Preface

Advanced English Grammar is for intermediate to advanced students of English as a foreign language or second language. While focusing on grammar, it promotes the development of all language skills in a variety of ways. It is addressed primarily to learners of English as a Foreign Language to be used as a classroom teaching text, but it is intended for self study too.

It is meant to develop the learner's vocabulary by using words in context.

There are communicative opportunities for the teacher to exploit.

Many of the exercises are open to pair work or group work while still providing ample controlled –responses exercises. It also includes writing in the form of homework.

The book, being an advanced grammar book, does not cover areas of grammar that are normally taught at elementary or pre-intermediate levels.

Organization of the Book:

There are only 6 units, each one focusing on a particular area of grammar.

The units have the same format. The grammar point is presented and explained in detail with corresponding exercises immediately following the explanation.

There are key pages for students to check their answers to all exercises.

Finally, Advanced English Grammar is part of series of three books: Basic English Grammar is directed towards lower level students, and Intermediate English Grammar is designed for mid-level students. Each unit is a self contained unit in the given order or rearranges the order of presentation to suit his / her needs and purposes. Obviously, there are many

effective ways of teaching language, but since certain structures simply lend themselves to one approach rather than another, the exercises have been designed in a way that favours an elective approach.

The exercises contexts reflect realistic, typical language use and are relevant to the students' life experience and daily life. In this way students can develop their vocabulary and talk about themselves and their activities.

Unit One

Nouns

A) Count and non count Nouns

Nouns can be countable or uncountable. Countable nouns are things that we count and make them plural. Two boys, three dogs, five cameras, six children, two bright eyes.

Uncountable nouns are things that we cannot count or make plural. Music, furniture, iron, love, honour, money.

B) Many nouns can be used as countable or uncountable usually there is a difference in meaning:

Give me a paper = (a newspaper – countable)

Give me some paper = (material to write on – uncountable)

There is a hair in your eye = (one single hair – countable)

Sara has beautiful black hair = (The hair on her head)

C) The list below gives samples of nouns that are commonly used as non countable nouns:

1. Fields of study: psychology, history, mathematics, literature, chemistry, engineering, geography…etc.
2. Activities: walking, travelling, swimming, driving, studying, playing and other verbal nouns (gerunds).
3. Languages: Arabic, Chinese, English, French, Swahili…..
4. Games and recreation: football, soccer, tennis, chess, bridge, basketball, etc.
5. Fluids: blood, oil, soup, milk, water, coffee, tea, petrol, etc.

6. Solids: wool, wood, ice, bread, butter, cheese, meat, gold, iron, silver, glass, paper, cotton, silk, etc…
7. Gases: air, steam, oxygen, smoke, nitrogen, smog, pollution, hydrogen, etc.
8. A whole group made up of similar items: food, fruit, furniture, garbage, baggage, equipment, jewelry, hardware, mail, make-up, traffic, scenery, postage, money, cash, change, etc.

D) We cannot use a / an before uncountable nouns and we cannot make them plural.

1. Have you found good accommodation?
2. She went to buy some bread.
3. All my furniture is old now.
4. He gave me some good advice.

E) Remember that "news" is not plural.

The news he received is very good.

F) A countable noun (i) may be preceded by a / an in the singular.

(ii) takes a final- s / - es in the plural.

An uncountable noun (i) is not immediately preceded by a / an.

(ii) has no plural form, so does not take a final –s / - es.

Compound Nouns

A) When a noun is used as a modifier, it is in the singular form:

(1) bookshelf (2) vegetable soup. (3) An address book

(4) Office building (5) flower garden (6) baby food (7) potato peeler.

B) However, if the modifier noun has plural form only, it comes in that plural form: (1) a savings account (2) a customs officer (3) the arms trade (4) arts festival (music, drama, etc) (5) glasses cases = (spectacles).

In a compound noun, the second noun often gives the general idea of the thing to which the compound belongs, and the first noun indicates the type. The second noun is the head.

C) When we refer to an institution that deals with more than one kind of item or activity (industry, department, it is the modifier noun that comes in the plural: (1) the building materials industry (2) the publications department.

D) To make a compound noun plural, we make the head word. The second noun plural:

(1) Tea leaves (2) coalmines (3) flower gardens (4) fax machines (5) mosquito nets. Etc.

E) When a noun used as a modifier is combined with a number expression, the noun is singular, and a hyphen (-) is used:

(1) I have a five-year-old daughter.

(2) She has a two-year- course.

F) As adjectives never take a final –s, similarly nouns used as modifiers never take a final –s. An adjective is neither singular nor plural.

G) If a noun is not appropriate as a modifier, we, instead, use the possessive form (-‘s) or noun + preposition + noun:

(1) A girl's school (2) bird's nests (3) women's clinic (4) a baby's bedroom (5) cow's milk (6) duck's eggs (7) goat's cheese.

Parts of things other than humans or animals, we prefer noun + preposition:

- A woman's face - a baby's arm - a cup of tea
- Chief of staff - rule of thumb - bird of prey
- Sister - in – law, father – in – law.
- Day – to – day - state- of – the – art.

Exercise (1-1)

1. Write the plural form of the following nouns:

	singular	**plural**		**singular**	**plural**		**singular**	**plural**
1	Child	Children	9	Industry		17	Analysis	
2	Mouse	Mice	10	Woman		18	Hypothesis	
3	Zero		11	Goose		19	Curriculum	
4	Leaf		12	Series		20	Stimulus	
5	Self		13	Echo		21	Offspring	
6	Monkey		14	Sheep		22	Bacterium	
7	Photo		15	Fox		23	Radius	
8	Belief		16	calf		24	Criterion	
						25	medium	

Exercise (1-2):

Look at the underlined nouns in the sentences. Write " C " above the countable noun, and " NC" above the non countable nouns.

C C C

Example: The carpenter made some desks, tables and chairs, In other words he

NC

made some furniture.

……

1. I wish you luck.
2. My wife hates to wear her jewelry. Today she is wearing two rings, six bracelets and a necklace.
3. Gold and silver are metals.
4. On our trip to Halfa, we saw beautiful fields, mountains, and lakes. In brief, we saw beautiful scenery.
5. In my country, football is the national pastime. To play it you need a football and an empty place. You don't need a bat or a net or any special dress.
6. To press your wrinkled shirt you need an iron.
7. Shall I put some sugar and coffee in your cup?
8. Although her hair is brown, I noticed a black hair on her jacket.
9. I have some coins in my pocket, this is to say, I have some change in my pocket.
10. The street is full of cars, trucks, and buses. It's full of traffic.

Exercise (1-3):

Complete the sentences with the given nouns, adding –s- or –es if necessary.

Example: The White Nile, the Blue Nile and Atabra are well known rivers

progress	information	homework	advice	thunder

1. I'm really satisfied with the …… I've made in learning French.
2. We all got scared when we heard……....during the storm.
3. Yesterday, I didn't feel good. Everyone in the family suggested doing something. At last I went to see the doctor because this…….came from three people.
4. Sorry, I can't go with you because I have a lot of ……. To do tonight.

5. Did you find all (this, these) ……in the encyclopedia?

Regular and Irregular Plural Nouns

The plural of most nouns is formed by adding –s, or – es for information about the pronunciation and spelling of words ending in –s , -es. See below:

Cat- cats, dog – dogs, box- boxes.

Final –es is added to nouns that end in sh, ch, s, z and x.

The plural of words that end in 'y' preceded by a consonant is spelt "ies", (baby - babies, sky- skies, cry- cries).

The nouns here have <u>irregular</u> plural forms that do not end in –s:

Man – men, mouse- mice, tooth- teeth, woman – women, ox- oxen.

Some nouns that end in o, add – es to form the plural echo- echoes, hero- heroes, potato- potatoes, tomato – tomatoes.

Some nouns that end in o, and add only – s to form the plural auto – autos, photo- photos, ghetto – ghettos, kilo- kilos, memo- memos, piano- pianos, radio- radios, solo-solos, soprano- sopranos, studio- studios, tattoo- tattoos, video- videos, zoo – zoos.

Some of these nouns that end in o add either s or es, (with – es being the more usual plural form:

mosquito	Memento	tornado	Volcano
mosquitos	Mementos	tornados	Volcanos
mosquitoes	Mementoes	tornadoes	volcanoes

All nouns that end in f or fe are changed to – ves except those in H.

Calf- calves, half- halves, self- selves, shelf- shelves thief- thieves, wolf- wolves, scarf- scarves- scarfs

Belief-beliefs, chief-chiefs, cliff-cliffs, roof-roofs.

Some nouns have the same singular and plural form:

one	deer	fish	means	offspring	series	sheep	Species
	deer	fish	means	offspring	series	sheep	species

The nouns that are borrowed from other language have their foreign plural:

Criterion	Catus	Fungus	Nucleus
criteria	Cacti	Fungi	Nuclei
	cactuses		
Stimulus	Syllabus	Formula	Vertebra
Stimuli	Syllabi	formulae	Vertebrae
	syllabuses	formulas	
Appendix	Index	Analysis	Basis
Appendices	Indices	Analyses	Bases
Appendixes	indexes		
Crisis	Hypothesis	Oasis	Parenthesis
Crises	Hypotheses	Oases	Parentheses
Bacterium	Curriculum	Datum	Medium
Bacteria	Curricula	Data	media
Memorandum			
Memoranda			

Exercise (1-4):

Write the correct form of the nouns in parentheses:

Example:

I need some matches to light my pipe (match)

The dentist took off two front teeth (tooth)

1. He caught several ……. …. in the Blue Nile (fish).
2. Thunder and lightening are…… are of nature (Phenomenon)
3. In Khartoum zoo, there were some……., ……., …… and wild…….. (wolf, fox, deer, sheep).
4. Much water may turn the lower……..of the plant yellow. (leaf).
5. I couldn't climb the steep…….. surrounding the island (cliff).
6. My grandfather always loads his cart with…….. of fresh vegetables to sell in the market. He uses two……..to pull the cart. (box, ox).
7. Now, news arrive very quickly through the ……, that is, through radio, television, the internet, newspapers and magazines (medium).
8. I saw some black……..running across my bedroom. (mouse).
9. New scientific …….are made everyday. (discovery).
10. When we shouted in the cave, we could hear…….of our voice (echo).

Exercise (1-5):

Make the noun plural where necessary. Do not change any other word.

Example: Bacterium are the smallest living thing.

Bacteria are the smallest living thing.

1. Bacterium exist almost everywhere. They are in the air, water and soil as well as in the body of all living creature.

2. There are thousand of kind of bacterium. Most of them are harmless to human being, but some cause disease such as tuberculosis and pneumonia.

3. Virus cause many diseases, They infect human being with such illness as influenza, the common cold, measles, and AIDS (Acquired Immuno Deficiency Syndrome).

4. Virus are microscopic organism, but they live in the cell of other living thing. By themselves, they are lifeless particle that cannot reproduce, but inside a living cell they become alive and can multiply hundred of time.

5. The fifty pound he gave me was soon spent.

6. Politics is popular at all Sudanese Universities.

7. My politics are bordering on the conservatives.

8. Statistics was always my worst subject.

9. Three hours seems a long time to stay awake.

10. An inflation rate of two percent makes a big difference, therefore 50 percent of the citizens need social benefits.

Unit Two

Article Usage

A / an

A and **an** mean the same things (one) but they differ only in their usage.

We use **a** before countable nouns and noun phrases that begin with a consonant. If the noun begins with a vowel letter (a, e, i, o, u) but the initial sound is consonant, we also use **a**:

Generic Nouns

A generic noun represents a whole class of things; it is not a specific, real, concrete thing, but rather a symbol of a whole group. In (a) and (b) below I use the generic noun a banana & ∅ bananas to make generalization. I am talking about any banana, all bananas, bananas in general. In (c) I am talking about any and all fruit, fruit in general.

(a) A banana is yellow.

(b) ∅ Bananas are yellow.

(c) ∅ Fruit is cheap these days.

The ∅ means no article is needed with plural countable nouns as in (b), and with non countable nouns as in (c).

Using A or some with Indefinite Nouns

Indefinite nouns are not symbols but actual things. They are not specifically identified as in

(d) I bought a book. In **a** here I am not referring to a particular book, "This book," or that book or "Arabic book." What I am saying is that I bought one book. You, the listener or reader, do not know nor need to know which

specific book was bought, it was simply one book out of the billions of books that are in our world.

(e) I bought some books (f) I bought

some fruit. In (e) and (f) I use some. Some is often used with indefinite plural countable nouns and indefinite non countable nouns. Usually a / an is used with singular generic countable noun as: a box has six sides. Teachers must make a student work. In addition to some, I might use two, a few, several, a lot of etc…with plural countable nouns, or a little, a lot of etc…with non countable nouns. (see count and non count nouns P1)

The Definite Noun

Any noun is definite if both the speaker and the listener are thinking about the same specific thing.

The definite article **the** is usually used to define the noun. In the sentences below "g", "n", "I" **the** is used because the listener knows which specific book the speaker is talking about, i.e. that particular book which the listener gave to the speaker.

g) Thank you for the book (singular countable noun)

h) " " " " books (plural countable noun)

i) " " " " fruit (non countable noun)

The : is sometimes used with a singular generic countable nouns only, not with plural generic countable nouns, nor with generic non countable nouns "Generic The" is commonly used with:

(1) musical instruments (i) She learnt to play the piano.

(ii) Do you play the guitar?

(2) Inventions: (i) Who invented the telephone? The hoover? The computer?

(ii) The mobile saves a lot of time.

(iii) The computer saves a lot of time.

(3) Species of animals (i) The lion is the strongest animal.

(ii) The elephant is the largest land mammal.

"The" is used with all nouns. Singular, plural, countable or uncountable. The is not used with proper nouns like Ali or Ahmed or John.

Exercise (2-1):

Write a, an, or ∅:

1. …….. room with ……..view.
2. …….. Beavers build dams.
3. …….. bow and ……..arrow.
4. ……. bird in the hand is worth two in the bush.
5. ……. Curiosity killed the cat.
6. ……. Man is mortal.
7. Socrales is …….. man.
8. …… piece of ……. art.
9. It is …… matter of attending the lecture.

We use **The** when there is only one of something:

The earth, the sun, the moon, the countryside, the capital, the ground, the country, the world, the universe, and always with the superlative: The longest rive, the richest man, the most clever student, the most expensive shop.

We say he goes to sea, at sea, to go on a voyage, we say space when we refer to space in the universe.

But for a certain space i.e. place we say a space.

We also say, the cinema, the theatre, the radio, the television, the stadium, without necessarily referring to a particular cinema or theatre.

Again the is not used with the nouns of meals:

We had dinner at exactly 5.00.

What did you have for breakfast?

What time is lunch?

But, we use **a** with a meal if it is preceded by an adjective:

That was a nice lunch.

We had a big breakfast.

We use **the** with some adjectives that refer to nouns. The meaning is always plural. The rich, the poor, the old, the young, the sick, the blind, the disabled, the injured, the deaf, the dead, the unemployed.

These expressions are always plural we don't say " a blind" or an unemployed unless it is used as an adjectives followed by a noun "a blind man".

The is also used with some nationality adjectives, when we mean the "people of that country".

The French (meaning all the people of France), the British, the Spanish, the Irish, the Egyptian, the Sudanese, the Chinese and the Japanese. With these nationalities we have to use a plural noun ending in –s, the Italians, the Russians, the Arabs, the Turks, the Iraqis, the Americans.

Remember that we use **the** when to refer to something in particular not in general, we don't use **the** with names of peoples countries, cities, Islands, Lakes. We use **the** with names of countries that follow an adjectives: The Republic of South Africa, the German Federal Republic, the Soviet Union, the United States, the United Kingdom, the United Arab Emirates.

It is also used with plural nouns: the Netherlands, the Philippines,

The only exception for **the** with names of cities is "the Hague (in the Netherlands).

Island groups usually have plural names with **the**: the Bahamas, the British Isles, the Canaries.

Regions have the: The Far East, the Middle East, the Middle East, South of Sudan (but Southern Sudan).

Mountain ranges usually have plural names with **the**:

The Rocky mountains, mount ……, Jabal Mara, Snowdorian (in Wales), Ben Nevis (in Scotland), Jabal Tarig.

Lakes usually have names without the: lake superior names of Oceans, Seas, Rives canals have the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, the Red Sea, the English Canal, the Arabic Gulfs, the Nile, the Amazon, the Thames, the Rhine, the White Nile, the Blue Nile, the Suez Canal, the Panama Canal.

- Note that when reading a map you do not see **the** included in the name.

Exercise (2-2):

Write a, an or ∅:

1. He's ……hero.
2. take…….. u-turn.
3. he won……Olympic medal.
4. Wait for……..second.
5. …….. concert is a musical performance.
6. …….. cup is …… small container of liquids.
7. ……. Baseball is a sport.
8. ……. Knowledge is power.
9. ……. Iron is a metal.
10. ……. Fruit is good for all.

Exercise (2-3):

Write a or an in the space:

1. It's ……...unpaid bill.
2. It's…… UN decision.
3. She holds……MA in linguistics.
4. Aisha is …… colleague of my son.
5. He is …….. FBI agent.
6. We will receive ……. FIFA official.
7. He is going to attend…….. OPEC meeting.
8. This is a sound of …… helicopter in the air.
9. I waited for almost half……..hour.
10. I see my parents three times……. week.
11. You never see……police officer in the streets.
12. …….. adjective modifies a noun.
13. …….bridge is a structure that spans…….. river.
14. …….. Opera is a musical play.
15. …… tennis player has to practice long hours.

Exercise (2-4):

Add a / an or some to these sentences:

Examples: 1. The president made an announcement.

2. We saw a monkey in the cave.

3. We also saw some birds.

4. Amna lent me some money.

1. My brother had …….. accident.
2. She had ……. homework to do.
3. There is…….. hair in your coffee.
4. He bought …….. new furniture.
5. There are…… chairs and tables in the classroom.
6. My teacher gave me…… advice.
7. I threw away ……. books that had no cover.
8. A computer is no more than ……. machine.
9. ……. machines are powered by electricity.
10. She is carrying……umbrella.
11. I got……. mail yesterday.
12. There was…….. horrible earth quake in our island.
13. …… earth quake shook the whole island.
14. Dinner should be ready in ……hour.
15. If you wait…… minute you'll hear good news.

Exercise (2-5):

Put a / an or the or leave a space (…..)

Example: Alice was looking for a job. Did she get……..job she applied for? Answer: **the**

1. Could you switch off…….. TV, please?
2. She lives in ……small flat near……university.
3. Did……. police arrest……. Person who planted……..bomb.
4. Have you finished with……book I leant you last week?
5. Ali had to catch his train, so I took him to ……station.
6. As she was not feeling very well, she went to ……..doctor.
7. Have you got…….. car? No, I've never had ……..car in my life.
8. I didn't have any money, so I had to go to …… bank.
9. We often listen to…… radio.
10. What is ……. longest river in the world?.....Nile is.
11. …… earth goes round ……sun.
12. As …… seaman he spends most of his time at ……sea.
13. There are millions of stars in……space.
14. I couldn't park my car there because…….space wasn't big enough.
15. She is collecting money for …… poor and…… blind.

Exercise (2-6): Play the Game

This is a very famous and interesting game. It seems that its origins come from Arabic poetry when one begins by writing a line of poetry and

his / her competitor picks the last sound of the line and answers back in a line that begins with this last sound. The game goes on like this until one of the competitors gives up.

Now one student begins by saying:

"Tomorrow I'm going to (name any city) e.g. Dubai, I'm going to buy……..(for example a car), the second person reports this sentence and adds something that begins with the last letter in the word car:

"I'm going to buy a car and a radio".

The third person repeats the two sentences and adds a thing that begins with the letter "O ".

"I'm going to buy a car, a radio and some onion".

The game can continue until one student fails to add a sentence. What is important in this game is that each student must repeat all the sentences that were uttered by his / her previous colleagues. We also assume that the chosen city sells just about anything anyone would think of: The student who fails to add a word beginning with the last letter and decides to withdraw may raise both hands and says something about "money" e.g. "Sorry I don't have any money with me", or "I'm only left with some money for my return". If the list of things that can be bought is exhausted, then the students can use any transitive verb, e.g. "Saw……. e.g. some actors, a film, an ass. etc.".

Exercise (2-7):

Complete the sentences with a / an / the or ∅. Capitalize as appropriate:

Example:

……. beef is ……. kind of ……meat.

Answer:

- ∅ Beef is a kind of ∅ meat.
- The beef we had for dinner was excellent.

1. Salva was wearing…….straw hat yesterday.
2. I don't like wearing ……hats.
3. …….hat is ……. article of clothing.
4. ……black hat on my desk is not mine.
5. …… book I'm reading, tells about .. …life of Almahdi.
6. My son wants to be …….. engineer, but my daughter wants to be…….. doctor.
7. Merowe Dam was designed by ……... engineer named Kalas; Kalas is ……. name of ……engineer who designed ……Dam.
8. ……women wear…….. jewelry to be more attractive.
9. …….jewelry Sally is wearing today is very expensive.
10. Did you leave……. note for…….. owner of…….car you ran into.?
11. What did you write on …… note.?
12. I wrote my name and my address. I also write …….. apology
13. I took my children to ……. beach yesterday. They started diggings in ……sand. They found various kinds of ……animals. Ahmed found…….ant, and Aisha found…….red crab, ……..red crab Aisha found pinched her and she began to cry. But they had……time at ……..beach anyway.
14. The biggest bird in Sudan is ……. ostrich. It eats just about anything it can reach, including…… stones, …….glass and even…….rocks. It can kill…… person with one kick.

15. In ……..recent newspaper article, I read about……..Egyptian swimmer who crossed…….British Channel, at…….time when no one ever thought of doing that.

Possessive Nouns

……..s (apostrophe S) and …….of

Singular Noun	**Possessive Form**
The boy	The boy's
John	John's
My brother	My brother's
A lady	A lady's
Thomas	Thomas's / Thomas'
Plural Noun	**Possessive Form**
The boys	The boys'
Their wives	Their wives'
The ladies	The ladies'
The men	The men's
His children	His children's

To show possession add an apostrophe (') and (–s) to a singular noun. If the singular noun ends with-s you can put the apostrophe after the final (s) or add an apostrophe and (s) after the final (s) of that noun. e.g.

Thomas' or Thomas's.

We normally use ('s) when the noun is a person or animal.

1. The Dean's office, 2. Mr. Carter's car 3.The horse's tail.

With things (inanimate) we normorally use….. of ……

1. The door of the classroom (not the classromm's door).
2. The end of the story (not the story's end)

We usually use (’s) when the noun refers to a group of people or an organization.

1. The company’s manger
2. The government’s decision
3. The cabinet’s meeting
4. The UN’s building.

It is also possible to use (’s) with places.

1. The city’s new mayor
2. The world’s population
3. Sudan’s system of irrigation
4. Britain’s most beautiful city.

With time words we also use (’s):

1. Yesterday’s exams.
2. Last Friday’s news paper.
3. Tomorrow’s meeting.
4. Today’s harvest.
5. She has a week’s holiday.
6. Three week’s holiday.
7. Eight hours’ rest.
8. Ten minutes’ walk.
9. A three week holiday.

We can also use (’s) wit a following noun:

1. My English is better than Ahmed’s.
2. Ali’s house is much larger than Yousif’s.
3. He is a friends of Ali’s.

Exercise (2-8):

Complete the following with the possessive form of the nouns in parentheses:

Example:

Mr. Smith's children are really naughty.

1. boy	The ……..book.
2. boys	The ……..books.
3. children	The ……..toys.
4. child	The……toy
5. wives	His two…….names are the same.
6. wife	My …… name is Amna.
7. month	A…… salary.
8. today	……world.
9. woman	…… paper.
10. women	……. clothes.
11. boss	My…… office.
12. bosses	My…… meeting.
13. friend	My…… house.
14. friends	My…… invitation
15. Andreas	……last name is Bavlo.

Exercise (2-9):

In this exercise you have to join two nouns. Sometimes you have to use an apostrophe ('s) with or without (s). Sometimes you have to use ….of…... :

Example:

The door / the classroom.

Answer:

The door of the classroom.

1. The wedding party / my son and daughter.
2. The car / Ali.
3. Tom and the children / Tom and Sally.
4. The ground floor / the building.
5. The garden / my neighbours.

6. The new headmistress / the school.
7. The birthday / my wife.
8. The result / the football match.
9. The name / the girl I saw with you in the cinema.
10. The daughter / Charles.

Reflexive Pronouns

Singular	**Plural**
myself	ourselves
yourself	yourselves
herself, himself, itself	themselves
oneself	

A reflexive pronoun is used as the objective of a verb or preposition when the subject of the sentence and the object are the same person as in (1). It is also used for emphasis:

1. I saw myself in the mirror.
2. I myself sent the message.
3. Ali cut himself when he was shaving.

The emphasis reflexive pronoun immediately follows a noun or pronoun as in (2) or it may come at the end of the clause as in (4).

4. I sent the message myself.
5. I live all by myself.

The expression by + a reflexive pronoun means “alone”.

Exercise (2-10):

Complete the sentence with a verb form the list and an appropriate reflexive pronoun:

look after, burn, talk, lock, hurt, blame, cut, control, repair, congratulate.

1. Look out! The oven is very hot. Don't ……
2. Don't worry about her. She can……..
3. I couldn't get back into the room. I had……..
4. Hassan was lucky. He fell off his bicycle. He didn't …….
5. After the result of the exam, Ali began to ……
6. It's not your fault. You shouldn't ……..
7. Be carful, the razorblade is very sharp. Don't …….
8. Don't get angry……..
9. Nobody helped me. I …… my car ……..
10. When nobody said anything to him, Ali……shaking his fist.

Expressions of Quantity

An expression of quantity may precede a noun. Some expressions of quantity are used only with countable nouns as in 1 & 2. Some are used only with uncountable nouns, as in 3, and some are used with both countable and uncountable nouns as in 4. (Study the table below):

	Expressions of quantity	Used with countable nouns	Used with uncountable nouns
1.	one	one boy	not used
	each	each boy	"
	every	every boy	"
2.	two, three…etc.	four books	not used
	both	both books	"
	a couple of	a couple of books	"
	a few	a few books	"
	several	several books	"
	a number of	a number of books	"
	many	many books	
3.	a little	Not used	a little rice
	much	"	much rice
	a great deal of	"	a great deal of rice
4.	no	no chairs	no rice
	some / any	some / any chairs	some / any rice
	a lot of / lots of	a lot of/ lots of chairs	a lot of / lots of rice
	plenty of	Plenty of	plenty of rice
	most	most chairs	most rice
	all	all chairs	all rice

Exercise (2-11):

Make a cross below the expression that cannot be used with the noun. Some of these are already done for you:

Nouns	Expression of quantity								
	two	a couple of	no	a few	a little	several	some	many	much
letters					x				x
mail	x								
homework									
assignments									
cities									
money									
traffic				x					
rice									
luggage									
films									
people									
time								x	

Some vs Any

Some is used in positive sentences with both countable and uncountable plural nouns as in 1& 2 below:

1. I visited some friends last week.

2. Could you put some sugar in this cup?

Some is used before a number to mean" approximately" as in 3.

3. Some 60 percent of all students sat for the placement test.

Some is also used with singular nouns to mean that we don't exactly know who or what is involved. Here it is used in place of a / or an, as in 4.

4. I think some animal broke it.

5. The President was interrupted by some trouble maker during his annual speech.

Some is also used in questions when we offer or ask for things as in 6 and 7.

6. Would you like some tea?

7. Can I have some of these oranges?

Some is used with: thing, body, one as singular words as in 8, 9, and 10.

8. Someone took it.

9. Somebody has left this door open.

10. I have something to tell you.

Any is used in negative sentences as in 11, 12.

11. They don't have any children.

12. She hasn’t answered any question.

    Any is also used in questions as in 13.

13. Have you got any money in the bank?

    Any is also used to refer to non-specific, unspecified things as in 14.

14. It was impossible to see anything in the dark.

    Any is used when negative sentence include negative adverbs such as: never, hardly, rarely, barely, seldom, or negative verbs such as: deny, prevent, forbid, fail, refuse, prohibit, or negative adjectives such as impossible, unable, reluctant, unlikely or with the preposition without.

15. There is hardly any sugar felt.

16. She failed to spell any word.

17. It is impossible to see anything in the fog.

18. They were able to escape without any trouble.

Any is also used: any, anyone, or anybody, anything after “if”, as in 19-22.

19. If any letters arrive to me, please send them back.

20. If anyone wants to see me, I will be available all day.

21. If you need anything, please tell me.

22. Kill all flies, if you see any.

Any can mean “it doesn’t matter who, what, when, where?

23. Come and see me anytime you want.

24. You can take any of these buses.

25. I’d rater go anywhere than stay in Khartoum.

26. Anybody could have answered this question.

27. I don’t mind any team wins the match.

We use any to avoid the incorrect use of double negatives.

28. I don’t have no money.

29. I don’t have any money. I have no money.

It’s not wrong to use two negatives in the different clauses in the same sentence.

I don’t know why she isn’t here.

A person who does not attend lectures, can’t pass the exam.

Exercise(2- 12)

Complete the sentences with some, any or zero article (-). If both articles are possible (some and zero) write some,

1. I need to get……. bread for lunch.
2. She has gone to the city centre to buy ……clothes.
3. Could you please take…….of these books to the library.
4. Zeinab couldn’t eat…… of the food in the restaurant.
5. He denied that he had done……..wrong.
6. The stadium is full. It is unlikely to have……tickets.
7. I always get to school before …….else.
8. Exam regulations forbid…….. paper there than the question paper to be in.
9. The price of …… coffee is very low these days.
10. Ahmed knows more about …… music than Ali.
11. Tarig failed to make…….progress in English.

12. I don't care what he says. He can say …… he likes.

13. With this ticket you can go ……. you like.

14. This is an excellent book. You can ask…….who has read it.

15. Abdalla is very secretive. He don't tell…… ……

(Two words).

Exercise (2-13):

Rewrite these sentences using " if ":

Example: Someone is going to ring the bell. If so, don't let him in.

If anyone rings the bell, don't let him in.

1. Perhaps someone will need help. If so, they can ask me.
2. Perhaps someone may phone now. If so, tell him I'm not in.
3. Perhaps someone saw the thief. If so, he should tell the police.
4. Perhaps someone ask you during the exam. If so, don't answer him.
5. Perhaps someone tells you a lie. If so, don't believe him.

Much vs. Many

Much is used with uncountable nouns.

Many is used with plural countable nouns.

Exercise (2-14):

Write **much** or **many**. Also write the plural form of the noun as necessary:

1. I have visited…… city in Britain.
2. There isn't ……sugar in your coffee.

3. I haven't received……. letter this semester.
4. My wife got……mail lately.
5. There aren't …….. hotel in my hometown.
6. There isn't …… money in my bank account.
7. There isn't ……..traffic today.
8. There aren't.……car on the road.
9. I have got……..work to do.
10. How…… side does a Pentagon have?
11. How …….. progress has our country made in education?
12. How…….. continent are there in the world?
13. How …….. tooth does a goat have in the upper jaw?
14. The doctor has so ……patients today.
15. I think there is too ……...violent on television.
16. Power corrupts, but absolute or ……power corrupts absolutely.
17. I haven't met …… people since I came to this city.
18. She couldn't find…….. information in that book.
19. How ……. fish is there in Lake Naser.
20. She collected…….. datum for her research.

Using A Few, Few, A little and little

A **few** and **few** are used with plural countable nouns (cf) many. **A little** and **little** are used with non countable nouns (cf) much. A few and a little give a positive idea; they indicate that something exists and is present; as in 1& 2.

1. Although she has been here only one week, she has made a few friends.

   (Positive idea; she has made some friends)

2. I have been able to save a little money, though I don't receive much money

   (Positive idea; instead of spending all that little money which I receive, I have saved some money.)

Few and little (without a) give a negative idea. They indicate that something is largely absent as in 3, and 4.

3. She is not popular. She has (very) few friends.

   (Negative idea: She hasn't got many friends. She has almost no friends.

4. I have (very) little money. I don't even have enough money to buy food for lunch.

   (Negative idea: I don't have much money. I have almost no money.

Usually few and little are used with (very) as in 5, and 6.

5. We've got very little time. Let's hurry up.

6. He has very few friends. I feel sorry for him.

Although these words are used with nouns, they can also be used as pronouns as in 7, 8.

7. Little is known about his early life.

8. It's a secret that is known only by few. (a few people).

Do you know anything about computers? Only a little.

Note that quite a few means quite a large number, as in 9.

9. I have been away from school for quite a few days.

We can use the few and the little followed by a noun to suggest "not enough" , as in 10 and 11.

10. He's one of the few teachers who speak good English.

11. You should use the little money you have to buy a car.

To indicate or suggest small number / amount we use what few and what little, as in 21 and 13.

12. I gave what little money I had to charity. (or the little money).

13. What few friends she has, she seems quite happy.

Less (than) ⟶ fewer (than)

Less than is usually used with non countable nouns, **fewer than** with plural countable nouns, as in 14, 15, 16, and 17.

14. You should take less sugar in your tea.

15. There are fewer cars in the street today.

16. Less than a dollar, less than 50%, less than a mile.

17. Fewer than 10 students, no fewer than 1000 clients.

Exercise (2-15):

Complete the sentences with a few (very) few, a little or (very) little.

1. Do you have……. minutes? I'd like to ask you……..questions. I need …….. more information.
2. Ahmed's English is very good . He makes……mistakes.
3. In Western Sudan there is a shortage of water because there has been…… rain recently.
4. We didn't have any money but Sara had……..
5. The stadium was almost empty. There were……people there.
6. I don't speak Swahili. Only ……words.
7. This is not the first time you come late. It has happened…….times before.
8. Would you like some more cake? Yes, please, but only……
9. Noura is not a good teacher. She has got…….patience with children.
10. Tanoub isn't very well known and there isn't much to see, so…… visitors go there.

Exercise (2-16):

Complete the sentences with (a) few, (a) little, the few, the little, what few or what little.

1. I have changed my password because it has become known to quite…….members of my family.
2. Omer has been elected president of Sudan, and ……would dislike that result.

3. The pension reforms will mean more for…….and nothing for the majority.
4. My wife was not well so I had to take…….. days off.
5. …….. evidence we have so far suggests that he is the doer.
6. Husni hasn't been looking well recently, and I'm ……worried about his fitness for tomorrow's match.
7. Have there been many applications for the job?

   Yes, quite……
8. ……will forget the moment when the result of the elections was announced.
9. Ali said farewell to his……..remaining relatives and immigrated to Canada.
10. Dr. Ahmed was among ……..foreign residents allowed to drive a land Cruiser.
11. Into each life……..rain must fall. (a saying).
12. Because the family is poor the children have……toys.
13. We got to the airport quickly because there was……traffic.
14. Unfortunately Naser has got …….friends.
15. I don't like salt, so I add…….salt to my food.

Using "of" in Expressions of Quantity

Some expressions of quantity always contain "of" as in group (A), sometimes "of " is used with an expression of quantity and sometimes it is not used as in group (B).

Group (A): Expressions that always contain of:

a lot of, a number of, a majority of, lots of,

a great deal of, plenty of.

1. A lot of books are hard cover.
2. Many of my books are paper back.
3. Notice: many of books are paper back, is incorrect.

   To correct it you must say: Many books or many of my books.

Group (B): Expressions that sometimes contain "of" and sometimes not:

All (of),	a few (of),	both (of),	most of,	a little (of)
Several (of),	almost all (of),	one (of),	some of,	many (of)
Two (of),	any of,	much (of),	etc. (of).	

"Of" is used with the expression of quantity in group (B) if the noun it modifies is nonspecific.

In the expression "Many books are in Arabic" the noun books is nonspecific, ie., I am not referring to your book, or these books or the book you gave me. Here I am referring to books in general not to a specific book.

Exercise (2-17):

Add of if necessary. Write ∅ if of is not necessary.

1. I know several…….Ahmed's friends.
2. She has made several……friends today.
3. Some……..the students in my class speak French.
4. Most……. books have an index.
5. Ali bought a few…… books last week.

6. Most ……the food in the restaurant is good.
7. A lot …….the mail I received is junk mail.
8. I don't know many…… my class mates yet.
9. I have read a few……. these books.
10. Most……..people need 6-8 hours of sleep.

All (of) and Both (of)

The use **of** after **all** is optional if the noun is specific as in 1.

1a. All of the students in my class are Sudanese.

or 1 b. All the students in my class are Sudanese.

When a noun is nonspecific "of" does not follow all as in:

2a. All students must take English (1).

2 b. All of students must take English. (incorrect)

Similarly, using "of" after both is optional when the noun is specific as in 3.

3. I know both of these women.

When a noun is nonspecific "of" doesn't follow both, as in 4.

4a. I know both women.

4b. I know both of women (incorrect)

Exercise (2-18):

"of: is not necessary in any of these sentences. Write "of" in the blank where the use of "of" is optional. Write ∅ if the use of "of" is not possible because the noun is nonspecific.

1. All ……the students took English (1).
2. Almost all …….students took the required courses.
3. Not all……..people are pious, but most……people believe in God.
4. Both……these books are mine.
5. All……..the students in my class wear glasses.
6. Do you know…….all the people in your town?
7. All……birds lay eggs, but not all……birds can fly. Both ……the birds in that cage can fly.
8. I have two sisters. Both ……..my sisters are married.
9. Some…….the fish are surface feeders.
10. I bought two cars. Both……cars were expensive.

Singular Expressions of Quantity:

One, Each, Every

One, each and every are followed immediately by singular countable nouns. (**NEVER** plural or non countable nouns)

1. One student scored full mark.
2. Each student has a schedule.
3. Every student has a schedule.

One of, each of and every one of, are followed by specific plural countable nouns. (NEVER singular or non countable noun s).

4. One of the students failed in English.
5. Each (one) of the students has a schedule.
6. Every one of the students has a schedule.

Remember that every one as two words is an expression of quantity as in 7:

7. I have read every one of these books.

Every one as one word is an indefinite pronoun as in 8:

8. every one , every body has a schedule.

Each and every have the same meaning. Each is used when the speaker is thinking of one person, one thing at a time.

Each student has a schedule means: Ali has a schedule, Ahmed has a schedule, Yousif has a schedule. Etc.

Every is used when the speaker means all:

Every student has a schedule means: All of the students have schedules.

Exercise (2-19):

Complete the sentences with the correct forms, singular or plural of the noun in parentheses.

1. One of the ……..was late to class. (student)
2. Each……has a lab-top computer. (Professor)
3. Every…….. has a schedule. (student)
4. Only one of the…….in the class carry a lab-top. (girl)
5. Each of the……got a present. (child)

6. She gave a present to each……. (child)
7. We invited every……..of the club. (member)
8. Every one of the …….. came. (member)
9. I found each of the…… in the exercise. (error)
10. I corrected every ……. in the exercise (error)

Exercise (2-20):

In this activity exercise you are required to conduct an opinion poll among your class mates.

First, prepare 5-10 questions that ask for opinion or information about your mates' "like, dislikes, habits or experience" . Your questions could be Yes / No questions. Example of the questions:

- Do you read / play / watch / use.
- Do you like watching, swimming, etc.
- Do you have a car / a camera / a lab-top…etc.

After you collect your data, write a report your classmate's responses using expression of quantity. For example:

Only one of my classmates reads English newspapers.

Only a few…….. / three of them……..……..

Most of them…….. / All the students……..……...

About half of them…….. / Each one of my classmates…….

Almost all of them……

UNIT (3)

ADJECTIVE CLAUSE

Introduction

Clause: A clause is a group of words containing a subjective and a verb.

Independent clause: An independent clause is a complete sentence. It contains the main subject and verb of a sentence. (It is also called "a main clause").

Dependent Clause: A dependent clause is not a complete sentence. It must be connected to an independent clause.

Adjective Clause: An adjective clause is a dependent clause that modifies a noun. It describes, identifies, or gives further information about a noun. It is also called a relative clause because it is connected to the main clause by a relative pronoun.

Relative Pronouns: An adjective clause uses pronouns to connect the dependent clause (adjective clause) to the independent clause.

The Adjective Clause Pronouns are: who, whom, which, that and whose. These are also called relative pronouns.

If the modified noun is a place then we use "where'

If the modified noun is a time then we use "when".

The same relative pronouns are the same wh. Question words with the exception of the wh-question word "what".

3-2 Adjective Clause Pronouns used as the Subject:

1a I thanked <u>the teacher</u>.

1b <u>He</u> marked my exam paper.

2a I thanked the teacher who marked my exam paper .

2b I thanked the teacher that marked my exam paper.

In (1a) I thanked the teacher is an independent clause.

In (1b) He marked my exam paper is also an independent clause.

To join the two complete sentences we replace the pronoun “he” with the relative pronoun “who” as “he” here is the subject of the sentence (agent, doer).

In (2a) who is the subject of the adjective clause.

In (2b) that is the subject of the adjective clause.

(2a) and (2b) have the same meaning.

Joining the two sentences with yield (2a) and (2b).

3a. That car is mine.

3b. It is in the garage.

4a. The car which is in the garage is mine.

4b. The car that is in the garage is mine

(4a) and (4b) have the same meaning.

Who is used for people, which are used for things, and that is used for both people and things.

An adjective clause immediately follows the noun it modifies.

5* The car is mine which is in the garage. (is incorrect)

Exercise (3-1):

Combine the two sentences using the second one as an adjective clause.

Example:

I caught the man. He stole my car.

I caught the man (who / that) stole my car.

1. Where are the eggs? They were in the fridge.
2. I know a man. He ran in the London Marathon.
3. My son is happy. He scored the winning goal.
4. The student is from Kenya. He speaks three languages.
5. I am studying sentences. They contain relative clauses.
6. I am teaching a sentence. It contains adjective clauses.
7. The taxi driver was crazy. He took me to the University.
8. Phonetics contains symbols. They stand for sounds.
9. Linguistics is an interesting subject. It means the scientific study of language
10. The couple live next to us. They have 10 children.
11. In the shop window there is a sign. It says “pick & Save”.
12. My sister is 23 years old. She has 3 children.
13. The doctor was very polite. He examined the patient.
14. I fell from the stairs. They led to the roof of the building
15. Ali showed me his photos. He is so fond of photography.

Adjective Clause Pronouns

Used as the Object of a Verb

1a. The man was the president.

1b. I saw him.

2a. The man who(m) I saw was the president.

2b. The man that I saw was the president.

2c. The man ∅ I saw was the president.

In 2.a who is usually used instead of whom especially in speaking. Whom is generally used in very formal English.

To join the two sentences we replace the object pronoun **him** with the relative pronoun **who** or **whom** or **that** or without either of them: (∅) joining the two sentences will yield (2a) (2b) and (2c).

3a. The book was very absorbing.

3b. I read it last week.

4a. The book which I read last week was absorbing.

4b. The book that I read last week was absorbing.

4c. The book ∅ I read last week was absorbing.

In 4, the object pronoun is replaced by the object relative pronoun **which**, that or only removed without any replacement ∅ (see 2c and 4c).

Again the relative pronoun closely follows the noun it modifies.

Remember that: who(m) is used for people.

Which is used for things.

That is used for both people and things.

Also remember that the pronoun (him) must be deleted. It is unnecessary because the relative pronouns **whom**, **which**, or **that** or ∅ function as the object of the verb saw and read.

Exercise (3-2):

Combine the Sentences, using the second sentence as an adjective clause

Give all the possible patterns.

1. The house was old. He bought it from my grandfather.
2. I didn't like the woman. I met her at the railway station.
3. The man is wearing a red tie. Sara invited him to the party.
4. The teacher marked the composition. You wrote it yesterday.
5. The book was expensive. I bought it form the Book Exhibition.
6. We went to the party. Sally organized it for her birthday.
7. We went through the main points. The professor made them in his lecture.
8. John showed me the rocks. He collected them form the moon.
9. I knew your brother. I met him in Paris last year.
10. They rebuilt the wall. The storm blew it down last week.

Adjective Clause Pronouns used as the Object of a Preposition.

1a. He is the professor.

1b. I told you about him.

2a. He is the professor <u>about whom</u> I told you.

2b. He is the professor <u>who(m)</u> I told you about.

2c. He the professor <u>that</u> I told you about.

2d. He is the professor <u>∅</u> I told you about.

In formal English, the preposition comes at the beginning of the adjective clause as in (2a). Usually, however, in everyday spoken English, the preposition comes at the end, after the subject and verb of the adjective clause as in (2b,c,d).

3a. The music was boring.

3b. We listened to it last night.

4a. The music to which we listened to last night was boring.

4b. The music which we listened to last night was boring.

4c. The music that we listened to last night was boring.

4d. The music ∅ we listened to last night was boring.

Note: Only whom or which may be used if the preposition comes at the beginning of the adjective clause.

A preposition is NEVER immediately followed by that or who.

- He is the professor about who I told you (incorrect).
- The music to that we listened last night was boring (incorrect).

Exercise (3-3):

Combine the sentences, using the second sentence as an adjective clause. Give all the possible patterns.

Example: He is the professor. I told you about him.

1. He is the professor about whom I told you.
2. He is the professor who (m) I told you about.
3. He is the professor that I told you about.
4. He is the professor ∅ I told you about.

1. The candidate didn't win the election. I voted for him.
2. Ishraga wrote on a topic. She knew nothing about it.
3. The policemen were friendly. I spoke to them.
4. The topic was interesting. Alawiya talked about it.
5. I ran into a man. I had gone to primary school with him.
6. The girl is standing over here. I was telling you about her.

7. The picture was beautiful. He was looking at it.

8. I must thank the people. I got a present from them.

9. The man was very kind. I talked to him yesterday.

10. The meeting was interesting. I went to it.

Exercise (3-4):

Identify the adjective clause in each sentence. Then give other possible patterns:

Example: Did I tell you about the woman I met last night?

Adjective clause: I met last night.

Whom I met last night.

Who I met last night.

That I met last night.

1. Did you hear about the earthquake that devastated Haieti?

2. The people I was waiting for were late.

3. The doctor who examined my wife was thorough.

4. The report Aisha is writing must be finished by Sunday.

5. The girl I was talking to on the phone was Spanish.

Remember that in everyday informal usage; often one adjective clause pattern is more common than another.

As a subject pronoun <u>who</u> is more common than <u>that</u>.

I like the students who sit in the front rows.

As a subject pronoun, <u>that</u> is more common than <u>which</u>.

I like stories that have good plots.

Objective pronouns are commonly omitted, especially in speaking.

I liked the boys I met last night.

I liked the film I watched last night.

Exercise (3-5):

All of these sentences contain errors in adjective clause structure. Correct the error:

1. Almost all of the women appear on TV wear makeup.
2. In my village, there are many people didn't go to school.
3. That is the man whom I spoke to him on the phone.
4. I showed you the picture of the car I am going to buy it.
5. I remember the professor who he taught me English grammar.
6. I don't like to speak to anyone which loses his temper quickly.
7. I am reading a book whom was written by George Orwell.
8. The young women we met them are all from Germany.
9. The dogcatcher that had bitten my sister caught the dog.
10. The doctor examined the child was gentle.

Oral Exercise (3-6):

Work in pairs (switching roles after two items) in class. Speaker (A) will tell speaker (B) something, then speaker (A) will ask a question. Speaker (B) must answer using a relative clause.

Example:

Speaker (A): You bought a car. Was it new?

Speaker (B): Yes, the car which I bought was new.

Speaker (A): You are sitting on a chair. Is it comfortable?

Speaker (B): No, the chair I am sitting on is not comfortable.

Exercise (3-7):

Answer the questions as in exercise (3-6) above:

A.1 A police officer helped you. Did you thank him?

2 We are doing an oral exercise. Is it easy?

3 You got a package in the mail. Was it from your parents?

4 A woman came into a room. Have you recognized her?

5 You bought a coat. Does it keep you worm?

6. You saw a man. Was he wearing a red suit?

7. A woman stepped on your toe. Did she apologize?

8. You stayed at a hotel. Was it in the city centre?

9. A banker cashed your check. Did he ask you for identification?

10. You are wearing boots. Are they comfortable?

11. You are looking for a book. Did you find it?

12. A waitress served you at a restaurant. Was she beautiful?

13. A professor shouted at you. Was he angry?

14. You had some fish for dinner. Was it good?

15. A student stopped in the hall. Did he ask you for the correct time?

The Use of Whose

Whose is used to show possession. It has the same meaning as other possessive pronouns used as adjectives, (his, her, their and its). Like these pronouns, whose is connected to a noun, his book – whose book, her car – whose car.

Both whose and the noun it is connected to are placed at the beginning of the adjective clause. Whose can't be omitted.

1a. I know the man. His book was stolen.

1b. I know the man whose book was stolen.

2a. I spoke to the girl. Her car was stolen.

2b. I spoke to the girl whose car was stolen.

Whose usually modifies people, but it may also be used to modify things as in 3 & 4.

3a. The cabinet had a meeting. It's decisions are not known.

3b. The cabinet had a meeting whose decisions are not known.

4a. I have an old painting. Its value is very high.

4b. I have a painting whose value is very high.

For things we usually use the "of which" as in (5a, 5b).

5a. I have a table, the leg of which is broken. ⟶ Its leg.

5b. I live in a room, the ceiling of which is dirty ⟶ its ceiling.

A comma is used to separate the noun form its modifying adjective clause.

- I have an old book, the cover of which is brown.

Exercise (3-7):

Combine the two sentences, using the second one as an adjective clause.

1. Our professor has assigned us a research paper. The title of the research is Democracy in Sudan.
2. We in Sudan depend on cotton. The price of cotton is very high.
3. My father owns an antique house. The value of the house is now more than a billion pounds.
4. I once lived in that house. Its walls are 3 feet wide.
5. The cabinet held a marathon meeting. Its decisions are not yet announced.

6. I have an antique table. The top of it is made of ivory.
7. I usually buy one magazine. The title of the magazine is Alrawi.
8. She is engaged in a significant research. The results and recommendations of the research will be published in an international journal.
9. Ali lost his brief case. The exterior of the case is made of python's hide.
10. He drives an old Toyota. Its tyres are made in Egypt.

Exercise (3-8):

Combine the sentences, using the second sentence as an adjective clause:

Example:

1a. I know a woman. Her first name is Azza.

1b. I know a woman whose first name is Azza.

1. Professor Ameer is an architect. His designs have won a lot of praise.
2. The news paper is owned by Al-Ayam group. Its chair person is Basheer.
3. Parents were asked to see the headmaster. Their children failed in part 1.
4. My elder brother is now a company manager. His first job was a clerk.
5. I love sitting in my garden. Its flowers are attractive to bees.
6. A widow is a woman. Her husband died some time ago.
7. Heart is a card game. Its rules are very simple.
8. This drug has been drawn from sale. Its constituents are dangerous.
9. I apologized to the woman. I spilled her coffee.
10. The professor is excellent. I am taking his courses.

Exercise (3-9): (Work in Pairs):

Example:

1a. Dr. Taher is a professor. I am taking his courses.

1b. Dr. Taher whose courses I am taking is a professor.

1. Omer is a lecturer. You borrowed his lab-top.
2. You used a woman's phone. You thanked her.
3. Wardi is a singer. You like his songs best.
4. A woman's purse was stolen. She called the police.
5. Zeinab is a student. You found her book.

Exercise (3-10):

Identifying people. Begin your sentence with **there is**……., ……**there are**…….

Example: There is the woman whose husband is my professor.

1. The woman's husband is a football player.
2. The boy's father is a doctor.
3. You borrowed that students lecture notes.
4. That woman's car was stolen.
5. The man's son scored the highest mark in English.
6. The girl mother is a dentist.
7. The man's picture was in the papers.
8. You've saved that child's life.
9. You've read that author's book.
10. You've found that woman's key.

Using Where and When in Adjective Clause

Where is used in an adjective clause to modify a place (country, city, house, room, etc.).

1. The hotel where we stayed wasn't new.

2. The president visited the village where he was born.

If where is used, a preposition is not included in the adjective clause. If where is not included, the preposition must be included (see 1a- 1e).

1. The house is very old. He lives in that house.

   1a. The house where he lives is very old.

   1b. The house in which he lives is very old.

   1c. The house which he lives in is very old.

   1d. The house that he lives in is very old.

   1e. the house he lives in is very old.

Exercise (3-11):

Combine the sentences using the second sentence as an adjective clause:

1. The town is small. I grew up there.
2. This is the drawer. I keep all my work there (in that drawer).
3. I love to live in Sudan. There is plenty of sunshine.
4. Is there a shop near here. I can buy some stamps?
5. A cemetery is a place. People are buried there.
6. This is the restaurant. We can meet there.
7. The building is very old. She lives there (in that building).
8. The room is not big enough. I sleep in that room.
9. The street is very narrow. I had an accident there.
10. The airport is neglected. Their plain crashed there.

When

When is used in an adjective clause to modify a noun of time (century, time, year, day, etc.)

A preposition is used preceding **which** as in (1b) otherwise, the *preposition is omitted.*

1. I will never forget the day. I met you there (on that day).

1a. I'll never forget the day <u>when I met you</u>.

1b. I'll never forget the day <u>on which I met you</u>.

1c. I'll never forget the day <u>that I met you</u>.

1d. I'll never forget the day ∅ I met you.

Exercise (3-12):

Combine the sentences, using the second sentence as an adjective clause:

1. Do you still remember that day. We first met.
2. 1994 is the year. I left for Canada in that year.
3. July is the month. The weather is the hottest in Sudan.
4. 1:30 p.m. is the time. Her plane takes off. (at that time).
5. Friday is the day. He and his children go to the mosque.

Exercise (3-13):

Work in pairs: Begin your response to the cue with either: I will never forget the……. Or I will always remember the……. Use either **when** or **where** as appropriate.

Example: I'll never forget the day I met her.

1. day 2. time 3. house 4. room 5. place

Exercise (3-14):

Use the appropriate relative pronoun:

1. trip	2. experience	3. person	4. woman	5. story
6. accident	7. friends	8. food	9. first time	10. Exam

Using Adjective Clauses to modify Nouns

Adjective clauses modify indefinite pronouns (e.g. someone, somebody, everybody. Object pronouns (e.g. whom, that, which) are usually omitted in the adjective clause.

a. Here is someone whom I want you to see.

b. Everything he said is not true.

c. Anybody who wants to come is welcome.

Adjective clauses also modify the one and "the one" and "those":

Ali is the only one I saw in class.

Grants are available for those who apply first.

Remember (1) the pronoun "he" in (2) below is used as an indefinite meaning "anyone, any person" .

He who laughs last laughs best.

He who comes first, is served first.

2. Which can also be used to modify the demonstrative pronoun "that". For example:

1. I can write better English than that which you write.

Exercise (3-15):

Complete the sentences with adjective clauses:

1. I have a question. There is something……
2. I know someone……..
3. I listen to everything……
4. Don't believe him. Every thing…….
5. The class was divided in half. Those……were called set A, Those……were called set B.
6. My teacher is the only one…….
7. This exercise is easier than the one……
8. The curtain had already been raised. Those…….had to come tomorrow.
9. He said something…….
10. Sally charms any one……

Punctuating Adjective Clauses

Adjective clauses are either (1. defining, essential, restrictive, identifying) or (2. non defining, non essential, non restrictive, non Identifying).

We use commas only with (No.2), non defining -2

We never use commas if the adjective clause (No.1) is necessary to identify the noun it modifies.

1. The professor who teaches linguistics is an excellent one.
2. Professor Ahmed, who teaches linguistics, is an excellent one.
3. My wife who teaches French left for Paris (I have more than one).
4. My wife, who teaches French, left for Paris. (I have one wife).

5. Khartoum, which lies on the confluences of the two Niles, is a big city. (non defining, only one Khartoum).

6. Ustaz Mustafa, who is a retried Professor, does volunteer work at Sudan Open University.

7. The United Kingdom, which consists of a number of islands, is his favorite vacation sport.

In the sentences (1&3), where no commas are used, the adjective clause is necessary to identify the noun modified. Where commas are used (2,4, 5, 6, 7) the adjective clause is not necessary to identify the noun. We already know "who he is" or "what it is" because of the name. the adjective clause simply gives additional information.

Commas are used with proper nouns (2,4,5,6,7) when commas are necessary (2,4,5,6,7).

The pronoun "that" may not be used (only who, whom, which, whose, where and when, may be used), and object pronoun cannot be omitted (see 8):

8. Dr. Taher, whom I met a year ago, teaches English.

Exercise (3-16):

Compare the sentences and tell the difference:

1. My wife, who loves poetry, wrote two books.

2. My wife who loves poetry wrote two books.

3. I took my students to Jebel Mara. The students, who spoke good Arabic, ran up the mountain to see the people.

4. I took my students to Jebel Mara. The students who speak Arabic ran up the mountain to see the people. The other stayed at the foot of the mountain.

Exercise (3-17):

Add commas where necessary:

Example:

a. The River Nile, which follows north from Victoria Lake, is the longest river in the world.

b. A river which is polluted is not safe for swimming.

1. Ms. Cook who died five years ago loved Sudan.
2. Kaki whose son won a gold medal is proud of his son.
3. The fish we had for breakfast yesterday was very good.
4. Fish which is fried in deep oil is very popular here.
5. Dr. Ayman who speaks good French applied for the job.
6. We enjoyed the hotel where we stayed.
7. We enjoyed Ramada hotel where we stayed.
8. A political party is an organized group of people who seek to control a government.
9. The liberal party which is an organized group of people who seek to control the government.
10. The elephant we saw at the zoo had only one task.

Exercise (3-18):

Discuss the difference in meaning in the following pairs of sentences:

1a. The students who had done well in the test were exempted form the remedial course.

1b. The students, who had done well in the test, were exempted form the remedial course.

2a. I threw away the apples that were rotten.

3a. the teacher issued the students who came early new books.

3b. The teacher issued the students, who came early, new books.

4a. His wife who comes form Dongola gave birth to a child.

4b. His wife, who comes form Dongola, gave birth to a child.

5a. the teacher thanked the students who had given her some flowers.

5b. the teacher thanked the students, who had given her some flowers.

Using Expression of Quantity in Adjective Clauses

An adjective clause may contain an expression of quantity with "of" most of, many of, one of, half of, both of, each of, neither of, all of, several of, a few of, little of, a number of, etc…

1a. In my department there are 15 staff members.

Most of them graduated at Khartoum University.

1b. In my department there are 15 staff members, most of whom graduated at Khartoum University.

2a. He gave me a big collection of books.

only a few of them are new.

The expression of quantity precedes the noun. Only "whom, which, and whose" are used in this pattern:

3a. The judge talked to Ali

one of his problems was his relation with his wife.

3b. The judge talked to Ali, one of whose problems was his relation with his wife.

Exercise (3-19):

Combine the two sentences, using the second sentence as an adjective clause:

Example: The school has six teachers.

two of them speak English.

The school has six teachers, two of whom speak English.

1. I tried all the suits in the shop. I liked none of them.
2. My town has around 6000 people. The majority of them are unemployed.
3. After the occupation, 20 students were arrested. Many of them didn't take part in the occupation.
4. I have two roommates. They both come from other countries.

Reduction of Adjective Clauses to Adjective Phrases

What is the clause? A clause is a group of words that contains a subject and a (finite) verb.

What is a phrase? A phrase is a group of words that does not contain a subject and a (finite) verb.

- The boy who is sitting in that corner is my brother (clause).
- The boy <u>sitting in that corner</u> is my brother (phrase).
- The boy <u>with the blue glasses</u> is my brother (phrase).
- The boy <u>in the blue car</u> is my brother (phrase).

An adjective phrase is a reduction of an adjective clause. It modifies a noun. It has the same function of an adjective clause (modifying a noun).

Only adjective clauses that have a subject pronoun **who**, **which** or **that** are reduced to modifying adjective phrases in 1& 2.

1a. The girl who is standing there is Fatma (clause).

1b. The girl standing there is Fatma (phrase).

2a. The man whom you shook hands with is my teacher (clause).

2b. The man you shook hands with is my teacher (still a clause).

3a. Te lesson which he explained last week is very difficult (clause).

3b. The lesson∅ he explained last week is very difficult (clause)

There are two ways for changing an adjective clause to an adjective phrase.

(1) If the adjective clause contains the be form of the verb, omit the relative pronoun and the be form as in 1.

1a. The woman who is talking to Ibrahim is my mother.

1b. The woman ∅ ∅ talking to Ibrahim is my mother.

1c. the recommendations which are suggested in the paper are good.

.d The recommendations ∅ ∅ suggested in the paper are good.

(2) If there is no be form of a verb in the adjective clause, omit the relative pronoun and change the verb to its –ing form as in 2, 3.

2a. I live in a flat that overlooks the lake.

I live in a flat ∅ overlooking the lake.

2b. Arabic has a vowel system that consists of six vowels.

Arabic has a vowel system ∅ consisting of six vowels.

3a. Anyone who exhibits good conduct will be released.

Anyone ∅ exhibiting good conduct will be release.

If the adjective clause is an undefining clause (requiring commas, as in 4, the adjective phrase also requires commas).

4a. King Farouk, who was the last king of Egypt, died abroad.

4b. King Farouk ∅ ∅ the last king of Egypt died abroad.

4c. Khartoum, the capital of Sudan, is a big city.

4d. I read a poem by Almagzoub, a famous Sudanese poet.

Note: If an adjective clause that contains be + a single adjective is changed, the adjective must be moved to precede the noun it modifies. as in 5.

5a. Vegetables that are fresh are good for your health.

Fresh vegetables are good for your health.

5b. Books that are Arabic are easier to understand.

Arabic books are easier to understand.

Note: Adjective phrases in which a noun follows another noun as in (4d above) and in 6, 7, and 8, are called "appositives" (Badal in Arabic).

6. My wife, Amna, is an excellent cook.

7. Eddamer, my home town, is an old city.

8. The Prophet, Mohammed, died at the age of 63.

Exercise (3-20):

Reduce the adjective clauses to adjective phrases.

1. Don't forget to follow the instructions that are given in the preceding pages.
2. The people who are waiting for the train will wait for hours.
3. We live in a house that was built in 1820.
4. The wall which surrounds my house is built of mud.
5. The scientists who are researching the ozone are making some progress.

6. The presidents who are meeting in London, made no comments at all.
7. I came from a small city that is located in the northern part of the country.
8. The boys who attend Almarafi School receive very good education.
9. The rules that forbid any kind of demonstrations should be reconsidered.
10. Lincoln, who was one of the great presidents of the U.S.A, lost 23 of the 26 elections he ran.
11. Muna, who is the best lecturer in our college, got married last month.
12. Many of my students who hope to score an A+ in phonetics will be disappointed.
13. The photographs which were published in the magazine were extraordinary.
14. There is almost no end to the challenges that face our new president.
15. Many famous people failed to achieve success in their early lives. Albert Einstein, who was one of the greatest scientists of all time, failed his first college entrance exam. William Wordsworth, who was the greatest English poet, was dismissed from Oxford University, Abbas Alagad, who was the most prolific Egyptian writer, completed the Intermediate School only. Abdalla El-Tayeb who is the legend of Arabic language and literature, was an Intermediate School teacher.

Exercise(3-21):

Writing adjective clauses and phrases. This exercise is to be done at home. You can exchange your written work with a classmate.

1. Write about three of your favorite singers. Tell your reader about him /her. Assume your readers are completely unfamiliar with him / her.
2. What kind of people do you like?

   What kind of people do you dislike?

3. What kind of person do you want to marry what kind of person you don't want to marry.
4. Write a descriptive brochure for your University that will persuade your readers to join this university.
5. Write about : Two historical figures from your country.

   Two favourite TV programs.

   Two football players form your country.

   Two rulers that had ruled your country.

Use adjective clauses and phrases that will really describe the entity you are writing about. Don't mention the name of the person or program and let your classmates guess who that person / program is.

Unit (4)

Adjectives and Adverbs

Adjectives describe (modify) nouns. The majority of adjectives come before the noun they describe; those adjectives which come after the noun usually followed linking verbs such as: seem, appear, be, become, taste, feel, get, keep, prove, remain, stay, turnout, look, sound. The adjective that follows the linking verb is a complement.

All linking verb are to do with "being" "seeming":

1. The teacher is efficient.

   He seems (to be) unable to speak.

2. The sun seems (to be) brighter today.
3. She got suspicious / worried / pregnant / upset.
4. The leaves turned green.
5. She went deaf / blind / bald / crazy.
6. He got ill / old / tired.

We sometimes use two or more adjectives together.

- I bought a nice new flat.
- In his parlour I saw a large round wooden table.

Opinion adjectives: nice, beautiful, clever, delicious, usually precede fact adjectives like large, hot, old, round, golden.

Where there are more than one fact adjective, we very often (not always) put them in this order:

1	2	3	4	5	Noun
How big	How old	What colour	Where from	Made of what	

A short old man (1-2) small brown eyes (1-3) large wooden table (1-5) young Sudanese man (2-4) a small black leather bag (1-3-5) a new red silk shirt (2-35)

We use adjectives after verbs of the senses, **feel, smell, taste, sound, seem**.

(1) I feel (rather) tired (2) It smells good (3) He sounded pleased

(4) It tastes good (5) She seems very happy (6) He looked angry

Exercise (4-1):

Put the adjective in brackets in the correct position:

1. An Egyptian film (old).
2. A good looking man (young).
3. An ugly suit (yellow).
4. A metal box (black).
5. Long hair (black).
6. Black bag (leather).
7. A big dog (black).
8. An old song (Arabic).
9. An intelligent man (young).
10. A sunny day (lovely).

Exercise (4-2):

Complete each sentences with a verb and an adjective form the boxes:,,,,,,,,,,

A	seemed	look	feel	smell	sound	taste	become	went	got	appear

B	wet	bald	fine	awful	suspicious	interesting	upset	nice	better	red	brighter

1. Ali seemed ……this evening. Has his team lost?
2. The fish we had for dinner…….

3. She told me about her research project and it…….

4. I was rather under the weather yesterday, but now I ……..

5. Have you been out in the rain? You…….

6. The beer a bit…….

7. The police …… ……. They didn't believe him.

8. The traffic lights …… …….. as I approached them.

9. My younger brother …….. ……... because he is always scratching his head.

10. The room now …… ……...

Some adjectives particularly those beginning with the prefix "a" afraid, alike, alive, alone, aware, awake, asleep, ashamed, always come after the noun.

1. She is asleep 2. They are alone in the field.

3. Are you awake? I'm not afraid.

We add to these adjectives that come after the noun, adjectives that describe feelings and health. Usually they are complements to the copula verb "be":

He is fine. I'm glad. She's content He's ill

Gradable and non gradable Adjectives

Adjectives are either gradable or non-gradable.

Gradable adjectives can be modified by adverbs of degree:

Very tall, rather tall, or they can be used in the comparative and superlative forms: latter than, richer than, or the cleverest, the shortest, more intelligent, the most beautiful.

Grading adverbs that describe adjectives are numerous e.g.: very, rather, extremely, immensely, reasonable, slightly etc.

Non-gradable adjectives, on the other hand are never used with such adverbs because there is no such degree. Such adjectives can be emphasized by non grading adverb like: fully, absolutely, entirely, perfectly, practically.

Examples of such non gradable adjectives are: deal, alife, present, false, true, absent, unique, whole.

Some adjectives have gradable and non gradable senses, with some difference in meaning. Adjectives like these include, civil, empty, late, odd, straight, particular, clean. For example you say: His house is old (gradable) but "old sociology professor = former we can't say "very old" as in "very old house".

Adjectives ending in – ing and – ed.

Many pairs of adjectives ending in –ing and –ed are in fact the result of a reduction process reducing adjective clauses to adjectives (adjective phrases). The meaning remains the same.

1a. The girl who is sitting at the back is Amna.

1b. The girl ∅ ∅ sitting at the back is Amna.

2a. The Boy who is playing the piano is Ali.

2b. The boy ∅ ∅ playing the piano is Ali.

Only adjective clauses that have a subject pronoun –who, which or that are reduced to modifying adjective phrases.

The adjective clause in 3a can't be reduced to adjective phrase.

3a. The girl whom I talked to was Aisha.

The present participle as an adjective has active meaning. The noun it modifies performs an action in sentence 1a. the girl does something, She is sitting. Thus it is described as "sitting".

The past participle can also serve as an adjective with a passive meaning. In sentence 4 below Ali is confused.

4. Ali is confused by my speech.

Compare 5a and 5b.

5a. My story amuses the children.

It's an amusing story.

5b. The children are amused by my story.

5b. They are amused by my story.

In 5a the noun story performs the action of amusing. In 5b the children receive the action.

Both the present participle and the past participle are participial adjectives.

If this lesson confuses you, how would you describe the lesson? It's a confusing lesson. How would you describe yourself? Confused.

If you are disappointed with the result of an exam. You would describe the result as disappointing, and you yourself will be disappointed.

Below is a list of verbs that can end in –**ing** or –**ed**.

amusing	amused
amazing	amazed
astonishing	astonished
annoying	annoyed
embarrassing	embarrassed
exiting	excited
exhausting	exhausted
disgusting	disgusted
depressing	depressed
fascinating	fascinated
frightening	frightened
confusing	confused
horrifying	horrified
terrifying	terrified
worrying	worried
satisfying	satisfied
shocking	shocked

tiring	tired
boring	bored
interesting	interested
frustrating	frustrated
thrilling	thrilled
absorbing	absorbed

Exercise: Complete the sentences with the present or past participle of the verb in brackets:

Example: The film bored the spectators (bore)

It is a boring film

The spectators are bored by the film

Exercise (4-3):

1. The workers were…… The work was……. (exhaust)
2. The child was…….by the noise. It was a……noise (frighten).
3. The match was an…….. match and the people were…….. (excite)
4. My brother was…… by the news of his success. It was……. news (surprise)
5. The waiter was …… What he did was really …….. (embarras)

Exercise Oral (4-4)

Respond with a present or past participle. One student assumes the role of Ali, another, the role of Ahmed.

Ali: Ahmed, If a situation confuses you. How would you describe that situation?

Ahmed: ……..

Ali: How would you describe yourself?

Ali: If a story amazes you, how would you describe the story? How would you describe yourself?

Ali: If a person fascinates you, how would you describe that person? How would you describe yourself?

Ali: If a work tires you, how would you describe that work? How would you describe yourself?

Now Ali and Ahmed should switch roles.

Ahmed: Ali, if a day out depresses you, how would you describe it? How would you describe yourself?

Ahmed: If your children annoy you, how would you describe that? How would you describe yourself?

- If a book bores you, how would you describe that book? How would you describe yourself?

- If a thriller thrills you, how would you describe that thriller? How would you describe yourself?

Use the verbs: frustrate, interest, etc.

Exercise (4-5):

Complete the sentences with the present participle, or the past participle of the verb:

1. The (injure) player was taken to hospital.

2. I elbowed my way through the (crowd) room.

3. I don't like (spoil) children.

4. the old saying says"let (sleep) dogs lie.

5. Abbey is the (divide) state between Northern and Southern Sudan.

6. (Experience) teachers never overrun their time.

7. (pollute) water is the most dangerous thing.

8. She found herself in an (embarrass) situation.

9. Success in one's studies is a (satisfy) experience

10. We tried to amend the (break) (lock) drawer.

Exercise (4-6):

Correct the errors in these phrases or clauses:

1. The weather made me depressing.

2. She is often very exhausting.

3. It will be an excited experience.

4. Ali is interesting in phonetics.

5. Phonetics is an interested subject.

6. A disappointed result.

7. A terrified film.

8. It is sometimes embarrassed.

9. A satisfying student.

10. A satisfied result.

Adverbs

A) We saw that adjectives modify nouns. The word modify means "change a little". Adverbs on the other hand modify verbs. Some adverbs are also used to modify adjectives.

1. She ran quickly (adverb modifying a verb)

2. she is extremely fast (adverb modifying an adjective)

B) Adverbs are also used to express time or frequency.

I'll see you tomorrow.

Examples of adverbs of time and frequency are:

yesterday, today, last year, 1935, soon, never, usually, always, yet. etc.

C) Adverbs are also used to express place, location:

Here, there, under the table, over the tree. etc.

Adverbs of Manner:

A) An adverb of manner tells us "How" or in what way (what manner) someone does something, or in what way something happens. Many adverbs are made from adjectives by adding – ly to the adjective.

Quick- quickly careful- carefully quiet-quietly clever-cleverly.

B) Remember not all words ending in –ly are adverbs. Some adjectives end in –ly: elderly, lovely, silly, lonely, lively, friendly.

Sometimes the adjective and adverb are not derived from one another. Two different words express the adjective and the adverb. For example "good" is an adjective, but the adverb from good is "well":

1. My French is <u>good</u>. (adjective)
2. I speak <u>good</u> French (adjective)
3. I speak French <u>well</u> (adverb)

Well as an adverb is often used with past participles:

Well done, well written, well dressed, well known, well educated.

"well" with the meaning of "in good health" is an adjective:

I'm very well, thank you.

D) Some words are both adjectives and adverbs:

fast:	He is a fast runner	(adj.)	He ran fast	(adv.)
hard:	He is a hard worker	(adj.)	He worked hard	(adv.)
late:	He was late	(adj.)	He got up late	(adv.)

Hardly is not the adverb of **hard**. It has a completely different meaning. Hardly means "almost not":

1. She can hardly understand English.
2. I hardly see her these days.

3. He can hardly read or write = (with a lot of difficulty)

Hardly is also used with "any": anyone, anything, anywhere:

How much have you saved? Hardly any (almost none, very little).

We need some bread. We have got hardly any food.

Hardly anyone passed that exam. (almost no one, very few)

"Hardly ever" means almost never:

I hardly ever go out in the evenings.

I hardly ever watch TV programs.

The Position of Adverbs in the Sentence

There are three positions:

A) Some adverbs may occur in the Middle of sentence. Midsentence adverbs have usual position; they come:

1. In front of simple present and simple past verbs as in 1:

1a. I always see her here.

1b. She rarely comes on time.

2. After the verb "be" as in 2:

2a. you are always late.

2b. She is rarely on time.

3. Between a "helping verb" and a main verb as in 3:

3a. I have always come on time.

3.b. She has always come late.

4. In a question, a midsentence adverb comes immediately after the subject as in 4:

4a. Do you always come here?

4b. Does she always come late?

B) Below are common midsentence adverbs:

always, already, finally, frequently, ever, usually, often, generally, sometimes, occasionally, rarely, seldom, hardly ever, never, just, probably.

End Position Adverbs

C) Here the adverb is placed after the verbs, either immediately after it or later in the clause:

1. She came quickly she left quickly.

2. She danced beautifully He answered cleverly.

D) Front position: The adverb is placed before the subject:

Finally, we arrived at the station.

Sometimes, I think of chucking the job.

E) Many adverbs are mobile. They can go in any of these three positions. This depends on context or style.

1. He turned round slowly. (end)

2. He slowly turned round. (mid)

3. Slowly, he turned round. (front)

F) End Position Adverbs:

If the verb of the sentence is a transitive verb, followed by an object, the adverb comes after the object.

1a. We took the matter seriously.

1b. We considered the question briefly.

(not we took seriously the matter)

G) The adverb can come after the verb if the object is very long or it can come b

efore the verb:

We considered briefly the question of how to form the government.

We briefly considered the questions of how to form the government.

Avoid putting an adverb between a main verb and a following –ing form or to infinitive:

She started to dance slowly. She slowly started to dance.

She started dancing slowly or she slowly started dancing.

He began speaking quickly or He quickly began speaking.

He began to speak quickly or He quickly began to speak.

Not : She started quickly (to dance / dancing)

Not : He began quickly (to speak / speaking)

Position of Adverbs and Change of Meaning

The position of the adverb can change the meaning of the sentence. This depends on what verb in the sentence the adverb modifies. We sometimes refer to this as the "scope of the adverb". Consider the two sentences:

1a. I remember giving him my phone number clearly (modifies giving)

1b. I remember giving him clearly my phone number (modifies giving)

1c. I clearly remember giving him my phone number (modifies remember)

1d. I remember clearly, giving him my phone number.

1d is possible, but ambiguous. It can have either of the two meanings.

When there is more than one adverb, the usual order is:

` 1. Manner 2. Place 3. Time 4. Reason

For special emphasis we can move the adverbs to the final position:

1. In the accident, I was thrown outside the car violently.

2. We reached home late last night.

If the adverb is much longer than the others, it is placed last:

They started at 4:30 with a great deal of enthusiasm.

Again if the adverb is a prepositional phrase e.g.

in the morning down the hill, it comes last.

I went downstairs <u>to the basement</u>.

Exercise (4-7):

Write the adverb in brackets in an appropriate position. In some cases both positions are possible.

1. I……regretted attending that meeting……(greatly)
2. Ahmed……. offered to mark the exam papers……..(kindly)
3. I…… don't remember giving him my password…… (simply)
4. The Dean…… tried to fail the student……. (deliberately)
5. The professor…. expected Osman to score the full mark…. (easily)
6. I……hated attending his meetings……..(secretly)
7. The old man…….started to walk to the mosque……(slowly)
8. Noura……finished answering all questions and went out ……..(hurriedly)
9. I…… recall telling him about the meeting……(clearly)
10. I……recall telling him …….about it. (clearly)

Exercise (4-8):

Complete the sentences with adverbs. You are given the initial letter of each adverb:

Example:

We waited inside, because it was raining <u>h</u>eavily.

1. She was looking for a flat, she found one quite e…….....
2. To see such a good doctor you have to wait p……..

3. Al Nahda lost the match because all the players played b……..

4. My teacher didn't trust me. He looked at me so s……...

5. Sorry, I didn't erase the blackboard i……...

6. The president arrived at Baghdad u…….

7. Jack is taking this job only t……..

8. Excuse me! My French isn't very good, but I can understand p……well, if you speak s…….. and c…….

9. My grandfather is s…… ill in hospital.

10. I expected Khartoum hotels to be expensive, but I found that they are r…… cheap.

Exercise (4-9):

Choose one word from each box to complete the sentence:

A	B
absolutely, surprisingly, completely	ill, sorry, insured, damaged, quickly, easy,
Extremely, seriously, badly, fully, slightly,	enormous, changed, quiet, cheap,
Reasonably, unusually, incredibly.	organized.

1. I'm ……. …… …….. for coming late.

2. His wife is……. …… in hospital.

3. The car was…….. ……. but we are lucky as we were…….. ……

4. The White House is …….. ……..

5. Ali was lucky. The other car was…… ……. but his car was …… ……

6. Everything went wrong because the ceremony was …….. ……

7. That class is the noisiest class in the school. but today it is…….. …….

8. When I returned to Ajman after 3 years, everything had…… ……..

9. His examination was …… …… Nobody expected such an easy one.

10. Our phonetics exam was …… …… we completed the exam in one hour. No one expected such a paper.

Unit (5)

Prepositions

A) Common Prepositions:

- about, above, across, after, against, along, among, around, at.
- before, behind, below, beneath, beside, besides, between, beyond, by.
- despite, down, during.
- for, from.
- in, into.
- like
- near
- of, off, on, out, over.
- since
- through, throughout, till, to, towards.
- under, until, up, upon.
- with, within, without.

Prepositions are very important elements in English grammar. The meaning of a preposition is in its use with nouns or pronouns.

B) Prepositions of Time

At, on, in, during, over, throughout, until, by, up to.

At: At is used with times:

At 2 o'clock, at 10:15, at midnight, at lunch time, at the weekend, at Christmas, at the moment, at present, at the same time, at the age of 18.

I usually get up at 5:15 in the morning.

I'm busy writing this book at present.

We are entitled to vote at the age of 18.

His plane and mine took off at the same time.

c) On: On is used with dates and days:

On the first of May, on Sunday, on Christmas day, on that day, on Friday morning, on Sunday evening, On Thursday nights etc.

D) In: For longer periods of time we use in:

In March, in 1935, in the summer, in the 60's, in the 21 century, in the middle ages, in the age of wisdom etc.

In is used with specific periods of time:

In the morning, in the evening, in the afternoon.

But if 'day' is added to that specific period then we use on:

On Sunday morning, on Friday evenings.

In is also used with a period of time in the future (from now):

The class will start in a few minutes (from now)

I will be back in a week (from now)

The work will be finished in 10 months (from now).

In is also used with expressions telling how long it takes to do something:

I wrote this book in 6 weeks (it took me 6 weeks to write this book).

I mastered the English Language in two years.

Exercise (5-1):

Put in the correct preposition: at, on, or in:

1. The Turks invaded Sudan ……1821.
2. Columbus discovered America …….. the 15th century.
3. You can always see the stars in Sudan……night.

4. Ali is not here…….the moment. He will be back…… a minute.

5. The Mahdi of Allah died ……..1885.

6. When women meet, they all speak…….the same time.

7. In my country children start school……..the age of six.

8. I will see you…….. Friday morning.

9. I might not be at home…….. the morning.

10. You can phone me…….the evening.

11. I was born…… the 30th of May.

12. We met by chance……..Id Alfitr day.

13. We met by chance …….. Id Alfitr.

14. I got married……. 2 June 1962.

15. My father passed away ……..the age of 92.

While, During, For

While is always followed by a clause (subject + verb) I saw her go into the pharmacy while I was waiting for the bus.

While we were away form home, we thought a lot about it.

Ali fell asleep while he was driving.

While you were watering the garden, Aisha phoned twice.

What are you going to do while you are waiting.

Can you look after my sick father while I am away?

The while clause, can be reduced to present participle for example:

1a. I cut myself while I was shaving

1b. I cut myself shaving.

2a. Be careful while you are crossing the road

2b. Be careful crossing the road

3a. She fell down while she was playing tennis.

3b She fell down playing tennis.

4a. While I was riding my bicycle, I lost my hat.

4b. Riding my bicycle against the wind, I lost my hat.

During

We use **during** followed by a noun to say when something happens. It only differs from **while** in that during is followed by a noun, whereas **while** is followed by a clause. There is no difference in meaning.

Ali fell asleep during his driving.

Aisha phoned you during your absence.

Can you look after my sick parents during my absence?

I saw her during her holiday.

It must have rained during the night.

Nobody is allowed to speak during the examination.

Now compare "during" and "while" in these sentences:

a. Ali fell asleep during the film.

b. Ali fell asleep while he was watching the film.

c. We met a lot during her holiday.

d. We met a lot while she was on holiday.

e. Abrahim spoke to his neighbour during the examination.

f. Abrahim spoke to his neighbour while he was doing his examination.

For

We use **for** followed by a period of time to say how long something goes on:

for one hour, for months, for a year, for 3 years.

1. I have been here for 10 years.
2. We kept listening for him for two hours.
3. I am going away for a week. (for the weekend)
4. It rained for six days without stopping.
5. I've been saying this for the last 20 years.

Exercise (5-2):

Put in one of the preposition: while, during and for:

1. Last night it rained…….two hours without stopping.
2. Amna read the news paper…….. I made the beds.
3. I spoke to the chairman…… the interval.
4. We waited…….. half an hour, then we left.
5. Gordon stayed in China……. 4 years.
6. ……. we were in New York, we visited the Trade Tower.
7. I stayed in Caroliff ……two years. ……..that time, many of my family members passed away.
8. Could you lay the table …… I toast the bread.
9. My teacher was very angry. He didn't speak to us……..a week.
10. No train moved…… the railway workers' strike.

Remember, we use “during” to talk about a period of time within which an event or an activity occurs. The activity may continue for the whole period of time.

To emphasis that the activity or event happened over the whole of a period of time, we use “throughout” or “over” .

It continued raining throughout the summer vacation.

The ground was slippery throughout the winter.

Weather conditions have been improving over the past few days.

Exercise (5-3):

Complete the sentences as indicated in the brackets:

1. She burnt herself while…….. (use-ing form)
2. can you wait here……..I open the door (put a preposition)
3. I fell asleep……the lesson (“ “)
4. the audience looked bored……his lecture (“ “)
5. the lights went off……. I was reading (“ “)
6. I fell down and hurt my arm while…… (use –ing form_
7. He was out of work……2 years (put a preposition)
8. …… my illness, I couldn’t eat anything…….. a week. (put a preposition)
9. It rained a lot……the summer . (“ “)
10. …….. you were ironing your shirt, Sue was washing her hair. (“ “)

By the time, by, until

By the time: It is used to mean <u>then</u> or by that time. ‘by the time’ is used when we are talking about the past or the future. It means between now ant the time something happens, or by the time something happened. Examine these examples:

1. It's a bit late. I'd rather go tomorrow to see the film. By the time I arrive at the cinema, the door will be shut. (they will shut the door between now and the time I get there).

2. I sent a telegram to my son to meet me at Heathrow Airport, buy by the time he receives my telegram I'll probably be in Victoria station. (I will arrive In Victoria station between now and the time my son receives my telegram).

3. Ahmed overslept that morning. He got up late and rushed to the University for his final exam, but by the time he arrived at the door of the exam hall, most of the students had handed their answer sheets. (Ahmed was late and couldn't make it, by the time he reached the exam hall, most of the students handed in their answer sheets and left the exam hall).

4. By the time I got to the airport, the aero plane had already took off. (by then, or by that time, at that time, or before it.)

By + noun: By six o'clock**,** by tomorrow, by Monday evening.

By + noun means not later than, it could be before but not after the mentioned time.

1. You should hand in your assignments by Monday evening.

2. I have to be in the office by 7 O'clock.

3. Where is Ali? He should be here by now.

Until or till: Until or till means how long a situation continues from now.

Let's wait until the bell rings. (not before)

Exercise (5-4):

Put in by, until or by the time:

1. …….. the police arrived, the burglar had already jumped out and disappeared.

2. I'm afraid you have to wait……he comes out of the meeting.

3. Do you think you will finish writing this essay……the end of this week.

4. I'm not really sure, but I hope to finish it…… the end of this month.

5. All the streets were so congested. ……. I arrived at the station my train had left.

6. Let me know…….. tomorrow, whether you are coming or not.

7. My flat is not ready yet. I have to stay with my parents…… it is all done.

8. I will be working…… 5:30 p.m.

9. I had to dig all the garden by myself. …….. I finished, I was really exhausted.

10. I'm not going. I'll wait…….. you finish papering your wall.

Prepositions of position and Movement

In, at, on, to, into, by bus, in my car, over, across, along, through, above, below, under, beneath, underneath, throughout, between, among.

in: Study these examples for the use of in:

in	a pocket	in	the water
	a drawer		the sea
	a room		the river
	a building		the queue
	the park		a row
	the cinema		the mountains
	France		the news papers
	the sky		the photograph, mirror, picture
	the corner of a room		the front / back of a car.

Note: We say I sat <u>in</u> an <u>arm</u>chair

but I sat on a chair.

at: study these examples for the use of at:

at	the top of the page	at	the reception
	the bottom of the window		the front/back of the house/ group of people
	the door		home / work/school/ station/ sea/ hall, cinema/ theatre/ a party/concert, meeting/ a football match
	the bus stop		
	the end of the street		
	the back of a building		
	the front of a building		

There were many people at the Wedding party. The boss is at the meeting

On: study these examples for the use of on:

on	the ceiling	on	the left / right
	the wall		the 3rd floor
	the floor		a small island
	the ground		the coast
	the notice board		a river
	the shelf		a road
	the table		the corner of the street
	page 27		the back of a paper
	a chair		a farm

In Sudan we drive <u>on</u> the right. Put it <u>on</u> the floor

Write your name on the back of the page. Khartoum is on the River Nile.

There is a small village on the way to Medani. You find it on the first floor.

Exercise (5-5):

Complete the sentences with in, at or on:

1. the open University of Sudan is …….. Khartoum.
2. you find the label 7 up…….the bottle.
3. Who is standing…….. the gate of the school?
4. The dean is the one sitting…….. the armchair; the one sitting…….the cane chair is his secretary.
5. Jim is always looking…… himself……the mirror.
6. In Egypt people drive……. the right, but in Britain they drive…….the left.
7. Sally always puts her dog…….. the back of the car.
8. Why did you stay……bed all day?
10. …. This time tomorrow, I wont be…….home, I will be……. Ahmed's

above, below, over, under, beneath, underneath, throughout

If a thing is higher or over the other we can use either "above" or "over". Above is preferable if the thing is not directly over the other. Compare the two sentences:

1. Their house is <u>above</u> sea level.
2. She put a cotton sheet over her matress.

Below is the antonym of above; under is the antonym of over. What is the difference between below and under?

The same difference between above and over.

Compare the two sentences:

1. When I set an exam, I put it under my matress (directly)

2. He is so tall that when he puts him hand up it is just below the ceiling (not directly)

Underneath and beneath are alternatives to under as prepositions of place.

Throughout means that something is in every part of a place.

1. The volcano smoke was throughout Europe.

2. This kind of flue is found throughout the country.

Exercise (5-6):

Study these idioms and try to find their meaning:

1. across the board 2. below par 3. over and above this.

4. below the belt 5. over the top 6. under one's belt.

7. under a cloud 8. under the weather 9. under done

10. under hand (ed).

Between and among

We use **between** and **among** as prepositions of place. Between is used when we have two people or two things used as individuals or separate.

Among is used when we have three or more people or things that we see as a mass or a group:

1. The goal keeper should stand between the two poles.

2. Sudan is situated between Egypt and Uganda.

3. The bridegroom stood among all his friends.

4. I found my ring among the books in my library.

Sometimes, and in literary language we use amongst (literary) instead of among with no difference in meaning.

To talk about something shared or divided between people, we can use either of them.

1. The one million dollars awarded to our team, should be shared between / among the players.

2. The money coming from petrol should be divided between / among all the people of the country, not only among / between / the towns of the area.

Between is also used to express the relationship or comparisons with words like "balance" comparison, contrast, correlation, difference, link etc.

1. There should be a balance between Arabs and non-Arabs in parliament.

2. There is no link at all between colour and intelligence.

We also use **between** when we have a choice between a number of choices.

1. She had to choose between medicine, pharmacy, and engineering.

2. I have to choose between the University of Sudan, Egypt, Syria and Iraq.

Between is used when we specify the two people or groups involved:

1. The agreement was singed between Chad, Sudan, Libya and Egypt.

2. There was a disagreement between Numeiri, Ghadaf and Dibi.

Among is used when we mean "something" is taking place or happening in a particular group.

1. Professor Ahmed is so popular among older students.

2. The disease is breaking out among school pupils.

Among is also used to mean "included" in a particular group.

1. Among the cities of Northern Sudan, Ed-damaer is the best.

2. Agab, Tambal and Haitham are amongst the best football players in the country.

Among is also used with common expression, including <u>among others,</u> among other things.

1. His wedding party features, among others, Tarbas, Farfour, and Kabli.
2. Sadig, I have come to know, was a school teacher, a lawyer and a journalist, among other things.

Now you can tell the meaning of these expressing with between:

1. Between you and me I haven't proposed to her yet.
2. Between ourselves, I don't think he is going to win the elections.

Exercise (5-7):

Put either between or among:

1. Professor El-tayeb commutes……. his house in Butri and the Faculty of Education in Omdurman.
2. I couldn't see you…….. the audience, although I looked for you.
3. I wondered how she was able to carry her camera, trays of food and drinks……..the crowd of guest in her sister's wedding party.
4. Lecture Room 102 is …… the Dean's office and the staff office.
5. My lost ring was found…… the thousands of books in my library.
6. That tall pretty girl standing……. the bride and bridegroom is my sister.
7. When you write leave a double "o" space…….. the words.
8. She couldn't find a fork…… all the knives, spoons and kitchen utensils.
9. He failed to cure the itching …….. his fingers.
10. Almagzoub is …….. the best Arab poets in the last 10 centuries.

Prepositions Combinations

Using Gerunds as the objects of prepositions. A gerund is the – ing form of a verb used as a noun, i.e, as a subject or as object. In 1a. "smoking" is a gerund used as the subject of the sentence.

1a. Smoking is bad.

1b. I detest smoking.

1c. I'm opposed to smoking in public areas.

In b, smoking is the object of detest.

In c, smoking is the prepositional object.

Smoking cigars is a gerund phrase that can function as subject, object or prepositional object.

Now compare the uses of the –ing form of verbs:

1. Walking is good for you. (gerund, subject)

2. You see; Ali is walking now. (present participle-present progressive)

3. I heard some exciting news. (present participle used as adjective)

A gerund is frequently used as the object of a preposition.

4a. They talked about emigrating to Canada

4b. I'm in charge of organizing the party.

4c. I'm interested in knowing her friends.

4d. I'm used to sleeping with my hand under the pillow.

4e. I'm accustomed to sleeping with my hand under the pillow.

4f. I look forward to seeing your would-be wife.

4g. They object to changing the name of the company.

In 4d through 4g "to" is a preposition (not part of the infinitive form) so a noun – a gerund follows.

4h. we talked about their not emigrating to Canada.

Negative form not precedes a gerund.

Note: It is possible to say in British English:

I'm accustomed to sleep with my hand below my pillow. (here to is infinitive).

Below is a list of common preposition combinations followed by Gerunds:

about		**of**	
be excited	about doing it	be accused	of doing it
be worried	"	be capable	"
		for the purpose	"
about / of		be guilty	"
complain	about / of doing it	instead	"
dream	"	take advantage	"
talk	"	take care	"
think	"	be tired	"
for		**to**	
apologize	for doing it	be accustomed	to doing it
blame someone	"	in addition	"
forgive someone	"	be committed	"
have an excuse	"	be devoted	"
have a reason	"	look forward	"
be responsible	"	object	"
thank someone	"	be opposed	"
		be used	"
from			
keep someone	from doing it		
prevent someone	"		
prohibit someone	"		
stop someone	"		
in			

believe	in doing it		
be interested	“		
participate	“		
succeed	“		
on			
insist	on doing it		

Exercise (5-8):

Completer the sentences with an appropriate preposition and verb form:

1. I will spend my summer vacation with my family. I am looking forward…….. (eat) my mother’s cooking and (sleep) under the sky.

2. You know I’m not used ……(wear) a suit and a tie.

3. the administration found that the treasurer of the company is guilty ……(take) ……..money form the company and (keep)……...it for himself.

4. Alwish, the thief, was accused……(steal) my wallet.

5. The Dean issued another circular for the purpose ……(clarify) the new exam regulations.

6. I don’t think she would object ……. (go) to Happy time Cafeteria.

7. The police stopped the child……(run) into the street.

8. In addition ……..(teach) ……. In Africa University Professor Taher has a part time job (edit)…….articles for Sudan News.

9. Rabha is responsible…….(wash) …… and (dry)…….. the dishes after lunch.

10. That question is really confusing. I don’t blame you……..(answer, not)……..it.

Exercise (5-9):

Complete the sentences as in Exercise (5-8):

1. I apologized to my professor……(interrupt)……him during the lecture.
2. All my colleagues and students participated …….. (search)…… for my stolen car.
3. Yaser had no good reason……..(boycott) the 2010 election.
4. “ “ “ “ “ ……..(take, not) part in the elections.
5. You should take advantage……..(be)…… in Khartoum.
6. The judge insisted …….(know)……the whole truth.
7. I believe ……..(fast)…….. two days a week.
8. Kunani is always complaining……..(have) ……. ...

   a headache.
9. Alnagar, I am sure, is capable …….(do)…….. better work.
10. His wife is excired…….(leave) to America, though he is not interested …….(be)……. a second class citizen.

Prepositions followed by Nouns

Study the list and the examples carefully:

by	
Pay by	cheque
by	accident
by	mistake
by	chance
by	somebody
by	Dickens

In

in love with
In my opinion

on

on the phone
on fire
on television
on the radio
on a diet
on strike
on holiday
on business
on a trip
on a tour
on an excursion
on a cruise
on an expedition

for

go for a drink
go for a walk
go for a swim

You have something for break fast / lunch / dinner

Exercise (5-10):

Complete the sentences by using a preposition with one of the words in the box:

Love, strike, cheque, breakfast, Eliot, swim, a diet, a drink, business, television, the phone, mistake, holiday, lunch, chance.

1. The Waste Land is famous poem…….
2. I'm sorry, the boss can't peak to you now; he is…….
3. You've put on a lot of weight lately. I think you should go……..
4. As I didn't have any money on me, I had to pay…….
5. My present job involves a lot of travelling. I often go to other countries…….
6. Ali hasn't paid his water bills. Because he has no water in the house, he goes…….. in the River Nile every morning.
7. We fell…… with each other the moment we met.
8. The factory is closed because all the workers have gone…….
9. I was in a harry, that is why I took his keys…….
10. I can't eat in the morning. All I have……. is a glass of milk.
11. After the match we went to the nearest café……..

12. We watched the match……

13. Where are you going…….. this year?

14. What did you have……

15. We hadn't arranged to meet. We just met…….

Prepositions Combine with Adjectives

Be	Absent from	Be	Exposed to	Be	Scarred of / by
"	Accused of	"	Faithful to	"	Terrified of / by
"	Accustomed to	"	Familiar with	"	Tired of / from
"	Acquainted with	"	Filled with	"	Upset with
"	Addicted to	"	Finished with	"	Used to
"	Afraid of	"	Fond of	"	Worried about
"	Angry at / with	"	Friendly to/ with	Furious about	
"	Annoyed with/by	"	Frightened of / by	Fed up with	
"	Associated with	"	Furnished with	Delighted with	
"	Aware of	"	Gone from	Surprised at / by	
"	Blessed with	"	Grateful to / of	Shocked at / by	
"	Bored with/by	"	Guilty of	Amazed at / by	
"	Capable of	"	Innocent of	Astonished at / by	
"	Cluttered with	"	Interested in	Ashamed of	
"	Committed to	"	Involved in	Suspicious of	
"	Composed of	"	Jealous of	Conscious of	
"	Concerned about	"	Known for	Good at	
"	Connected to	"	Limited to	Bad at	
"	Content with	"	Located in	Excellent at	
"	Convinced of	"	Made of / from	Brilliant at	
"	Coordinated with	"	Married to	Hopeless at	
"	Covered with	"	Apposed to	Impressed by	
"	Crowded with	"	Patient with		
"	Dedicated to	"	Pleased with		
"	Devoted to	"	Polite to		
"	Disappointed in/with	"	Prepared for		
"	Discriminated	"	Protected from		

	against			
“	Divorced from	“	Proud of	
“	Done with	“	Qualified for	
“	Dressed in	“	Related to	
“	Engaged in / to	“	Relevant to	
“	Envious of	“	Remembered for	
“	Equipped with	“	Responsible for	
“	Excited about	“	Satisfied with	
“	Exhausted from			

Combinations with Verbs

Agree with	Pray for
Apologize for	Prevent from
Apply to / for	Prohibit from
Approve of	Provide with
Argue with / about	Recover from
Arrive in / at	Rely (up) on
Believe in	Rescue from
Blame for	Respond to
Care about / for	Stare at
Compare to / with	Stop from
Consist of	Subscribe to
Contribute to	Substitute for
Count upon	Succeed in
Decide (up) on	Take advantage of
Depend (up) on	Take care of
Distinguish from	Talk about / of
Dream of / about	Thank for
Escape from	Think about / of
Excel in / at	Vote for
Excuse for	
Feel like	
Fight for	
Forget about	
Forgive for	
Hide from	
Hope for	
Insist (up) (on)	

Introduce to	
Keep from	
Look forward to	
Object to	
Participate in	

Sorry about something:	I'm sorry about the accident last night.
Sorry for doing something:	I'm sorry for calling you by your first name.
Sorry for someone:	'm sorry for Ali: He failed his final exam.
Famous for something:	Ed-damer is famous for its Old Schools.
Different from / to:	The situation is different from / to/ what you described.
Full of something:	Your composition was full of mistakes.
Short of something:	He's always short of money.
Keen on something:	She was keen on coming with us.
Similar to something:	His voice is similar to his father's

Extra Verbs

Belong to:	This house belongs to the president.
Collide with:	Two buses collided last night near my house.
Complain to / about:	We complained to the Dean about the evening classes.
Concentrate on:	Concentrate on your work.
Crash into:	When he lost control of the car he crashed into a wall.
Drive " :	
Bump " :	
Run " :	
Die of:	She died of a heart attack.
Happen to:	The same thing happened to me the other day.
Hear about / of:	I didn't hear about her marriage. I have never heard of him.
Hear from:	I haven't heard form Ahmed recently.
Laugh / smile, at:	We all laughed at his new spectacles.
Listen to:	No body listens to me.
Live on:	He owns two houses: He lives in one and lives on the other by letting it to an Embassy.
Look, glance, stare at:	Why are you (looking, glancing, staring at me?).

Look for (try to find):	She lost her key and she was looking for it in the office.
Look after (take care of)	Aisha goes home early to look after her old mother.
Suffer from:	He and his brother suffer from asthma.
Wait for:	I'm waiting for Godat to come.

The following verb are never used with prepositions:

Phone someone:

Discuss something:

Enter a place.

A Preposition may come after an object: study these examples:

1. He accused me of being arrogant.
2. I asked my boss for two days off work.
3. I blamed him for the accident.
4. I blamed the accident on him.
5. He was to blame for the accident.
6. I borrowed 100 dollars form my friend.
7. The police charged Ali with robbery.
8. The government has to do something about the flood.
9. Could you please explain this idiom to me.
10. Let me explain to you what it means.
11. She left school for the hospital this morning.
12. She pointed her gun at me.
13. I prefer coffee to tea.
14. We protect our heads by wearing Turban ……
15. The University provides all students with lab tops.
16. I've always regarded you as my younger brother.
17. This line of poetry reminds me of Abu EL Tayeb.
18. Thanks for reminding me about the meeting (told me not to forget).
19. He was sentenced to two years imprisonment.
20. I spent all my money on books……. I spent a lot of time.
21. He threw a stone at the minister.
22. He's very lazy. He threw the pen to me.
23. I translated the Waste Land from English into Arabic.
24. The doctor warned him about the dangers of smoking.
25. I was warned against weaning sandals.

26. She warned me not to wear sandals.

Exercise (5-11):

Complete the sentence with the correct preposition:

1. I'm really very proud……..... my eldest son. He's the top of his class.
2. It's really nice…….you to let me use your mobile.
3. Although Sara is well educated and very beautiful, Osman does not want to be married ……her.
4. It seems that you are still upset …….. what she said to you.
5. It wasn't polite …….you to speak to your uncle that way.
6. Are you aware…… the dangers of playing with fire.
7. She was shocked…… your answer. Are you not ashamed …… yourself.
8. She told me that she is fed up…….you.
9. I have been doing the same job for the last 15 years. I'm really bored……..it.
10. I must take him home at night because he is afraid…….. the dark.
11. My grandfather hasn't been eating well these days. I'm worried …….. him.
12. Some people are cruel……..animals.
13. Is she really engaged …… Dr. Hayder?
14. I was surprised…….. the way he shut the door of his car.
15. Mrs. Sandell resigned because she wasn't satisfied ……her job.

Exercise (5-12):

1. Do you believe ……. Ghosts?
2. Ustaz Balla substituted …… our regular teacher.
3. I can't distinguish one twin …… the other.
4. I won't forgive him ……lying to me.
5. Do you still rely…….. your parents for food and shelter?
6. You should wear black glasses to protect your eyes……. the sun.
7. Babiker excels …… Math and Physics.
8. Have you got anything to contribute…… the debate.
9. I hope you succeed ……. your new job.
10. I don't care…….. coffee.
11. Have you ever been jealous ……your bright brother?
12. Sheikh Salih is known …… his honesty.
13. The couple have been faithful …….. each other.
14. Don't count …….. me. I can't come tomorrow. Try to find Ali.
15. Buses are prohibited……. using this palace street.

16. Who did you vote …….?
17. Do you agree……. me?
18. It's important to be polite ……other people.
19. We decided ……. the time we should meet.
20. Women should fight ……. their rights.

Exercise (5-13):

Supply the appropriate preposition:

1. I'm grateful …….. my supervisor…… his valuable assistance.
2. The suspect was innocent …… the crime with which he was charged.
3. My brother dreams ……. having his own business.
4. Her handbag is made …….. leather.
5. I'm not content ……. the program I am making.
6. Hussein applied ……. admission …… the Faculty of Education.
7. Your title is not relevant ……. your topic.
8. The internet provides us…… a great deal of information.
9. Compare the wedding customs in Sudan …….. those in this country.
10. Why is she dressed …….. black to day?

On time and in time

On time means punctual, not late.

1. Please be on time
2. Everything began and finished on time
3. His train left on time
4. Trains here are never on time.

In time means soon enough to do something.

1. I will be home in time for lunch.
2. I want to see the match on television, so I must hurry up and get home in time.

The opposite of in time is "too late"

I go home too late to watch the football match.

Just in time means at the exact time for something to happen.

I got to the airport just in time to weigh my luggage.

Am I late for the wedding ceremony? No, just in time. The Maazoon has just arrived.

At the end and in the end

at the end of something: means at the end of something ends.

At the end of the month.	At the end of the match
At the end of the exam	At the end of film
At the end of March.	At the end of the year.

1. I will pay you at the end of the month.
2. He will come back at the end of January.
3. At the end of the match, the referee ran into the dressing room.

The opposite of at the end **is not** in the end of something, but at the beginning.

At the beginning of the match, all players stood silent for a minute.
At the beginning of the film, the hero appeared riding a horse.

In the end means finally.

I didn't know where to go on my holidays, in the end I decided to spend it with my family.
Ali got really fed up with his job, and in the end he resigned.
The debate got really heated. The speaker from the other side went out of the room in the end.

Exercise (5-14):

Complete the sentences with on time or in time:

1. You are always late for the morning grayer; today you are……..
2. Trains in Britain always run ……..
3. Our best players was injured in the last match. The coach hopes the player will be fit……. for the final match.
4. I hope my visa to the U.S.A. comes …….before my vacation ends.
5. Please come early. We want to start……..
6. Will you be home……. For dinner?
7. The 9:30 train left…….. (Exactly at 9:30).
8. I almost killed the lady; I stopped the car just……
9. We failed to get tickets for the match, because we did get there……
10. I got to the cinema……for the beginning of the film.

Unit (6)

Phrasal Verbs

We often use a verb with an adverb particle to give a meaning different from the basic meaning of that verb. For example the verb break can have different meanings: break in, break out, break off etc. give up, given in.

Here are some of the adverb particles that can follow a verb: on, off, in, out, down, away, back, over, about, round, forward, through, along.

An adverb particle is different from a preposition in that:

1. The adverb particle is mobile: It can come after the object or before the object. A preposition invariably precedes its prepositional object. For example:
   1. Look up the word in your dictionary. (phrasal verb)
   2. Look the word up in the dictionary. (" ")
   3. Look up the chimney. (preposition)
   4. *Look the chimney up. (wrong)
      1 & 2 have the same meaning. 4, is ungrammatical.
   5. Put on your shoes. (phrasal verb)
   6. Put your shoes on.
2. An adverb particle is stressed, a preposition is not stressed in normal speech. It is stressed only when it comes at the end of the sentence. For example:
   What are you looking at? (at, has strong form)
   Who do you want it for? (for, " " ")
   Where do you come from? (from, " " ")
   I'm looking at the moon. (at, weak form)
   I come from Shendi. (form, " ")

Preposition also have strong form when they are contrasted.

Bring me the letter <u>from</u> him not <u>to</u> him (from, to)

Prepositions have strong form when they are co-ordinated:

I commute from and to Shendi every day (from, to)

Prepositions have strong form when they are emphasized.

I told you to put it on the desk. (on)

Prepositions have strong form when they are cited or quoted.

"At" is a very useful word in English grammar. (at)

Except for these five cases, prepositions always have weak forms, whereas adverb particles always and wherever they come they have strong forms.

After a pronoun object an adverb particle must come after the pronoun object e.g. What is the meaning of this word?
Look it up in you in your dictionary, Switch it off, put it on, put it out, wake me up at six, throw them away, fill the form in, fill in the form, fill it in, put the fire out, put out the fire, put out it out, take your coat off, take off your coat, take it off.

Phrasal verbs can also be followed by prepositions:
Verb + adverb particle + preposition e.g.:

I look forward <u>to</u> seeing her.
Keep up <u>with</u> the good students.
I cut down <u>on</u> something.

More Phrasal Verbs:
break down, took off, get up, give in, look up.

Open any good dictionary and check the meaning of the verb, then the following phrasal verbs. See how the meaning changes drastically with the change of the adverb particle. For example: the verb break can yield a good number of phrasal verbs:

The thief broke into my house.
My father is breaking in his horse.
The fire broke out in the kitchen.
The war broke out in 1917.
Our school will break off next week. etc. etc.

Exercise (6-1):
Change the object noun to a pronoun:
Example: I put out the fire. I put it out.

1. Put on your glasses.
2. Why don't you give up smoking?
3. When did you ring up your teacher?
4. I asked him to put out his cigarette.
5. Your radio is very loud. Could you turn the radio down?
6. Don't wake up the children before 7:00 O'clock.

7. When you go into a mosque, take your shoes off.
8. They asked me to fill in a long form.
9. The policeman ordered him to pick up the banana he threw in front of him.
10. The teacher advised me to cross out all rough work.

Answers

Unit (1)

Exercise (1-1)

3) zeroes /s	9) industries	15) foxes	21) offspring
4) leaves	10) women	16) calves	22) bacteria
5) selves	11) gees	17) analyses	23) radii
6) monkeys	12) series	18) hypotheses	24) criteria
7) photos	13) echoes	19) curricula	25) media
8) beliefs	14) sheep	20) stimuli	

Exercise (1-2)

1) NC

2) NC, C, C, C

3) NC, NC, C

4) C, C, C, NC

5) NC, C, C, C, C

6) C, C

7) NC, NC, C

8) NC, C, C

9) C, NC

10) C, C, C, NC

Exercise (1-3)

1. progress 2. thunder 3. advice 4. homework 5. Information

Exercise (1-4)

1. fish 2. phenomena 3. wolves, foxes, deer, sheep
4. leaves 5.cliffs 6. boxes, oxen 7. media
8. mice 9. discover 10. echoes

Exercise (1-5)

1. Bacteria, air, water, soil, bodies, creatures
2. thousands, kinds, bacteria, human beings, diseases.
3. viruses, human beings, illnesses, colds.
4. viruses, organisms, cells, things, particles, hundreds.
5. pounds.
6. Politics 7. Statistics 8. Three hours
9. after percent (also percent or %) we use a singular verb if the percent phrase refers to a singular or countable noun, and a plural verb if it refers to a plural noun.

However, where we use a singular noun that can be either a whole unit or a collection of individuals, we can use either a singular or plural verb
80% of the electorate is expected to vote or are expected.

Answers

Unit (2)

Exercise (2-1)

1) a, a	2) ϕ	3) a, an	4) a	5) ϕ
6) ϕ	7) a	8) a, ϕ	9) a	

Exercise (2-2)

1) a	2) a	3) an	4) a	5) a
6) a, a	7) ϕ	8) ϕ	9) ϕ	10) ϕ

Exercise (2-3)

1) an	2) a	3) an	4) a	5) an
6) a	7) an	8(a	9) an	10) a
11) a	12) an	13) a, a	14) an	15)a

Exercise (2-4)

1) an	2) some	3) a	4) some	5)some
6) some	7) some	8) a	9) some	10) an
11) some	12) a	13) an	14) an	25) a

Exercise (2-5)

1) the	2) the	3) the, the, the	4)the	5) the
6) the	7) a, a	8) the	9) the	10) the, the
11) the, the	12) a, ϕ	13) ϕ	14) the	15) the, the

Exercise (2-6):

No answers: It's a game.

Exercise (2-7)

1) a 2) ϕ 3) a, an 4) the 5) the, the

6) an, a 7) an, the, the , the 8) ϕ, ϕ 9) the

10) a, the, the 11) the 12) an

13) the, the, ϕ, an, a, the, ϕ, the 14) the, ϕ, ϕ, ϕ, a

15) a, an, the, a

Exercise (2-8):

1) boy's 2) boys' 3) children's 4) child's

5) wives' 6) wife's 7) month's 8) today's

9) woman's 10) women's 11) boss's 12) bosses'

13) friend's 14) friends' 15) Andreas's

Exercise (2-9):

1) My son and daughter's wedding party.
2) Ali's car
3) Tom and Sally's children.
4) The ground floor of the building.
5) My neigboures' garden.
6) The new headmistress of the school / the school's new……
7) My wife's birthday.
8) The result of the football match.
9) The name of the girl I saw with you in the cinema
10) Charles's daughter.

Exercise (2-10):

1) burn yourself 2) look after herself 3) locked my self out

4) hurt himself 5) congratulate himself 6) blames yourself

7) cut yourself 8) control yourself 9) repaired my car myself 10) talked to himself…….

Exercise (2-11):

noun	few	a couple of	no	a few	a little	several	some	many	much
letters					x				x
mail	x	x		x		x		x	
homework	x	x		x		x		x	
assignments					x				x
cities					x				x
money	x	x		x		x		x	
traffic	x	x		x		x		x	
rice	x	x		x		x		x	
luggage	x	x		x		x		x	
films					x				x
people	x	x			x				x
time	x	x		x		x		x	

Exercise (2-12):

1) some	2) some	3) some	4) any	5) any
6) any	7) anyone	8) an	9) zero	
10) zero	11) any	12) anything	13) anwhere	
14) anyone	15) anybody / anything.			

Exercise (2-13):

1) If anybody needs helps, they can ask me.
2) If anyone phones now, tell him I'm not in.
3) If anyone saw the thief, he should tell the police.
4) If anyone asks you during the exam, don't answer him.
5) If anyone tells you a lie, don't believe him.

Exercise (2-14):

1) many cities	2) much sugar	3) many letters
4) much mail	5) much money	6) many holders
7) much traffic	8) many cars	9) much work
10) many sides	11) much progress	12) many continents
13) many teeth	14) many patients	15) much violence
16) much power	17) many people	18) much information
19) much fish	20) much data	

Exercise (2-15):

1) a few, a few, a little		2) very few	3) little
4) a little	5) few	6) a few	7) a little
8) little	9) little	10) few	

Exercise (2-16):

1) a few 2) few 3) the few 4) a few

5) the little and what little 6) a little 7) a few

8) few 9) few 10) the few 11) a little

12) very few 13) very little 14) very few 15) very little

Exercise (2-17):

1) of 2) ϕ 3) of 4) ϕ 5) ϕ

6) of 7) of 8) of 9) of 10) ϕ

Exercise (2-18):

1) of 2) ϕ 3) ϕ, ϕ 4) of 5) of

6) ϕ 7) ϕ, ϕ, of 8) of 9) of 10) ϕ

Exercise (2-19):

1) students 2) professor 3) student 4) girl

5) children 6) child 7) member 8) members

9) errors 10) error

Exercise (2-20):

The instructor is expected to encourage the students to conduct this kind of data collection. He / she must make sure that the usage of the expression of quality is absolutely correct. He / she add more questions.

Answers

Unit (3)

Exercise (3-1)

1) Where are the eggs (which, that) were in the fridge?
2) I know the man (who, that) ran in London Marathon.
3) M son who scored the winning goal is happy.
4) The student who speaks three languages is from Kenya.
5) I am studying sentences (which, that) contain relative clauses.
6) I am teaching a sentence (which, that) contains adjective clauses.
7) The taxi driver (who) took me to the university was crazy.
8) Phonetics contains symbols (which) stand for sounds.
9) Linguistics (which) means the scientific study of language is an interesting subject.
10) The couple (who) have 10 children live next to us.
11) In the shop window there is a sign (which, that) says "Pick & Save"
12) My sister (who) has 5 children is 23 years old.
13) The doctor (who) examined the patient was very polite.
14) I fell from the stairs (which, that) led to the roof of the building.
15) Ali, (who) is so fond of photograph, showed me his photos.

Exercise (3-2)

1) The house (which, that) he bought from my grandfather was old.
2) I didn't like the woman (whom, that) I met at the railway station.
3) The man (whom, that) Sara invited to the party is wearing a red tie.
4) The teacher marked the composition (which, that) you wrote yesterday.
5) The book (which, that) I bought form the Book Exhibition was very expensive.
6) We went to the party (which, that) Sally organized for her birthday.
7) We went through the main points (which, that) the professor made in his lecture.
8) John showed me the rocks (which, that) he collected from the moon.

9) I know your brother (whom, that) I met in Paris last year.
10) They rebuilt the wall (which, that) the storm blew down last week

Exercise (3-3)

1a. the candidate for (whom) I voted didn't win the election.
1b. " " (who, whom) I voted for didn't wing the election.
1c. " " (that) I voted for didn't win the election.
1d. " " (∅) I voted for didn't win the election.
2a. Ishraga wrote a topic (which) she knew nothing about.
2b. " " " (about which) she knew nothing.
2c. " " " (that) she knew nothing about.
2d. " " " (∅) she knew nothing about.

3a. The policemen to (whom) I spoke were friendly.
3b. " " (whom, whom) I spoke to were friendly.
3c. " " (that) I spoke to were friendly.
3d. " " (∅) I spoke to were friendly.

4a. The topic about (which) Alawiya talked was interesting.
4b. " " (which) Alawiya talked about was interesting.
4c. " " (that) Alawiya talked about was interesting.
4d. " " (∅) Alawiya talked about was interesting.

5a. I ran into a man with (whom) I had gone to primary school.
5b. " " " " (who, whom) I had gone to primary school.
5c. " " " " (that) I had gone to primary school.
5d. " " " " (∅) I had gone to primary school.

6a. The girl about (whom) I was telling you is standing over there.
6b. " " (who, whom) I was telling you is standing over there.
6c. " " (that) I was telling you is standing over there.
6d. " " (∅) I was telling you is standing over there.

7a. The picture at (which) he was looking was beautiful.
7b. " " (which) he was looking at was beautiful .
7c. " " (that) he was looking at was beautiful.
7d. " " (∅) he was looking at was beautiful.

8a. I must thank the people from (whom) I got a present.

8b. “ “ “ “ (who, whom) I got a present from.
8c. “ “ “ “ (that) I got a present from.
Bd. “ “ “ “ (∅) I got a present from.

9a. The man to (whom) I talked yesterday was very kind.
9b. “ “ (who, whom) I talked to yesterday was very kind.
9c. “ “ (that) I talked to yesterday was very kind.
9d. “ “ (∅) I talked to yesterday was very kind.

10a. The meeting to (which) I went was very interesting.
10b. “ “ (which) I went to was very interesting.
10c. “ “ (that) I went to was very interesting.
10d. “ “ (∅) I went to was very interesting.

Exercise (3-4)

1. That devastated Haieti	adjective clause
Which devastated Haieti	
2. I was waiting for	adjective clause
Whom I was waiting for	
For who(m) I was waiting	
That I was waiting for	
3. who examined my wife	adjective clause
That examined my life	
4. Aisha is writing	adjective clause
Which Aisha is writing	
That Aisha is writing	
5. I was talking to	adjective clause
Who(m) I was talking to	
To(whom) I was talking to	
That I was talking to	

Exercise (3-5)

Appear on TV

1. 1. Who appear on TV.
   2. That " " ".
2. Didn't go to school.
   1. Who didn't go to Scholl.
   2. That " " " "
3. Whom I spoke to him
   1. Whom I spoke to.
4. I am going to buy it.
   1. I am going to buy.
5. Who he taught me English.
   Who taught me English.
6. Which loses his temper.
   Who loses his temper.
7. Who was written by George Orwell.
   1. Which was written by George Orwell.
   2. That " " " " "
   3. Written by George Orwell.
8. We met them.
   1. We met.
   2. Whom we met.
   3. That we met.
9. The dogcatcher that had bitten my sister caught the dog.
   1. The dogcatcher caught the dog that had bitten my sister.
10. The doctor examined the child was gentle.
    1. The doctor who examined the child was gentle.
    2. The doctor that " " " " "

Exercise (3-6)

Oral Exercise:

1. Yes, I thanked the police officer, who helped me. / that helped me.
2. Yes, the oral exercise we are doing is easy. / which / that / …… we are doing.
3. No, the package I got in the mail was not from my parents / which/ that I got in the mail was not from my parents.
4. No, I haven't recognized the woman whom came into the room. / that came into the room.

5. Yes, the coat which I bought keeps me warm. / that / …… I bought keeps me warm.
6. Yes, the man I saw was wearing a red suit./ who(m) / that I saw was wearing a red suit
7. No, the woman who stopped on my foot…… / that stepped……
8. Yes, the hotel where we stayed…… / which we stayed in / in which we stayed.
9. No, the banker who cashed……../ that cashed.
10. No, the boots l am wearing…../ that I am wearing / which I am wearing.
11. Yes. I found the book I was looking for / that I was looking for / which / for which I was looking for.
12. The waitress who served us …../ that served us……
13. Yes, the professor who shouted…. / that shout at us……
14. Yes, the fish we had…../ the fis which we had…../ that we had.
15. Yes, the students who stopped…./ that stopped me…….

Exercise (3-7):

1. Our professor has assigned us a research paper whose title…../ the title of which is……..
2. We in Sudan depend on cotton whose price …./ the price of which…….
3. An antique house whose value …../ the value of which……
4. That house whose walls / the walls of which……
5. Meeting whose decision / the decision of which……
6. Table whose top / the top of which……
7. One magazine whose title / the title of which.
8. Research whose results and recommendations / the results and recommendations of which…..
9. Brief case whose exterior …../ the exterior of which…….
10. Toyota whose tyres / the tyres of which……

Exercise (3-8)

1. Professor Ameer is an architect whose designs have won a lot of prize.
2. …… Alayam whose chairman / the chairman of which.
3. Parents whom children……
4. My elder brother whose first job was……..
5. ……..my garden whose flowers / the followers of which.
6. Widow whose husband.
7. Game whose rules / the rules of which.

8. This drug whose constituents are…… the constituents of which.
9. The woman whose coffee.
10. The professor whose courses I am taking…….

Exercise (3-9):

1. Omer, whose lab-top you borrowed is a lecturer.
2. I thanked the woman whose phone I used.
3. Wardi, whose songs I like best, was a teacher.
4. The woman whose purse was stolen called the police.
5. Zeinab, whose book I found is a student.

Exercise (3-10):

1. There is the woman whose husband is a football player.
2. There are the boys whose father is a doctor.
3. There is the student whose lecture notes I borrowed.
4. There is the woman whose car was stolen.
5. There is the man whose son scored the highest mark.
6. There is a girl whose mother is a dentist.
7. There is the man whose picture was in the paper.
8. There is the child whose life I've saved.
9. There is the author whose book I've read.
10. There is the woman whose key I've found.

Exercise (3-11):

1a. The town where I grew up is small.
1b. The town in which I grew is small.
1c. The town which I grew in is small.
1d. The town that I grew in is small.
1e. The town ∅ I grew in is small.

2a. This is the drawer where I keep ……
2b. This is the drawer in which I keep……

2c. This is the drawer which I keep all my work in.
2d. This is the drawer that I keep all my work in.
2e. This is the drawer ∅ I keep all my work in.

3a. I love to live in Sudan where there is plenty of sunshine.
3b. I love to live in Sudan in which there is plenty of sunshine.
3c. I love to live in Sudan which there is plenty of sunshine.

4a. Is there a shop near here where I can buy some stamps?
4b. Is there a shop near here which I can buy some stamps from?
4c. Is there a shop near here where I can buy some stamps from?

5a. A Cemetery is a place where people are buried.

5b. " " " " in which " " ".

5c. " " " " which " " " in.

5d. " " " " that " " " in.

6a. This is the restaurant where we can meet.

6b. " " " " in which " " "

6c. " " " " which " " " in

6d. " " " " that " " " in

6e. " " " " ϕ we can meet in.

7a. The building where she lives in is very old.

7b. " " in which " " " " " ".

7c. " " which " " " " " ".

7d. " " she lives in is very old.

7e. " " that she lives in is very old.

8a. The room where I sleep is not big enough.

8b. " " which I sleep in " " " ".

8c. " " in which I sleep " " " ".

8d. " " that I sleep in " " " "..

8e. " " ϕ I sleep in " " " "..

9a. The street where I had an accident is very narrow.

9b. " " which " " " " in " " ".

9c. " " in which " " " " is " ".

9d. " " that " " " " in is " ".

9e. " " ϕ I had an accident in is very narrow.

10a. The airport where the plane crashed is neglected.

10b. " " which " " " in " ".

10c. " " in which " " " is " ".

10d. " " that " " " in " ".

10e. " " ϕ " " " in " ".

Exercise (3-12):

1. Do you still remember that day <u>when</u> we first time met / we first met / on which we first met / that we first met / which we first met on.
2. 1994 is the year <u>when</u> I left ….. / in which / I left….in / I left for Canada.
3. July is the month when the weather …./ in which/ which …..in/
4. 1:30 is the time when her ….. / at watch / which ….at / her phone.

5. Friday is the day when he ….. / on which / which …..on/ he and his children go to……

Exercise (3-13):

The Instructor is explained to monitor the students' performance and he / she can add more adverbs of time and place.

Exercise (3-14):

1. I will never forget the trip I took to china.
2. I " " " " experience I had when I missed my plane.
3. I will always remember the person who taught me my first letters.
4. " " " " " woman who set me that letter.
5. " " " " " story that / which / ……/ you told me.
6. " " " " " accident that / which/……/ happened to him
7. " " " " " friends who attended my wedding ceremony.
8. " " " " " ford that / which/ we had in her restaurant.
9. " " " " " first time /when/ which/ met you /which….
10. " " " " " exam that I took with you / which/

Exercise (3-15):

1. I have a question, there is something which / that/ / want to ask you about.
2. I have a question, how some one whom / want you to rote for.
3. I have a question, I listen to everything which / that/ she says.
4. Don't believe him; everything he says is not true.
   Everything he says is not true.
5. Those who got ……. Above were called …..A, those who scored less than C…..B.
6. My teacher is the only one whom / that/ ……./ I trust.
7. This exercise is easier than the one / which/ that /……/ we has last week.
8. The curtain had already been raised, those who came late…….
9. He said something that/ which/ ……/ I didn't believe.
10. Sally charms anyone who that/ looks at her.

Exercise (3-16):

1. Non defining relative clause: I have one wife: just adding information.
2. Defining " " : I have more than a wife. The one who loves poetry.
3. Non defining: All the students spoke Arabic and all of them ran up the mountain. The adjective clause gives a additional information about the students.
4. The lack of comas indicates that only some of my students spoke Arabic. The adjective clause identifies which students ran up the mountain.

Exercise (3-17):

Commas come in (1) (2) (3) (5) (7) (9)

Exercise (3-18):

1a. Some of the students namely those who had done well.
1b. All of the students had done well.
2a. Some of the apples were rotten / threw only these.
2b. All the apples were rotten so I threw them all.
3a. Some students came early, so they received new books.
3b. All the students came early, adding information only.
4a. He has more than a wife, the one who comes from Dongola gave birth to a child.
4b. He has one wife and she comes from Dongola (information only).
5a. Some students gave her followers. The other did not.
5b. All the students gave the teacher flowers (information)

Exercise (3-19):

1. Non of which I like
2. The majority of whom are unemployed.
3. Many of whom did not ……..
4. All of whom are boys.

Both of whom come from other countries

Exercise (3-20)

1. ……the instruction given in the preceding pages.
2. The people waiting for the train……..
3. …… built in 1820.
4. The wall surrounding my house is built……
5. The scientists researching the ozone are……
6. The presidents meeting in London……
7. A city located in …….
8. The boys attending Almarafi School.
9. The rules forbidding any kind……..
10. Lincoln, one of the greatest presidents of the U.S.A. ……..
11. Muna, the best lecturer in one collage……
12. Many of my students hoping to score A……
13. The photographs published in the magazine …….
14. Thee is almost no end to the challenges facing our…….
15. Albert Einstein, one of the greatest scientists,…….
    William Wordsworth, the greatest English poet,…….
    Abbas Alagad, the most prolific Egyptian writer,……
    Abdalla El-Tayeb, the legend of Arabic Language and literature.

Exercise (3-21)

The instructor is expected to encourage the students to do this homework and he / she can ask the students to read what they have written in class. Let the rest of the class guess who that person or program is.

Answers

Unit (4)

Exercise (4-1):

1. an old Egyptian film.
2. a good looking young man.
3. an ugly yellow suit.
4. a black metal box.
5. long black hair.
6. black leather bag.

A big black dog.

7. an old Arabic song.
9. an intelligent young man.
10. a lovely sunny day.

Exercise (4-2):

1. seemed upset
2. tasted awful
3. sounded interesting
4. feel fine
5. you look wet
6…….. a bit bitter
7. became suspicious
8. went red
9. got bold
10. the room now appears brighter.

Exercise (4-3):

1. exhausted , exhausting
2. frightened, frightening noise.
3. exciting, excited by the match.
4. surprised, surprising news
5. embarrassed , embarrassing

Exercise (4-4): Oral Exercise:

1. Ahmed , confusing situation	confused
2. Amazing story	amazed
3. A fascinating person	fascinated
4. Tiring work	tired
5. Depressing day	depressed
6. Annoying	annoyed
7. Boring	bored
8. Thrilling	twirled
9. A thing is frustrating	you are frustrated
10. “ “ “ interesting	“ “ interested

Exercise (4-5):

1. injured	2. crowded	3. spoilt	4. sleeping
5. dividing	6. experienced	7. polluted	8. embarrassing
9. satisfying	10. broken, locked		

Exercise (4-6):

1. depressed	2. exhausted	3. Exciting	4. Interested
5. disappointing	7. Terrifying	8. Embarrassing	9. Satisfied
10. satisfying			

Exercise (4 -7):

1. I greatly regretted or the meeting greatly
2. Ahmed kindly offered…….
3. I simply don't remember…….
4. The Dean deliberately tried to fail……
5. the professor expected Osman to score the full mark easily.
6. I secretly hated attending his meetings.
7. The old man slowly started……..
   The old man started….slowly.
8. Noura hurriedly finished answering the …….. and went out.
   Noura finished answering all questions hurriedly and went out.
9. I recall telling him clearly about the meeting.
   I clearly recall telling him " " "
10. I clearly recall telling him about the meeting.
    I recall telling him clearly about the meeting.

Exercise (4-8):

1. easily	2. patiently	3. badly	4. suspiciously
5. intentionally	6. unexpectedly		7. temporarily
8. perfectly, slowly, clearly		9. seriously ill	10. reasonably cheap

Exercise (4-9):

1. extremely sorry	2. Seriously ill	3. Completely damaged, fully insured
4. Absolutely enormous		5. Slightly damaged
6. badly organized	7. Unusually quiet	8. Completely changed
9. surprising easy	10. Incredibly	

Answers

Unit (5)

Exercise (5-1):

1. in	2. in	3. at	4. at , in	5. in	6. at
7. at	8. on	9. in	10. in	11. on	12. on
13. at	14. on	15. at			

Exercise (5-2):

1. for	2. while	3. during	4. for	5. for
6. while	7. for , during	8. while	9. for	10. during

Exercise (5-3):

1. ironing	2. while	3. during	4. during	5. while
6. climbing	7. for	8. during, for	9. during, throughout	
10. while				

Exercise (5-4):

1. by the time	2. until	3. by	4. by	5. by the time
2. 6. by	7. until	8. until	9. by the time	
10. until				

Exercise (5-5):

1. in	2. on	3. at	4. on , in	5. at , in
6. on , on	7. in	8. in	9. on	10. at , at , at

Exercise (5-6):

1. applies equally to all.
2. not well or less than the expected standard.
3. in addition to.
4. unfair, wrong, cruel, (thing of boxing).
5. exaggerated behavior (not approved).
6. under control, accomplished with success.
7. when somebody does wrong, those who do not approve his deed describe it as under a cloud.
8. a bit ill, doesn't feel well.
9. impartial, raw, under looked, incomplete.
10. deceitful, devious, dishonest, stealthy.

Exercise (5-7):

1. between 2. among 3. among 4.between 5. among
6. between 7. between 8. among 9. between 10. among.

Exercise (5-8):

1. to eating, sleeping 2. to wearing 3. of taking , keeping
4. of stealing 5. of clarifying 6. to going 7. From running
8. to teaching, editing 9. for washing, drying 10. for not answering.

Exercise (5-9)

1. for interrupting 2. in searching 3. for boycotting 4. for not taking
5. of being 6. on knowing 7. in fasting 8. about / of having
9. of doing 10. about learning , in being.

Exercise (5-10)

1. by Eliot 2. on the phone 3. on a diet 4. by cheque
5. on business 6. for a swim 7. In love 8. on strike
9. by mistake 10. for breakfast 11. for a drink 12. on television
13. for your holiday 14. for lunch 15. by chance

Exercise (5-11):

1. of 2. of 3. to 4. about / by 5. of
6. of 7. at / by, of 8. with 9. with 10. of
11. about 12. to 13. to 14. at /by 15. with

Exercise (5-12):

Complete the sentences with appropriate prepositions:

1. 1n 2. for 3. from 4. for 5. on 6. from 7. in / at
8. to 9. in 10. for / about 11. of 12. for
13. to 14. (up) on me 15. from 16. to 17. with
18. to 19. (up) on 20. for.

Exercise (5-13):

1. to , for 2. of 3. of / about 4. of / from
5. with 6. for , to 7. to 8. with 9. with / to
10. in

Exercise (5-14):

1. On time 2. On time 3. In time 4. In time
5. On time 6. In time 7. On time 8. Just in time
9. On time 10. Just in time

Answers

Unit (6)

Exercise (6-1):

1. I put them on	2. Give it up	3. Ring him up?	4. To put it out
5. Turn it down	6. Wake them up	7. Take them off	8. Fill it in
9. Pick it up	10. Cross it out		