalty.

N.B. Be careful not to confuse the above 'since' with the conjunction 'since' meaning 'because' or 'as'.

e.g.

Since you are the owner of the bag, open it yourself.

I thought that, since he succeeded the exam, an impromptu party would do him some good.

II- FOR

For is used to indicate the duration of an action, i.e. how long the action takes place or in other words to indicate a period of time. The same rule as in the case of 'since' applies with regard to the tenses.

e.g.

1. I've lived in this house for eleven years.
2. The lazy student has slept in class for almost one hour.
3. Hello buddy! Listen: you urgently have to come NOW. We have been waiting for you for forty five minutes and the guest says he can't wait any longer.
4. They had lived in that country for fifteen years.

5. When the police arrested the criminal, he had been on the run for almost one year.

III- AGO

Ago is used to indicate the time that has elapsed from a particular action to the moment somebody is speaking. The particularity of 'ago' is that it is always used with the simple past tense. This is because the past action referred to is completed or ended.

e.g.

1. He met her a week ago.
2. My father came back from Wahala two days ago.
3. We caught the thief only twenty minutes ago.
4. My two children left for the far west six months ago. I wonder what happened to them.

Exercise 1

Complete the following sentences with 'since', 'for' or 'ago'.

1. She hasn't been in this office ……. last week.
2. They have owned this house ……. nearly six years.
3. The machine had been out of work …….. two years before they decided to fix it.
4. The last candidate defended his dissertation five days ……..
5. Mr. Blewusi has been marking the exam papers …….. one month.
6. We handed our group assignment in just two days ……..

THE REPORTED SPEECH

It is a grammatical structure which consists in telling or accounting for something another person said directly some time ago, recently or at a time far back in the past. In the reported speech (indirect speech) the speaker tells of an event or a statement someone talked about or put before. Because the statement he is making is not a repetition but a new statement, there is a series of changes based on the nature of the **reporting verbs**, **the sentences, the person, time,** and **place** that we need to consider when turning sentences from the direct to the indirect speech.

I- The Nature of the Sentences

Turning sentences from the direct speech to the indirect speech requires a clear identification of the type of sentences we have to work on. Students or language users must know if the sentence is a statement (a declarative sentence), a question (interrogative sentence) or an order (imperative sentence). This first step orients the various changes in reported sentences.

Example of sentences:

1- Declaratives

She has downloaded the literature course.
You can speak good English.
Students are very hardworking.

2- Interrogatives:

What is your name?
Can you drive a car?
Have they come on time?

3- Imperatives:

Come closer.
Stand up!
Come here!

II- Reporting Verbs

Reporting verbs are the verbs that you use in order to report a sentence. Every type of sentence has typical reporting verbs that language users or students have to use in order to report what has been said before.

1- Statements or Declarative Sentences:

For reported statements, we often use verbs such as: to say, to tell, to state, to affirm, to reply, to object, to explain, to claim, etc.

2- Questions or Interrogative Sentences:

Reported questions often impose the use of: to ask, to worry, to wonder, to want to know, to enquire, etc.

3- Orders or Imperative Sentences

In the case of reported orders verbs often used are: to recommend, to command, to request, to order, etc.

III- THE OCCURRENCE OF CHANGES

The changes often concern pronouns (personal, possessives, reflexives, and demonstratives), adverbs (of place and time) and tenses.

1- CHANGE OF PRONOUNS

a- Personal Pronouns

Direct speech		**Indirect speech**
I, you, he, she, it.	**Becomes**	He, she, it. (I, you.)
We, you, they.		They (we, you.)
Me, you, him, her, it		Him, her, it (me, you.)
Us, you, them		Them (us, you.)

b- Possessives

-Adjectives

Direct speech		**Indirect speech**
My, your, his, her, its	**Becomes**	His, hers, its, (my, your.)
Our, your, their		Their, (our, your)

- Pronouns

Direct speech		**Indirect speech**

Mine, yours, his, hers	**Becomes**	His, her (mine, yours).
Ours, yours, theirs		Theirs (ours, yours).

- **Reflexives**

Direct speech		**Indirect speech**
Myself, yourself Himself, herself, itself	**Becomes**	Himself, herself, itself (myself, yourself)
Ourselves, yourselves, themselves		Themselves, (ourselves, yourselves)

- **Demonstratives**

Direct speech		**Indirect speech**
This	**Becomes**	**That**
these		**those**

2- CHANGE OF ADVERBS

The change of adverbs concerns adverbs of time and place. And these changes describe the possible movements in space or the passing of time before the reported speech is built by the one reporting. The following changes occur with adverbs of time and place:

Here	→	there
now		then
ago		before
today		that day
tonight		that night
tomorrow		the following/next day

last (week, day, year)	→	the week before, etc.
yesterday		the day before
next (week, day, year)		the following week, etc.

3- CHANGE OF TENSES

The change of tenses relates to the time that has just gone between the moment the direct speech has been produced and the moment the one reporting has talked.

	DIRECT SPEECH	INDIRECT SPEECH
PRESENT	Simple present	Simple past
	Present perfect	Past perfect
	Present progressive	Past progressive
	Present perfect	prog. Past perfect prog
PAST	Simple past	Past Perfect
	Past perfect	Past perfect
	Past progressive	Past perfect prog.
	Past perfect prog	Past perfect prog.
FUTURE	Simple future	Conditional
	Future perfect	Conditional perfect
	Future perfect progressive	Cond perfect prog.
	Conditional	--------Conditional
	Imperative	Infinitive

Considering the various changes above, turn the following sentences adding a subject and reporting verb.

1- "I am sick and tired"
2- "You will work in collaboration with the supervisors."
3- "Come over here."
4- "We did the maximum two days ago."
5- "Mum has been admitted for an X-ray examination."
6- "She was planning a trip to the Kilimanjaro, when the inundation occurred."
7- "The boys had been summoned for a medical checkup."
8- "We shall buy a Prado for Ankou's birthday gift."
9- "The book was not found."
10- "They could expect better results."
11- "We should have made greater provisions."
12- "She had been protesting as an activist."
13- "The room was empty on our arrival."
14- "Bend your knees and sit down."
15- "I should have been careful to notice this."

IV- Reported Questions

The reporting of questions is done according to the type of questions asked namely the auxiliary question or Yes/No Questions and the "WH/how Questions.

1- Auxiliary/ Yes or No Questions

The reported speech of these questions requires the use of "IF" or "WHETHER".

e.g. "Will you come to the club meeting?"

He wanted to know if he would come to the meeting.

"May I talk to you, please?"

He asked me if he might talk to me.

Practice with the following questions:

"Can you drive a bulldozer?"

"Shall we be waiting for the contractors?"

"Could one see the waves from here?"

"Must we work hard now?"

"Is he your brother?"

2- "WH" and "How" Questions:

In the reported speech of these questions, the question words are used before the subject of the sentence.

e.g. "When is the party?"

She asked me when the party was.

"Who is this man?"

They wondered who that man was.

Practice with the following questions:

"Where are we heading now?"

"How did you achieve the qualities you have?"

"Whose is this car?"

"What is the time?"

"At which time are we meeting tonight?"

Note:

1- **There is no change in tense when:**

- **The sentence in the direct speech states a general truth**

e.g.

They said "The sun rises in the east and sets in the west."

They said that the sun rises in the east and sets in the west.
The biologist said “Only women bear pregnancies.”
The biologist said that only women bear pregnancies.

- **The reporting verb is not conjugated in the past.**

e.g. She says “I am happy”
She says that she is happy.
I have declared “We shall overcome this system.”
He has declared that they shall overcome that system.

2- Sentences in the reported speech do not bear the quotation marks.

3- The reported question does not take an interrogation mark at the end of the sentence.

V- SPECIAL CASES

Some sentences embody **two statements**, or **statements** and **question**s. The reporting of such sentences requires an identification of the reporting verb and then its use before the question or statement.

e.g.

“I will call her first and she will send a copy of the contract.”
He said he would call her first and she would send a copy of the contract.
“My name is Karou. What is your name?”
He said his name was Karou and asked me what my name was.
“Are you done? I am about to finish.”
He asked me if I was done and told me he was about to finish.

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