

بسم الله الرحمن الرحيم

Open University of Sudan
Education & Languages Programmes

Grammar 1

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Preface

Dear Learners

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

The book aims at:

- a) Arousing the learners' interest by the use of suitable vocabulary exercises at the beginning almost of each unit.
- b) Covering the basic grammar of the English, with a special attention to word classes, word-formation, construction of English sentence, patterns and similar matters.
- c) Implementing (a) and (b) to improve the learners spoken and written English for practical use.

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

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

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

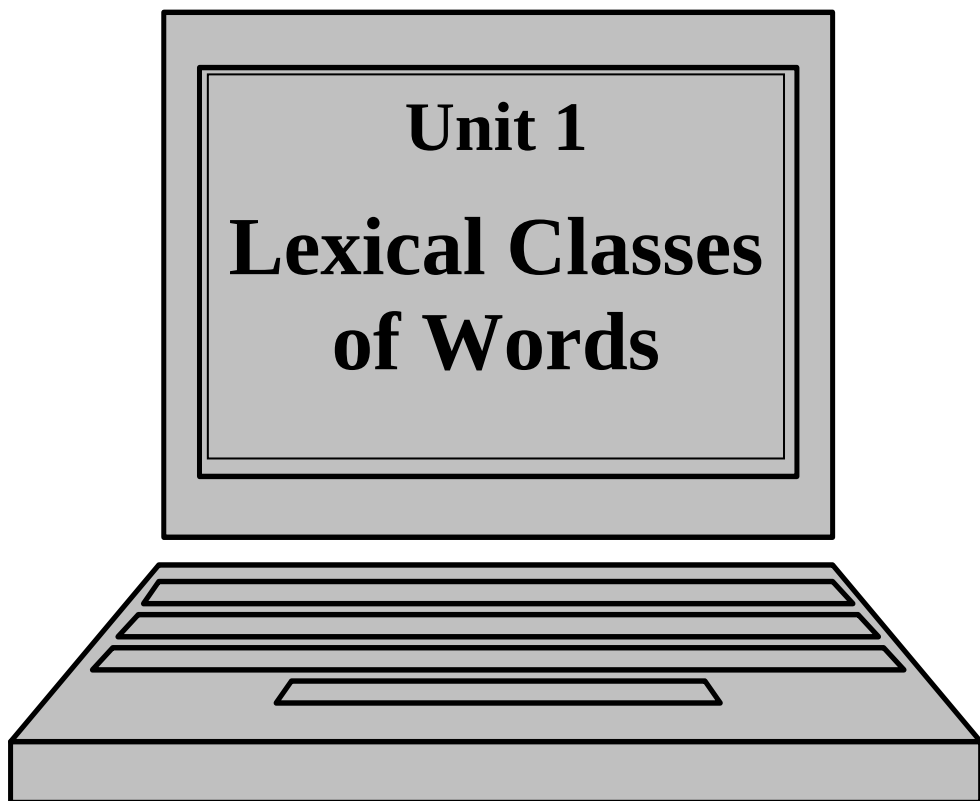
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I am most grateful to the many under-graduate students, I taught at different Sudanese and Arab universities, from whose feedback I benefited enormously. I, also, would like to thank the many EFL teachers who have approved this work.

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



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INTRODUCTION

PREVIEW

Dear learner,

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

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

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

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

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

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

Unit objectives



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

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

1. Nouns

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

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

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

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

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

What do you call words like these?

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

1.1 Types of Nouns

Dear learner,

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

1.1.1 Concrete and Abstract Nouns

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

1.1.2 Count & Uncount

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

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

1.1.3 Proper & Common

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

1.1.4 Collective Nouns

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

a host of visitors
a flock of sheep
a gang of burglars
the red cross

a crew of sailors
a school of fish
a herd of cattle
the Red Crescent

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

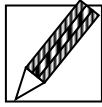
1. The conference is discussing the matter. (as a group)
2. The conference are discussing the matter. (as members of that conference)
1. The jury never makes up its mind under pressure.
2. The jury never make up their minds under pressure.

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

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

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

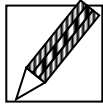
Exercise 1



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

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

Exercise 2



. Read the following dialogue and single out the nouns:

a) – What would you like to have?

= I'd like to have a cup of tea, please.

- Do you like to eat something?

= Yes, please, give me a piece of cake.

b) –I'd like to see Mr. Smith or Mr. Hough.

=I'm sorry, both of them are not here at the moment.

-Ah! Could I see the secretary?

= Of course, you can. That's Mrs. Taylor's office.

-Thank you.

c)-Wouldn't you like something cold to drink?

= I'd rather have lemon, if you do not mind.

SAQ



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

(1) Who went to the cinema?

_____.

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

_____.

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

_____.

(4) Why did they return home late?

_____.

(5) Where did Nancy go last weekend?

_____.

2. Fill in the blanks with the correct nouns:

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

2. Verbs

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

are
decide
arrange

start
work
describe
tell

give
run
realize

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

What is common between these words?

Do they look like the noun words you have used in the vocabulary exercise in the previous section?

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

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

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

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

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

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

(c) 1. **My glasses were broken.**

2. **Mary laughed heartily.**

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

(d) 1. The astonished lady fainted.

2. The surprised fisherman sailed away from the whirl pool.

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

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

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

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

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

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

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

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

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

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

They went home. They laughed. He left.

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

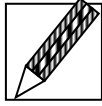
We shall leave tomorrow.
They have written to him.
She is reading now.

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

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

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

Exercise 3



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

- These are pencils of different colors. Which color do you like?

= I prefer the blue.

- What other colors do you like?

= Ah! I like all open colors.

- Would you like to see George?

= Of course, I would (like to see him).

- What time is it?

= It is three O'clock.

- Do you know Bill?

= I'm sorry. I do not know him.

- Do you see that thin boy?

= You mean the one in the middle?

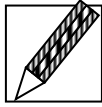
- Yes I do.

= Oh! No.

- That's my friend Tom.

= Oh! Really.

Exercise 4



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

Example: Nadeen washed her clothes.

Verb tense: past simple.

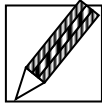
1. Mr. Cannon has just gone home.
2. Little Jimmy always asks questions.
3. The mouse might have been eaten by the cat.
4. Our football team played well.
5. The river is running through the village.
6. My friend called yesterday evening.
7. Have you taken your books from the shelf?
8. The tree was cut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

Exercise 5

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

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

Exercise 5



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

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

SAQs



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

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

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

want provide comes grow move
learn increase be have improve

1. Paullene usually _____ to the university by bus.
Her final exam will _____ in March. She and her
classmates _____ English by listening.
2. The government must _____ water, electricity,
education, and housing. But poor countries do
not _____ the money to do this. As towns
_____ larger, the problems _____. People
_____ to cities, because they _____ to change
and _____ their lives.

3. ADJECTIVES

SAQs



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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Adjectival groups of words (i.e. adjectival phrases and clauses) follow the noun, and both of them tell us more about some noun or pronoun.

3. An adjectival clause usually starts with one of the 'relative pronouns': who, which, that, whom, whose'.

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

SAQs



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

impossible	furious	old
bad	dependent	angry
good	sad	excellent
difficult.		

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

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

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

Look at these sentences:

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

3.1 Types of Adjectives

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

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

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

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

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

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

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

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

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

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

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

Now use these forms in larger utterances:

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

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

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

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

1. فاطمة طويلة.
2. ليلى أطول من فاطمة.
3. تماضر الأطول منهما.

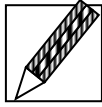
Irregular adjectives behave differently and have different suffixes according to the stem to which they are attached.

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

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

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

Exercise 6



Complete the following sentences with the correct adjectival form. Example: (tall)

Lora is _____ than Flora.

Lorna is taller than Flora.

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

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

SAQs



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

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

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

Example: clock, watch

The clock is bigger in size than the watch.

Or: The watch is smaller than the clock.

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

4. Adverbs

Dear learner, before starting this section please, fill in the blanks with words you select from the list below:

loudly, easily, hesitantly, along, now, yesterday, here, carefully, kindly, finally, melodiously, very, cheerfully

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

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

What do you observe about the words you have just used? Are they nouns, adjectives or verbs? Of course, none of these words is a noun, adjective, or verb. They all constitute a class of words known as '**adverbs**', and do stand in relationship with verb. However, we will learn, later in this section that these words can also stand in relationship with adjectives and other adverbs.

Refer to the vocabulary exercise and try to find an answer to the question: Do these adverbs show the same sort of thing in their relationship with verbs? The answer is No, because adverbs differ in their meaning and function. For example, such words as 'loudly, carefully, melodiously' do have the same relationship with the verbs they modify or describe, as they all indicate 'manner', e.g. they all show 'how' does/did the action happen. Words such as 'yesterday, finally' indicate 'when' the action takes/took place, while words like 'here, along' do indicate 'where' the action has/had taken place. Words like 'yesterday, finally' are said to indicate 'time' and words as 'here, along' are said to indicate place.

In unit 3, we have noticed that adjectives have a closer relationship with nouns and pronouns, i.e. they stand in relationship with the nouns and pronouns whether they precede or follow them. In this section we shall see that adverbs do stand in relationship with verbs, adjectives and other adverbs.

4.1 Adverbs as Verb Modifiers

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

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

1. He always plays cricket.
2. The water plumbers are digging beneath.
3. The team played poorly.

Now consider these sentences:

The coach shouted.

The boy played.

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

4.2 Adverbs as Adjectives Modifiers

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

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

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

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

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

4.3 Adverbs as Adverbs Modifiers

Examine these sentences:

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

What do the adverbs 'very, quite, too' modify?

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

4.4 Adverbial Phrases & Clauses as Modifiers

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

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

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

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

1. a) ‘With a cheerful’ smile she greeted us.
b) She greeted us ‘with a cheerful smile’.
2. a) ‘Before going to school’, Janet prepared her lessons.
b) Janet prepared her lessons ‘before going to school’.

You will find that some adverbial phrases cannot normally be used at the start of the sentence, e.g.

'in the morning', 'on Sunday', 'if possible'.

So, both adverbial phrases and clauses, like one word adverbs, can indicate time, place, or manner. Consider the adverbial clauses in these sentences:

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

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

4.5 Adverbial Derivations

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

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

pleasant

pleasantly

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

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

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

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

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

Notice that you can not provide adverbs in the same adjectival positions:

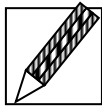
- b) We had late lunch.

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

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

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

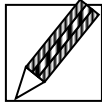
Exercises 7



1. Find out the adverbs in the following sentences:

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

Exercise 8



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

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

SAQs



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

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

2. Questions

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

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

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

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

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

OVERVIEW

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

PREVIEW

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

ANSWER KEY

Exercise 1

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

Exercise 2

a) –

= cup tea

-

= piece cake.

b) – Smith Hough.

=.

- secretary

= Taylor office.

-.

c)-

= lemon

Exercise 3

- are, like

= prefer

- like

= like

- like

- is

= is

- know

= am know

- see

= mean

- do.

= .

- is .

Exercise 4

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

Exercise 5

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

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

Exercise 6

Complete the following sentences with the correct adjectival form.

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

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

9. saddest
10. colder, colder

Exercises 7

1. Find out the adverbs in the following sentences:

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

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

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

Terminology

A noun

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

Concrete nouns

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

Abstract nouns

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

Count nouns

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

Non-count nouns

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

A proper noun

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

Collective nouns

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

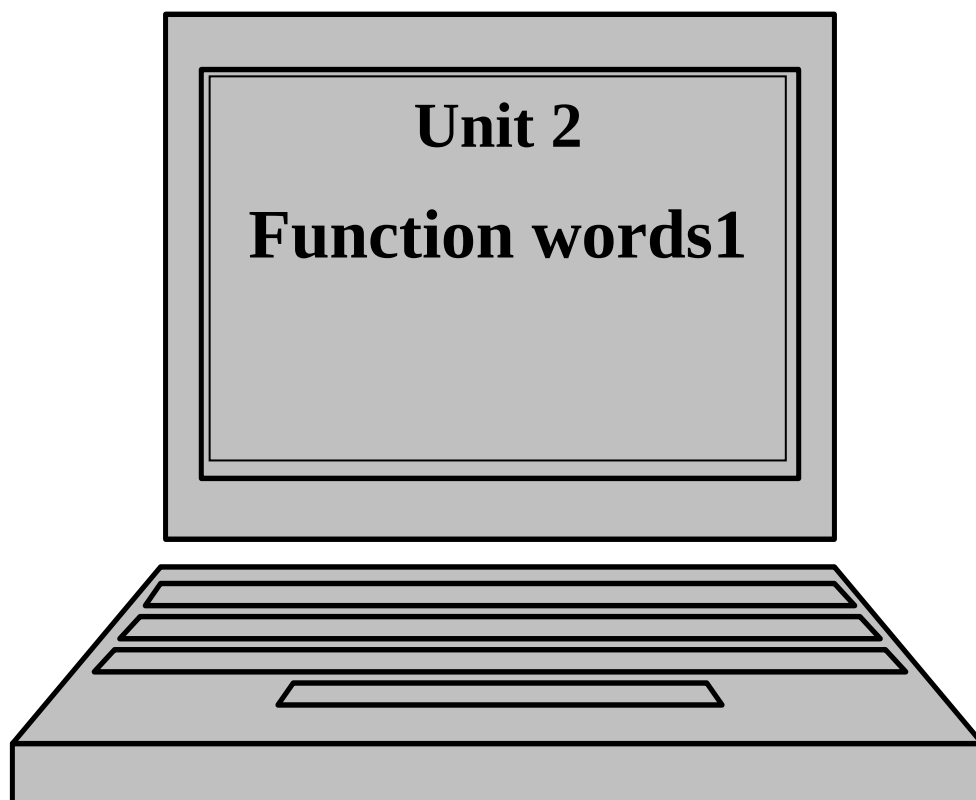
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Introduction

PREVIEW

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

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

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

Unit objectives



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

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

1. Pronouns

Dear learner, have you ever thought of a pronoun?

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

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

What do you think of this kind of writing?

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

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

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

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

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

The closed system of pronouns can be divided into four major sub-systems:

(a) Personal , (b) Interrogative, (c) Relative and (d) Indefinite Pronouns .

1.1 Personal Pronouns

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

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

1.1.1 Singular

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

1.1.2 Plural

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

Consider the following sentences:

1- You and I will do the job.

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

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

Such a beautiful baby, you see, it smiles.

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

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

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

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

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

SAQs



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

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

1.2 Interrogative pronouns

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

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

=I am going with my dad.

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

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

4- Whom did your friend see?

5- Whom are you going with?

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

6. - To whom does this car belong?

=It belongs to Fjuna.

7. - With whom did you come?

= I came with Donald.

However, in certain relaxed conversational styles the last question may be constructed differently where 'who' is used:

8. - Who did you come with?

= I came with Donald.

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

Now consider these examples for 'whose':

9- Whose money is this?

=It's mine.

10- Whose pen is this?

= It is Sara's (or: It is hers).

The same questions may be formulated differently:

11- Whose is this money?

= It's mine.

12- Whose is this pen?

= It's Sara's.

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

SAQs



Construct 5 sentences where you can use 'who' and 'whom' alternatively.

Example:

- a. 1. This is the man with whom I live.
2. This is the man who I live with.
- b. 1. To whom did you go?
2. Who did you go to?

1.3 Relative Pronouns

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

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

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

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

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

SAQs



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

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

1.4 Indefinite Pronouns

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

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

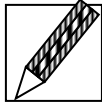
The words ‘Al’ and ‘Somebody’ are the subjects of the above sentences. In (2) we see that ‘somebody’ is a pronoun which has replaced the noun ‘Al’, but it does not tell us definitely ‘who’ saw the sailing boat. So, words such as ‘somebody, something, someone, etc.’ relate to a category of words called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

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

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

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

Exercise (1)



Fill in the blanks with the correct pronoun.

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

2. PREPOSITIONS

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

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

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

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

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

What is a preposition?

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

.

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

1- The hut is made of hay.

2- The hut made of hay is in the wood.

A better connection of the two sentences is:

3- The hut in the wood is made of hay.

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

4- i. The hut in the wood is made of hay.

ii. >> >> near >> >> >> >> .

iii.>> >> by >> >> >> >> >>.

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

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

5-i. The pupil in front of the door is my friend.

ii. >> >> behind the door >> >>.

iii. >> >> beside >> >> >> >> .

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

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

(1) The train arrived before lunch. (Time)

(2) Put these clothes in the suit case. (Place)

(3) The secretary handed the letter to her boss. (Direction)

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

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

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

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

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

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

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

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

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

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

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

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

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

2.1 Prepositions or Adverbs?

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

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

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

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

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

Summary

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

a) Noun & Noun:

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

b) Pronoun & Noun:

- (i) She is outside the 'building'.

(ii) They delivered the 'parcel' to him.

C) Adjective & Noun:

:

(i) He is 'clever' at 'chess'.

(ii) Children are 'good' at 'reciting'.

d) Verb, & Pronoun:

(i) You should 'listen' to 'him'

(ii) Do not 'laugh' at her.

Adverb & noun:

(i) She looks 'fine' for her 'age'.

(ii) He plays 'well' for his 'experience'

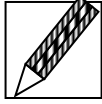
Phrases & Whole Sentences:

(i) See me at 'the university club'.

(ii) I do not care for 'what they are saying'.

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

Exercise (2)



1- Fill in the blanks with the correct preposition.

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

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

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

SAQs



1- Pick out the prepositions in the following sentences:

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

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

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

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

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

3. Conjunctions

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

- a) 1. Mr. Thomas is a brave man.
2. Also, Mr. Wilkins is a brave man.
3. Mr. Thomas has been arrested. He has liberal views .He has humanitarian views.
4. Also, Mr. Wilkins has been arrested. He has humanitarian views too.

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

Can you think of a better way of writing them?

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

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

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

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

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

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

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

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

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

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

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

3.1 Types of Conjunctions

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

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

3.1.1 Coordinating Conjunctions

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

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

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

3.1.2 Correlative Conjunctions

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

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

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

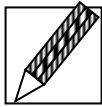
Notice that ‘as..... as’, like ‘than’, indicates comparison, the reason why both of them are called ‘comparative conjunctions’.

3.1.3 Subordinating Conjunctions

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

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

Exercis 3



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

Example:

He arrived. He brought his children with him.

He arrived and brought his children with him.

And: coordinating conjunction.

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

SAQs



(1) Single out the conjunctions, classify them and identify the parts of the sentence each one connects.

Sentence (1) is done for you.

(1) Neither.... nor: correlative conj.

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

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

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

(3) Criticize this sentence:

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

OVERVIEW

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

PREVIEW

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

Answer key

Exercise 1

Fill in the blanks with the correct pronoun.

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

Exercises 2

1- Fill in the blanks with the correct preposition.

Peter was standing **in** the corner **of** the street.

There is space **in** these two steel boxes and the baby stuck **in** it.

The governor was able **to** deal **with** the situation after the flooding of our village.

We went **for** a swim in the river.

The clouds grew darker and darker and the rain started **to** fall.

That is the largest street **in** the town. We can see an endless stream **of** traffic. Accidents often occur **in** it.

Leave these books **on** the table.

Pirates **in** the past used to seize ships **in** the **nearby** islands.

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

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

Exercises 3

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

Example:

He arrived. He brought his children with him.

He arrived and brought his children with him.

And: coordinating conjunction.

He came, but he did not return my book.

but: coordinating conjunction.

They wanted neither to eat, nor to sleep.

Neither...nor Correlative Conjunction.

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

or: coordinating conjunction

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

So: Subordinating Conjunctions

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

Not only... but also/Correlative Conjunctions.

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

Because: Subordinating Conjunction.

And: coordinating conjunction.

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

both... and: Correlative Conjunctions.

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

But: Coordinating Conjunction.

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

Yet: Coordinating Conjunction.

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

Neither...nor: Correlative Conjunctions.

Terminology

A Pronoun

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

A Preposition

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

A ‘Coordinating Conjunction’

A ‘coordinating conjunction’ links up two constructions of grammatical equivalence.

Correlative Conjunctions

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

Subordinating Conjunctions

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

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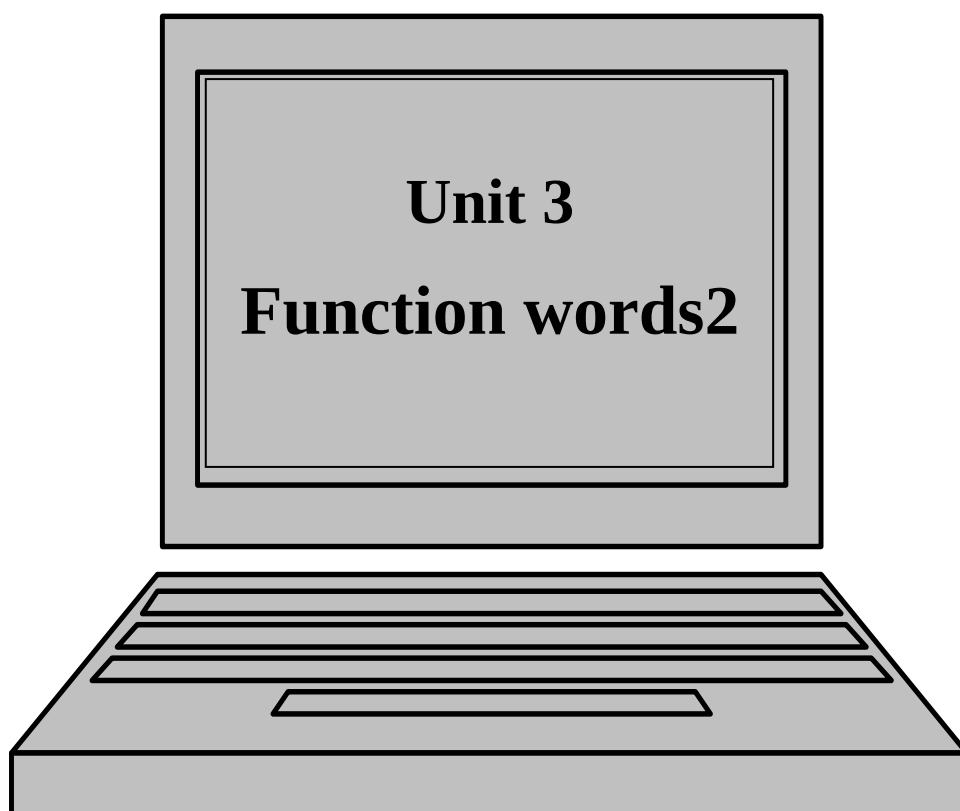
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Unit 3

Function words2

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Introduction

Dear learner, welcome to unit three '**Function words 2**' of this course book 'Grammar1'. After you have finished studying the **function words**¹ in unit two, now you are starting unit three where **function words**² are divided into two sections:

5- Structure Words,

6- Auxiliaries

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

Unit objectives



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

- ✓ **define** the structure words
- ✓ **give** examples using qualifiers
- ✓ **differentiate** between qualifiers and determiners
- ✓ **define** the term determiner.
- ✓ **use** determiners accurately.
- ✓ **compare** qualifiers with determiners.
- ✓ **use** auxiliaries
- ✓ **discover** the kinds of auxiliaries

1. Structure Words

Dear learner, let's think of having "**Structure Words**" part of the class of 'Function Words'. They are only given this name to distinguish them from one type of function words, i.e. Pronouns, Prepositions, and Conjunctions, which traditional schools of grammar include in the list of the 'parts of speech'. Both types of function words share the same grammatical characteristics as they are recognised mainly by the position they assume in the utterance, and, unlike 'lexical words', they (with the exception of a few) do not change their forms. The sub-class of structure words includes some systems and sub-systems such as qualifiers, determiners, and auxiliaries. In the rest of this section, we shall deal with these structure words in detail.

1.1 Qualifiers

Dear learner, the first question that we have to ask ourselves is where do **Qualifiers** occur?

Qualifiers usually occur in adjectival and adverbial groups of words. Their position is just before adjectives and adverbs. Consider these sentences:

The film was very good.

They played rather well.

It is too hot in here.

Flora sang quite acceptably.

Pip is a rather brave man.

Blenda is somewhat miserable.

Words like 'very, rather, quite, too, somewhat' are qualifiers and their function is to modify the words that follow them, e.g. 'good,

well, hot, acceptably, brave, miserable' in the above sentences. The word modified by a qualifier is called the **'head word'**, which is either an adjective or an adverb.

SAQs



1. Underline the qualifiers in these sentences, and show whether the qualifier modifies an adjective or adverb.

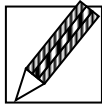
1. Frank is too generous.
2. My friend is completely satisfied with his grades.
3. This soup is extremely delicious.
4. Our team played quite skillfully.
5. Marianne sings somewhat beautifully.
6. A rather tall boy scored several points.
7. The orchestra performed fairly well.
8. The children are still playing quite actively.
9. Are you coming too soon?
10. She seems extremely unhappy.

Dear learner, we have already learned that qualifiers are uninflected words (i.e. they do not change their form). *However, the qualifiers positions can be taken by lexical words.* Examine these sentences:

The house is only a ' <u>year</u> ' old.	N	Modifying	Adj.
The river is <u>freezing</u> cold.	V	>>	>>
I like the <u>light</u> blue colour.	Adj.	>>	>>
She smiles <u>gracefully</u> beautiful.	Adv	>>	>> .

The words 'year', freezing, blue, gracefully' are qualifiers by their positions in the above sentences, and their grammatical function is to modify the words that follow them.

Exercise 1



Pick out the modifiers and name their form-classes:

1. The road is two miles long.
2. The water is boiling hot.
3. He is furiously mad.
4. I am quite contented with my job.
5. Our boss was rather angry with our remarks.
6. That lady seems enormously wealthy.
7. This car is a month old.
8. Do you prefer your tea darker black?
9. How awfully bad is this film!
10. I love the brighter sunny days.

A few qualifiers have the same form as adjectives; great big, pretty good, perfect well, jolly good, dead right. Sometimes, noun phrases are considered as qualifiers when they occur **before** adjectives and verbs:

He is a bit lucky.

This is only a degree of black.

It is someway of doing it.

Julie is the most funny (person).

Here is a list of words and phrases that are regarded as qualifiers when they occur **in the qualifier position**:

most	most	even	enough
a lot of	almost	pretty	some
no	plenty	so	very
much	right	less	awful
a good deal of	kind of	least	a whole lot
a great deal of	real	just	indeed
somewhat	rather	quite	any
more	sort of	too	a bit

1.2 Determiners

Dear learner, try to think of defining the term "DETERMINER".

A determiner is a word that functions as a Noun Marker, i.e. it precedes a noun and predicts its coming. As such, a determiner signals that a noun is soon to come. Examples:

the boy
a boy

this boy
his boy

that boy
her boy

A determiner also occurs before modifiers, such as adjectives or nouns that precede a noun:

The tall boy
A >> >>

This tall boy
That >> >>

His tall boy
Her >> >>

A very pretty female doctor

The rather tall lady

The old brick house

A determiner is very important, because it signals the following noun. Its absence may cause ambiguity. Consider this expression:

Workers plan strike.

An expression like this normally appears as a newspaper 'headline', but it is ambiguous, because we do not know how to interpret 'strike' which is either a noun or a verb:

Workers plan to strike (V).

>> >> **a strike(N).**

Therefore, the determiner 'a' will show that 'strike' is a noun, and 'to' shows that it is a verb.

Determiners may be grouped into sub-systems of articles (the, a, an), demonstratives (this, that, these, those), possessive personal pronouns (my, your, his, her, etc.). We shall not take time to examine these in details, but a glance to their uses might prove to be productive.

1.2.1- Pre-nominal Possessive Pronouns:

my, your, his, her, its, our, their, Sara's, (or any possessive of a name).

1.2.2- Six of the determiners (his, Sara's, this, that, these, those) take the position of a noun and substitute it, e.g.

1. That will happen, sooner or later.
2. You cannot buy an ugly jacket like this.
3. I accept Sara's (i.e. I accept Sara's point).
4. Is this your book or his (i.e. or his book).

1.2.3- Articles

There are three articles in English: 'the' (definite) and 'a, an' (indefinite).

1. The Definite Article

The definite article determines or limits a noun, or determines the noun in connection with other words:

- (a) She took the train. (b) She talked to the lady with the red dress.
(c). © They live in the house their father built for them.

The definite article is used for a noun already mentioned, e.g.

I was examined by a doctor. The doctor is specialized in Math.

The definite article is also used for a noun, which is known, e.g.

Open the book.

We took the train.

The definite article is not normally used with proper nouns:

God, Lebanon, Egypt, Satan, Chad.

But it can be used with some special proper nouns:

The Sudan, The Netherlands, The United States of America, The River Nile, The Pacific Ocean.

All of these words can occur without 'the', e.g.

River Nile, Sudan, United States of America.

You should not use the determiner with 'uncountable' nouns:

Sugar is now produced in the Sudan, beside cotton and gum.

Now lunch is ready.

Have you had your dinner, love?

Consider these two sentences:

(a) Sugar is produced in the Sudan.

(b) The sugar in my tea is too much.

In (a) the definite article is not used, because sugar is a substance noun and is uncountable; in (b) it is not a substance noun, and the word sugar refers to a quantity of sugar. So, we can always say: milk, tea, cotton, but we say: 'the milk in the fridge, the tea in the pot, and the cotton in the store'.

The definite article is also used when it denotes a class of things, animals, etc., or as an example:

The dog is a friendly animal.

The lion is a strong animal.

Diana was the perfect princess.

This is the best you can do.

The word 'people' is a collective noun, which refers to men and women in general and should be used without any article:

People are not always kind.

People are doomed to die.

The definite article is used only when the word 'people' refers to a particular people, for instance, a nation, villagers, fishermen, etc. living in the same place:

The people of our village live by the river.

The people of Egypt like telling jokes.

The people of the Sudan are extremely generous.

When it refers to nation, the word people can be used in the singular and the plural as well:

The peoples of Africa are still lagging behind.

The peoples of Europe are of different races.

2. The Indefinite Article

The indefinite article determines singularity:

a girl, a boy, a house, an hotel, an inn

It is also used when a noun is not important to identify:

A little girl has just passed.

We shall go for a swim.

It is required by a complement in a sentence:

He is a clever boy, but his friend is a fool.

We shall name him a secretary (i.e. of the union).

Though it precedes adjectives, the indefinite article follows the words: 'no, however, so, less, as, too, what, many, such':

She is less intelligent a student.

He is too sensible a person not to do it.

What a beautiful car is this!

However, lazy a worker is, he must still work hard.

The indefinite article also means 'one':

They will come in a day or two. (I.e. in one day or two).

I see Johnny once a week.

The indefinite article is used with uncountable nouns, to denote a special meaning:

(a) This box is made of wood and glass.

(b) You can stick a paper on the wall.

(c) Give me a glass of water, please.

(d) You can make spots on a cloth.

The words 'wood' and 'glass' in (a) refer to the substance names, while the words 'paper, glass, cloth', in (b), (c) & (d) do not. 'A cloth' means a piece of cloth, not the material or substance. The same may be said about 'a glass' and 'a paper' which refer to one glass (a cup made of glass) and one paper (a sheet of wall paper).

A & An

When the word next to the indefinite article starts with a vowel, we use 'an' instead of 'a':

Is he an uncle of yours?

It is an unusual sight.

This is an old house.

It is a one-man job.

This is a useful instrument.

Notice the spelling of the word does not matter; it is the pronunciation which tells you whether to use 'a' or 'an'. The word 'one' starts with the vowel 'o', in writing, but in pronunciation it is not a vowel, it is {w} which is a consonant. So, you should say;

It is a one-way street.

The doctor is a woman.

'An' is also used when the next word starts with a silent 'h', e.g. an hour, an honour, an honest. Notice that the 'h' in all of these words is 'mute' (or silent). But when the 'h' is not mute you should use 'a', e.g. a hotel, a harvest, a home, where the 'h' is pronounced.

SAQs



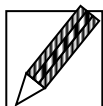
1- Put 'a' or 'an' before each of the following words:

egg	usual sight	hotel
onion	rather old man	Hindu
head	impossible task	hair
honest man	high wall	ordinary pen
heir	union of workers	one-way-street
one-sided argument	hospital	home
hour	history book	holiday
honour	half-holiday	horizontal line
hero		

2. Fill in the blanks with a suitable word; you may need more than one word for one blank.

1. It hasn't rained for----- last three weeks.
2. Do you have ----- water left in the pot.
3. She set ----- record ----- running round -----
- field.
4. You may start in ----- minute's time.
5. We are staying at----- Grand Hotel.
6. They will leave after ----- match. The train is late. It should have come in-----hour's time.
7. We shall be leaving at end of the meeting.
8. There must be something wrong ----- man.
9. ----- honest man does not lie .
10. ----- people of Africa are mostly farmers .

Exercise 2



Show whether the underlined words are determiners or noun-substitutes:

- 1- Mr. Gardener has an interest in reading stories.
- 2- These gentlemen are my neighbours.
- 3- Do you like this or that.
- 4- I like his new novel.
- 5- Have you seen Mrs. Scanlon's dog?
- 6- I like your shirt.
- 7- Its shape is deceptive.
- 8- You should sometime come to our house.
- 9- Where are the English roses you have planted?
- 10- Those barren trees need water.

SAQs



1- Make four sentences similar to the models a, b, c above .

2- Fill in the blanks with: each other, one another, another one, one, the other, another.

(1) While playing both kids injured -----.

(2) _ Do you like ----- bar of chocolate?

= No, thank you. This ----- is good enough for me. I don't really need- -----.

(3) ----- of the two boxers was hurt, but luckily ----- was not injured at all .

(4) The four girls are in the same college and know ----- quite well.

(5) The short player claimed that the ----- one was wrong.

(6) I have found one sock, but I cannot find -----.

(7) I can't buy that record player because I still need ----- five pounds.

(8) The two presidents gave presents to -----.

(9) I gave him three pounds but he still wants me to pay ----- two (pounds).

(10) ----- sister is a secretary but ----- is a teacher.

Each other

‘**Each**’ is used as an **indefinite determiner** with singular nouns and verbs:

On each corner of the building there is a tree.

There is a rose on each vase.

Each hour passed without any activity.

Each can also be used as an **indefinite pronoun**:

Each of the soldiers carries a gun.

Each of the guests thanked me in person.

We can say: Each of them (i.e. of the soldiers) carries ----. Each of them (i.e. each of the guests) thanked -----.

‘Each other’ is used only as **the object of a verb** where it means ‘the other one’ reciprocally:

Thomas and Agnes help each other.

This means that Thomas help Agnes, and Agnes help Thomas.

‘Each’ and ‘every’ are generally used as determiners **before** singular countable nouns:

Each lady should learn to cook by herself.

Every student must prepare his/ her lessons.

Now consider these sentences:

(a) Do you know {each other?

{one another?

(b) I would like {another one.

{another shirt.

{another two shirts .

(c) _ Would you like this lighter?

= No, thank you. I already have one, and I don’t want another (i.e. another one).

(d) He has two daughters, one girl is nine, the other is only five.

The Position of ‘Each’

If ‘each’ precedes a **noun or pronoun**, the verb must be singular:

1. Each person walks in a different way.

2. Each of the boys has a bicycle.

3. Each of them claims his/her rights.

Sometimes, the noun is not expressed but is understood from the context:

Each claims her / his rights (i.e. Each of the citizens claims his / her rights).

If 'each' comes after a noun or a pronoun the verb must be plural:

1. The little girls each have candy.

2- Jack, Paul, and Pauline each have a book.

3- The soldiers have each greeted the president.

SAQ



Make six sentences similar to the above models.

SAQs



Use the correct verbs in brackets to fill in the blanks

- 1- Each of the two walls ----- (is / are) painted.
- 2- They each ----- (has / have) a car.
- 3- Each of these houses ----- (was / were) painted white.
- 4- The horses ----- (is / are) each old.
- 5- Each student ----- (seems / seem) busy, but they ----- (is / are) each happy.
- 6- David, Henry and Keneth each (has / have) one day off, so each of them ----- (is / are) going swimming.
- 7- The girls each ----- (has / have) to learn some cooking and I believe each ----- (has / have) done so.
- 8- Each of these very old books ----- (is / are) valuable, and each ----- (is / are) difficult to read.

SAQs



Insert **a, an, some or the**, or just take out the dots and add nothing. Remember that **a, an, and many** are not used with uncountable nouns such as tea, timber, glass, bread.

1. About ----- hundred years ago, ----- large ship was seized by -- pirates near ----- island of Tahiti. ----- --- of the crew were killed, but ----- four men reached -- ----- shore and went to find ----- policeman.

2. Here is ----- longest street in ----- town. In it we can see ----- endless stream of ----- traffic. Pedestrians cannot cross ----- road easily because of all ----- cars, buses and ----- cyclists. Accidents often occur in it, and I have seen ----- of them.

3. There must be ----- complete silence in ----- library so that ----- students can study properly. Put ----- books back on the table when you have read them.

4. ----- Men came to our village and met----- chief of - ----- village. They have ----- plan for digging ----- well, because our village has ----- problem in getting ---- ----- water.

5. I spent ----- night in ----- nearby hotel. ----- Care taker of ----- hotel is ----- old man with very thick ----- glasses.

6- This is not ----- answer to my ----- question. I want to know ---- reason why ----- workers are late. You should be ----- careful foreman and try to get rid of ----- - of your mistakes if you are to keep your job.

7- See me at ----- airport in ----- evening. You can come ----- little bit early, and bring ----- magazines, especially ----- 'Mirror'

2. Auxiliaries

Dear learner, now we are starting section two of this unit. First of all let us have a background of the topic of this section, which is "Auxiliaries ", and then do some applications and exercises.

WHAT are AUXILIARIES?

Though they are called ‘Auxiliary verbs’ and may have ‘tense’ (e.g. can / could, shall / should), auxiliaries are not verbs in the sense we discussed earlier (in unit one). Their grammatical function is to precede the stems of verbs, the reason why they are, sometimes labelled Verb Markers as they indicate that a verb is about to follow. Again, auxiliaries add to the meaning of the main verbs and give special information about them like: order, obligation, suggestion, request, and permission. Examine the sentences below to learn about such shades of meaning.

You will leave now! (Order)

She must prepare her lessons. (Strong obligation)

They should tell us the truth. (Obligation)

The gardener should trim the trees first (suggestion)

Marianne may leave any time (permission)

Can you pass the salt? (Request)

Could you pass the salt? (More polite request)

Other shades of meaning are like: possibility, probability, necessity, futurity (i.e. future time), volition (using one’s will in choosing or making a decision).

Now, you may ask yourself, what are the kinds of

AUXILIARIES?

Auxiliaries may be classified into three kinds:

Modal Auxiliaries

There are ten modal auxiliaries:

Present Tense

can
may
shall
will
must

Past Tense

could
might
should
would
ought (to)

The majority of the modal auxiliaries may have 'tense': can/ could, shall/ should, will/ would, may/ might, e.g.

He thinks he can help me.

He thought he could help me.

'Must' and 'ought to' can express the past tense in a different way, because they do not have parallel forms as the rest of the modals. To express the past tense of 'must', for example, we use the form 'had to' in the sense of 'necessity':

I must clean my room today.

I had to clean my room yesterday.

The past tense of 'ought to' can be expressed according to this order:

Ought to + have + past participle

Or: should + have + past participle

Examples:

Laura ought to see these ones.

Laura ought to have seen these ones.

Laura should have seen these ones.

The modals 'must' and 'ought to' behave differently when expressing the negative. Since the meaning of 'must' is 'necessary', its negative will be 'not necessary'. As such, the negative of 'must' should not be expressed by 'must not' which forbids the action of the following verb. So, the form 'does/do not have to' or 'need not' are used:

They must report tomorrow (affirmative).

They don't have to report tomorrow (negative).

He /she doesn't have to report tomorrow (negative)

He /she need not to report tomorrow (negative).

They need not report tomorrow (negative).

But: “ They must not report tomorrow” is wrong.

The negative of ‘ought to’ is: ‘ought not’ / ‘should not’:

You ought to take the money (affirmative).

You ought not take the money (negative).

You should not take the money (negative).

Modals express different shades of meaning where the element of ‘time’ is not important. In these sentences different ideas are expressed, ‘time’ is not included although a notion of futurity (i.e. future time) is implicit in all of them:

They must be on the alert.

They ought to be on the alert.

Will you see him again?

Would you see him again?

Can I take one?

May I take one?

Could I take one?

Might I take one?

Should I tell you?

Shall I tell you?

Modal auxiliaries are especially important when used in different types of ‘directives’, which mean that speakers use certain strategies to direct the behaviour of someone else. Thus, the same modal auxiliary can appear in different types of directives. Consider the different shades of meaning of the modal ‘will’ in these sentences:

You will leave now. (an order).

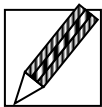
I will see you tomorrow (a promise).

I will tell my father [if you touch me]. (threat).

I will carry this parcel for you. (willingness)

He will tell lies [even though I warned him]. (strong volition)

Exercise



Modal auxiliaries are used in different types of directives to: order, insist, show willingness or unwillingness, lay obligation, make a suggestion, or give permission. Write beside each sentence the type of directive you think best. The first sentence is done for you.

- 1- Can you pass the milk, please? (Request)
2. Could you pass the milk, please? (More polite request)
3. She should come in time.
4. Nancy should help her husband.
5. The children can have a swim.
6. Your driver should take me first.
7. They must pay the rent now.
8. Nadeen may not take extra duties.
9. You will see the manager at once.
10. That might be Mrs. Deen at the door.
- 11- That should be Mrs. Deen at the door.
- 12- I will take the children to the carnival tomorrow.
- 13- I'll fix your bike as soon as I finish my homework.

2. Have & Be

Have and **Be** are called 'primary auxiliaries', and they have these forms:

Stem	have	be
Present Tense	has / have	am / is / are
Present Participle	having	being
Past Tense	had	was / were
Past Participle	had	been

The verb 'have' forms the perfect tenses:

He has just arrived.

She had gone home.

The order: 'have + been + present participle of any verb' helps us to form what is called a 'Perfect Continuous', e.g.

They have swum.

They have been swimming.

She had run.

She had been running.

The verb 'be' forms the continuous tenses (i.e. the Present Participle or '-ing' forms):

I am going.

I was going.

I shall be going.

It also forms the Past Participle:

I was injured.

It was taken back.

They were advised to leave.

A special sequence is to be followed when these auxiliaries are used in groups of two or three: modal + have + be.

Modal		Have	Be	ing form / PP
Lily	might	have	been	reading
Nancy	may		be	studying
He	may		be	frightened
They		had	been	fishing
They		had	been	seen
He	must	have		gone
She	might	have	been	shot

3. Do

'Do' is also called 'Periphrastic', because it can be used in place of an inflectional form of a verb, e.g.

She speaks well.

She does speak well.

They speak well.

They do speak well.

The suffix 's' which denotes the third person singular is removed from the main verb 'speak' and linked to the auxiliary 'do' to denote the same tense of the verb.

When used as an auxiliary, the verb 'do' denotes: (a) negatives, (b) questions, (c) entreaty (earnest requesting) and (d) emphasis:

We do not eat pork.

Do you eat pork?

Do come and dine with us.

They do like walking by the shore.

'Do' follows the pattern of modals in questions and negations:

Does Peter write stories? Will peter write stories?

Did Chris work hard? Would Chris work hard?

When does James write? When will James write?

Barbara didn't sleep. Barbara couldn't sleep.

When it provides emphasis on declarative affirmative sentences, the verb 'Do' needs to have primary or secondary stress:

Marry did work. (Primary stress on 'did')

Mary did work very hard. (Secondary stress on 'did' but primary on hard')

SAQs



1. Underline the auxiliaries then show the 'modal auxiliaries', 'have' and 'be':

1- Can I go now?

2- Lisa! You must put it down.

3- He might have succeeded.

4- We may meet some fellows soon.

5- You shall take your medicine.

6- Georgina ought to have met her mother.

7- They could be swimming now.

8- The bike could have been destroyed.

SAQs



2. Turn the following sentences into questions.

Example:

They will arrive tomorrow.

Will they arrive tomorrow?

- 1- The chairperson has been told.
- 2- Your secretary can type it.
- 3- We have been told.
- 4- You can do a good job.
- 5- The Parliament passed the bill.
- 6- We have been late.
- 7- They have been reporting to us.
- 8- The children have had their dinner just now.

SAQs



Rewrite each of the following sentences (a) as a negative and (b) as a question. Say whether the underlined word is an auxiliary or a main verb.

Example:

It started raining.

Neg. It did not start raining.

Q. Did it start raining? (c) Started: main verb.

- 1- She is reading.
- 2- He left playing football.
- 3- A group leader was appointed.
- 4- She will sing tonight.
- 5- The baby might be hungry.
- 6- They will be going home.
- 7- We can make it soon.
- 8- You should say the truth.
- 9- All the children have swum.
- 10- We shall leave tomorrow.

OVERVIEW

No doubt, in this unit, you have become aware of structure words, and how to use them. Also, you have had a background about English auxiliaries.

PREVIEW

In unit four, you will learn how to compose words into smaller constructions, i.e. phrases, and clauses.

ANSWER KEY

Exercise 1

Pick out the modifiers and name their form classes:

The road is two miles long.	n. modifying Adj.
The water is <u>boiling</u> hot.	v. modifying Adj.
He is <u>furiously</u> mad.	Adv. modifying Adj.
I am <u>quite</u> contented with my job.	qualifier modifying Adj.
Our boss was <u>rather</u> angry with our remarks.	Qualifier modifying Adj.
That lady seems <u>enormously</u> wealthy.	Adv. modifying Adj.
This car is a <u>month</u> old.	n. modifying Adj.
Do you prefer your tea <u>darker</u> black?	Adj. modifying Adj.
How <u>awfully</u> bad is this film!	Adv. modifying Adj.
I love the <u>brighter</u> sunny days.	Adj. modifying Adj.

Exercise.2

Show whether the underlined words are determiners or noun-substitutes:

- 1- Mr. Gardener has an interest in reading stories. Det
- 2- These gentlemen are my neighbours. Det

- 3- Do you like this or that. noun substitute
- 4- I like his new novel. Det
- 5- Have you seen Mrs. Scanlon's dog? Det
- 6- I like your shirt. Det
- 7- Its shape is deceptive. Det
- 8- You should sometime come to our house. Det
- 9- Where are the English roses you have planted? Det
- 10- Those barren trees need water. Det

- 1- Can you pass the milk, please? (request)
- 2- She should come in time. (obligation)
- 3- Nancy should help her husband. (obligation)
- 4- The children can have a swim. (permission)
- 5- Your driver should take me first. (suggestion)
- 6- They must pay the rent now. (strong obligation)
- 7- Nadeen may not take extra duties. permission
- 8- You will see the manager at once. (order)
- 9- That might be Mrs. Deen at the door. (expectation)
- 10- That should be Mrs. Deen at the door. (certainty)
- 11- I will take the children to the carnival tomorrow. (promise)
- 12- I'll fix your bike as soon as I finish my homework. (obligation)

Terminology

A determiner

A determiner is a word that functions as a noun marker, i.e. it precedes a noun and predicts its coming.

Auxiliaries

However, all auxiliary verbs differ from main verbs in several crucial ways.

- Multiple auxiliaries can occur in a single sentence, while a matrix sentence may have at most one main verb.
- An Auxiliary verb cannot occur as the sole verb in the sentence, but must be followed by a main verb.
- All auxiliaries precede the main verb in verbal sequences.
- Auxiliaries do not subcategorize for any arguments.
- Auxiliaries impose requirements on the morphological form of the verbs that immediately follow them.
- Only auxiliary verbs invert in questions (with the sole exception in American English of main verb *be*).
- An auxiliary verb must precede sentential negation (e.g. *John not goes*).
- Auxiliaries can form contractions with subjects and negation (e.g. *he'll*, *won't*).

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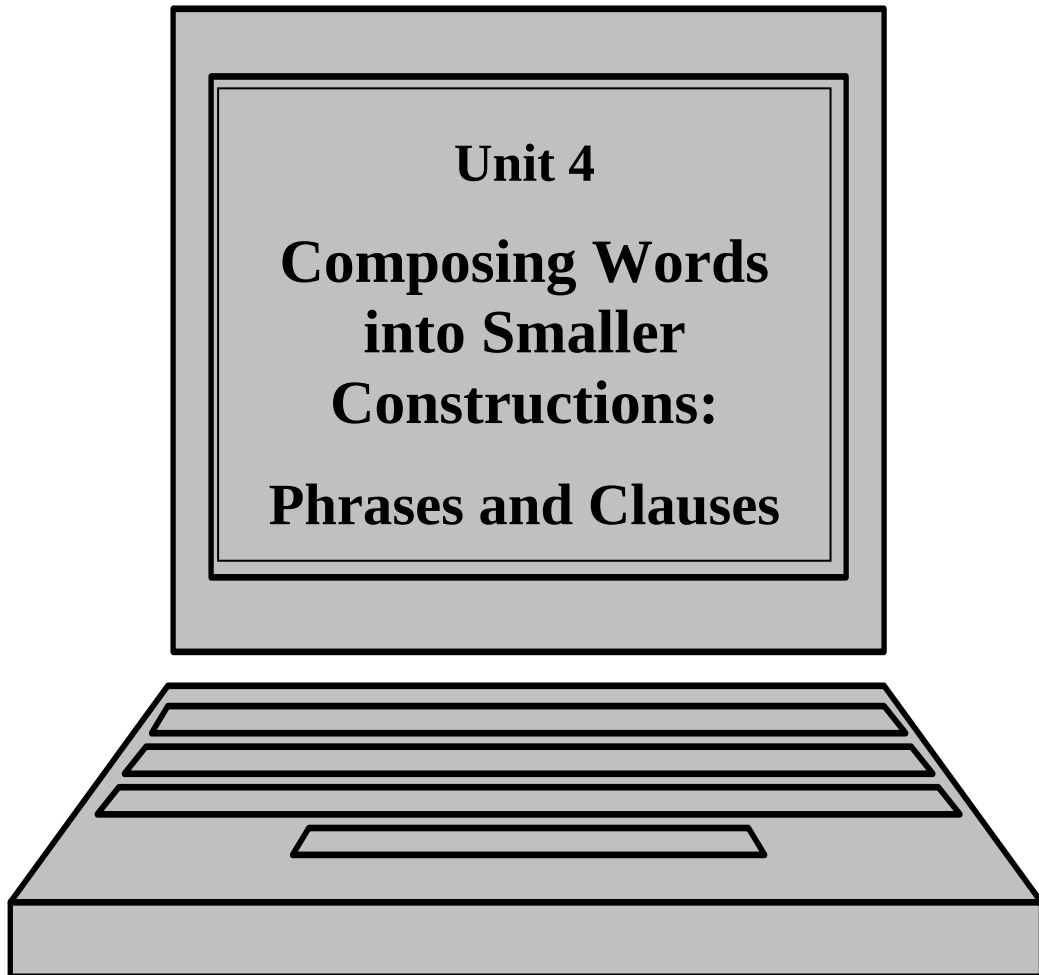
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Unit 4

Composing Words into Smaller Constructions: Phrases and Clauses

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INTRODUCTION

PREVIEW

Dear learner,

Welcome to the **fourth unit** in this course, ' **Grammar1**', where you are going to study words composing. In this unit you will compose words into smaller constructions: phrases and clauses. As you will see there are two sections in this unit:

1. phrases,
2. clauses

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

Unit objectives



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

- ✓ **define** the terms: phrases and clauses.
- ✓ **arrange** words into smaller constructions.
- ✓ **mention** types of clauses.
- ✓ **give** examples of phrases.
- ✓ **differentiate** word groups
- ✓ **give** examples of clauses.

1. Word Groups

In speech or writing, we construct the words by which we can express our ideas into 'stretches of words'. That's, we arrange our words (i.e. our meaning carriers) into 'constructions' larger than a word which we may call 'units of words'. Of course, such 'units of words' are arranged in a special way, which makes them acceptable and intelligible to our fellow listeners or readers. Consider these units of words:

a) Pretty girls /

The pretty girls /

The very pretty girls /

The very pretty girls of the kindergarten /

b) / who is in my class /

While I was watching them /

..... / although he knew it was no good.

..... / which does not work properly.

What do you observe about the units of words or smaller constructions, in (a) and (b)? Does each of them express something fully and clearly? In other words, are these 'smaller constructions' expressions of complete meanings? The answer is 'no', because they do not look like the statements we speak or write, and they give only partial meanings, each in its own right. But in spite of these facts, we notice that the words in each of the units stick or act together, because they relate to each other. Each word is a member of this smaller construction, which can be said or read in one 'breath group'. One, for example, cannot say: 'who my class', or 'the very girl' (the dots indicate a pause). Such words should be said or read in one connected piece of utterance called the 'word group'. Therefore, each unit of words in (a) & (b) is a 'word group', because it consists of a number of words that are related together. It is not important how big or small is a word in a word group. Accordingly, 'the, in, not', each can be a word in a word group in the same way as 'girls, knew, pretty' are. However, we cannot express our ideas or

communicate with each other in ‘word groups’. We must learn how to construct such word groups in larger constructions and larger utterances. If you examine the word groups in (a) & (b), you will see the dots and the slants, which indicate the exact positions of such groups of words in larger utterances (i.e. sentences).

Word groups differ in their composition. Can you see the difference between the word groups in (a) & (b)? Notice that ‘the pretty girls’ is different from ‘who is in my class’, because the first group does not contain a verb. Therefore, we may have different groups of words with different constructions. Now, examine the word groups in the following sentences:

1. Rod is ‘a very clever boy’.
2. They have been working ‘all day’.
3. The man ‘with an axe’ is cutting the tree.

We have four different word groups: ‘a very clever boy’, ‘have been working’, ‘all day’ and ‘with an axe’. Again, in each group we see that there is a word, which is more important than the other members of the group. For example, ‘**boy**, working, **axe**, **day**’ are the most important. Also, if we take ‘a very clever’ as a separate word group, we see that ‘clever’ is more important than ‘a’ and ‘very’, because it gives some sort of meaning, e.g. smart, active, sharp, etc., but ‘a’ and ‘very’ do not actually give any meaning of their own; all that we can say about them is that ‘a’ is an indefinite article, and ‘very’ is an intensifier. The most important word of each word group is called the “head” of that group. If the head of the word group is a noun, we call that group a ‘nominal group’; if it is a verb we call it a ‘verbal group,’ and so for the adjectives and adverbs. So, we have four major groups of words in English: the nominal, the verbal, the adjectival, and the adverbial group of words. None of these groups can make a full statement (complete sentence) by itself, and it has to be constructed with other word groups in order to build a complete (i.e. meaningful) sentence. **However, in this unit, we shall deal in more details, with only two of these word groups: phrases and clauses**

1.1. Phrases

Now, dear learner, please, examine these examples:

(a) Boys

The boys

The tall boys

The very tall boys

In each of the above groups of words, 'boy' is the head, because it can stand by itself in the utterance and still gives some sort of meaning, e.g.

(b) Boys are good basketballers.

The boys are good basketballers.

The tall boys are good basketballers.

The very tall boys are good basketballers.

Now, try to use the other members of the group without the headword

(c) are good basketballers.

The are good basketballers.

The tall..... are good basketballers.

The very tall are good basketballers.

Each of the word groups in (a) is a nominal group of words, because the **headword** is a 'noun'. Such a nominal group of words may also be called 'phrase'. As such, the phrase may have the same definition of a 'word group', because it consists of a number of words that act or relate together.

Now, try to find the 'head' of each of these word groups in these sentences:

(d) 1. 'The old steel gate' has been destroyed.

2. 'The very old man' caught cold.

3. 'The dark brown color' is not my favourite.

You notice that the ‘head word’ of each phrase (i.e. word group) is a noun. When the ‘head’ word of a whole phrase is a noun, we call it a ‘noun phrase’. Noun phrases can take the place in utterances (i.e. sentences) always occupied by nouns. See these examples:

(e)

1. ‘The Sudanese medical doctors’ are excellent. (subject)
2. I met ‘the Sudanese medical doctors’ (direct object).
3. I explained my problem ‘to the Sudanese medical doctors’ (complement).
4. She told ‘the Sudanese medical doctors’ her story (indirect object)

1.1.1 Types of Phrases

Dear learner, do you know that there are four distinct types of phrases which do occur in English sentences? Yes. These are the noun phrase, the verbal, the adjectival, and the adverbial phrase.

Examples:

- a) (i) ‘Bodies’ float on the water surface (N).
(ii) ‘Very light bodies’ float on the water surface. (NP)
- b) (i) Lisa was ‘combing’ her hair. (V)
(ii) ‘to comb her hair’, Lisa was looking into the glass. (VP)
- c) (i) The novel was written by an ‘experienced’ writer. (Adj.)
(ii) The novel was written by a writer ‘of a great experience’ (Adj.P).
- d) (i) Diana walks gracefully (Adv.)
(ii) Diana walks ‘in a graceful manner.’ (Adv.P.)

You can see that in (a) (ii) ‘bodies’ is a noun, and it is the head of the noun phrase: ‘very light bodies’; in (b) (ii) ‘comb’ is a non-finite verb and it is the head of the verb phrase: ‘to comb her hair’; in (c) (ii) ‘experience’ is the head of the adjectival phrase ‘of a great

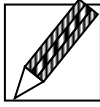
experience’, in (d) (ii) ‘manner’ is the head word of the adverbial phrase ‘graceful manner’. Notice, with the exception of **‘comb’**, all the headwords in these phrases are **nouns**, i.e. bodies, experience, manner. Only the word ‘bodies’ functions as a noun, since ‘experience’ functions as the adjective of the adjectival phrase, and ‘manner’ as an adverb in the adverbial phrase.

Now, you know that any member of a class of words of nouns, verbs, adjectives, adverbs may function differently according to its position in a sentence. That’s the same word can be used as a noun, adjective or an adverb depending on its position in the whole sentence. For instance, consider the grammatical function of the word ‘fast’ in each of these statements:

- 1. British trains run ‘fast’ (adv.).**
- 2. Charles is a ‘fast’ runner. (Adj.)**
- 3. Muslims ‘fast’ the month of Ramadan. (V)**
- 4. Muslims break their ‘fast’ in the first of Shawal. (N)**

In accordance with the above explanation, we can safely say that an English phrase consists of a group of words acting as a noun, adjective, or an adverb in a sentence. Remember that an English verb phrase, also, consists of a group of words, but not acting as a verb in a sentence, because the headword of that phrase is not a finite verb. As such, though English phrases contain nouns, adjectives and adverbs, they do not contain what we call ‘finite verbs’.

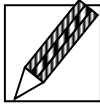
Exercise 1.



Single out the phrases from the following sentences, and classify each of them as noun, verbal, adjectival, or adverbial phrase.

- (1) A dark blue car has just passed by.
- (2) My flat mate's glasses were broken.
- (3) The sailor has been sailing for hours.
- (4) Driving very fast, they crashed another car.
- (5) This tennis player is extremely good.
- (6) They will arrive in two hours time.
- (7) Jane stepped into the room.
- (8) Garcia spoke loudly to the mob.
- (9) Very cautiously, the nurse dressed the wound.
- (10) The horses galloped gracefully along the squire.

Exercise 2.



Re-write these sentences, changing the adverbs into adverbial phrases.

Example: He speaks 'loudly'.

He speaks 'in a loud voice'.

- (1) They did the job quickly.
- (2) The princess smiles gracefully.
- (3) The young girl sang beautifully.
- (4) The dog barked noisily.
- (5) It rained heavily.

SAQs



1. Point out the adjectival phrases in the following sentences and name the noun or pronoun which each of them qualifies or describes. (Remember that an adjectival phrase follows the noun and often starts with such prepositions as: at, by, in, on, near, with.)

- (1) The nurse on duty dressed my wound.
- (2) The fishermen on board the ship went on strike.
- (3) That restaurant in the corner is the best in town.
- (4) I offered him a watch of a great value.
- (5) The boy with a scar is a fast sprinter.

2. Construct three sentences each containing an adverbial phrase of time.

Example:

The chairman spoke 'after few minutes'.
'At last', Jimmy said the truth.

1.2 Clauses

Dear learner, have you ever asked yourself about the term clause?

A clause, like the phrase, consists of a number of words that relate, or act, together. Unlike the phrase, the clause must contain a finite verb. For example, both adjectival phrases and clauses follow the noun and tell us more about some noun or pronoun. The only difference between them is that the phrase does not contain a finite verb, while the clause must have a finite verb. Examine these statements:

1. Different types of vegetables are grown by 'Sudanese' farmers. (Adj.)

2. Different types of vegetables are grown by 'Northern Sudanese' farmers. (Adjectival phrase)

3. Different types of vegetables are grown by farmers ‘who are Northern Sudanese’. (Adjectival clause).

Now examine these two constructions

- 1. a) That there will be exams in March**
- b) The university decided.**

The construction in (a) gives only a partial meaning, which is expressed by the words it consists, but nothing is definite, and the piece of information it gives is incomplete. The (b) construction, though shorter than (a) seems to be more definite and more useful. We notice also, that each of the two constructions consists of a main verb (i.e. finite verb) and other words. Both verbs ‘be’ and ‘decided’ are finite or main verbs. Because of these characteristics each of the structures in (a) and (b) is called a ‘clause’. Therefore, the clause is like a sentence, because it has, at least, one finite verb plus other words.

The clause differs from the sentence in that it has only a partial meaning, which can only come out as a complete meaning when it is used as part of a sentence. In other words, a clause can not stand alone and gives a full meaning; it has to be built in a sentence, e.g. the (a) structure ‘that there ...’ is a clause, but it only gives a partial meaning, while the (b) structure is a sentence in its own right:

The university decided.

Therefore, a sentence, no matter how short, usually gives a complete meaning, while the clause, no matter how long, does not give a complete meaning.

Let us analyse the sentence that we can construct out of (a) and (b).

The university decided that there will be exams in March.

The word group **‘in March’** is a phrase acting as an adverb of time, because you can always say,

‘The university decided that there will be exams tomorrow, next week, today, etc.’. Since it consists of more than one word, it has become a phrase. And because it can substitute other adverbs (tomorrow, today, etc.), it is called an Adverbial Phrase. Again, the word group ‘that there will be exams’ is a clause acting as a noun, i.e. the object of the verb ‘decided’. It answers the question: The university decided what? Or: What did the university decide? Obviously, the clause: ‘the university decided’ is of more importance in the whole sentence than the clause: ‘that there will be exams’.

Now, dear learner, please, examine these sentences:

- 1. She arrived ‘when it had stopped raining’.**
- 2. The boxer knocked his opponent very hard ‘that he staggered’.**
- 3. My son found the book ‘where I had left it’.**

Each of the single quoted word groups is a clause in its own right, but it depends on the first clause, which is the main clause of the whole sentence. For example, the meaning of the clause ‘when it had stopped raining’, can not be definite and exact until it is added to the main clause ‘she arrived’. Therefore, the former clause is dependent on ‘she arrived’. Accordingly, sentence (1) consists of two clauses: one main and the other is dependent. The main clause ‘she arrived’, though shorter, can make an intelligible message, or statement, while the dependent clause ‘when the rain had stopped raining’ by itself can not do the same thing.

Consider these statements:

She arrived. I found the book. The boxer knocked his opponent very hard.

When a clause can stand alone and gives full meaning, we call it a sentence. Therefore, each of the three statements exemplified

above is a sentence. Again, a sentence may be constructed out of two clauses, one main, and one dependent (as seen in examples 1-3). In addition, a sentence can be made of two clauses of equal importance, and in this case it is said to be made of two main clauses, e.g.

The kids are playing.

Their father is trimming the trees in the garden.

The two sentences can be joined to make one compound sentence:

The kids are playing and their father is trimming the trees in the garden.

Actually, clauses are not always of the same importance, and not all clauses are similar in their constructions. For this reason we need to distinguish between the different types of clauses.

1.2.1 Types of Clauses

a) The Main Clause

The main clause constitutes the central part of a sentence and the rest of the parts will be related to it. As such, the main clause is independent, because it can occur alone and still gives a full meaning. Examine these statements:

1. She laughed heartily when I told her the joke.
2. The teacher explained the problem that puzzled every one of us.
3. Could you show me the place where my brother's car crashed?

The main clauses in the above sentences are:

She laughed heartily.

The teacher explained the problem.

Could you show me the place?

Each of these is independent and can make a sentence of a complete meaning.

b) The Coordinate Clause

A coordinate clause is as important as the main clause and is linked to the main clause by one of the coordinating conjunctions: ‘and, but, or’. Examples:

1. Ann won the race and the headmistress gave her a prize.
2. My brother-in-law arrived at the railway station, but the train had already left.
3. You can take this room or that one (i.e. or you can take that room).

Each of the above sentences is made up of two clauses of the same importance. However, each of these clauses can stand alone and give a full meaning. In other words, each one can be a sentence, in its own right, e.g.

1. My brother-in-law arrived at the railway station.
2. The train had already left.
3. You can take this room.

c) The Subordinate Clause

The subordinate clause is of lesser importance than the main clause, and depends on the latter or on some other clause in a sentence. Examples:

1. I told him ‘*what to do*’.
2. They passed the news ‘*that there will be a carnival next week*’.
3. I told my wife ‘*where she could find the money*’.
4. The parliament decided ‘*that there should be general elections for the presidency*’.
5. They told us, in college, ‘*what we should do and how we could do it*’.
6. The computer, *which I bought*, is no good.

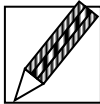
All italicised clauses are ‘subordinate’, because each one of them is dependent on the main clause that precedes it. Notice also that all of these subordinate clauses act as nouns in the ‘objective case’.

That’s, in sentences 1-3, each subordinate clause is an indirect object, in 4 and 5 each one is the direct object. Moreover, two subordinate clauses may be joined together by a coordinating conjunction. Re-consider this sentence:

They told us, in college, ‘what we should do’ and ‘how we should do it’.

In the above example, ‘how we should do it’ is considered a subordinate clause and not a coordinate clause, although it is joined to the first subordinate clause by the co-coordinating conjunction ‘and’.

Exercise 3.



Point out the subordinate clauses in these sentences:

1. The guard, who is in charge of the company’s premises, caught the burglar.
2. A school of fish has disappeared while I was watching it.
3. They concluded their meeting after they had discussed the matter over and over.
4. He bought the car although he knew it was no good.
5. Richard, who is my classmate, will be leaving for study in Nigeria.

SAQ



Single out the phrases and clauses, in the statements below, and identify each one of them.

1. The sailor who gave the alarm was on duty at the time of the fire.
2. The fishermen on board the ship did not want to go out to sea when they learned about the approaching storm.
3. They climbed up a very high hill and found a small pillar of stone.
4. The bookseller at the corner is the only one, which sells the book you want.
5. My uncle, who is a pilot, brought me a Swiss made watch.

OVERVIEW

No doubt, in this unit, you have become able to arrange words into smaller constructions. In addition, you have known the different types of phrases and clauses.

PREVIEW

In unit five, you will learn more about '**composing words into larger constructions sentences**'. You will study subject and predicate, beside types of sentences. Practical knowledge of composing is very essential for both comprehension and written communication.

ANSWER KEY

Exercise 1.

Single out the phrases from the following sentences, and classify each of them as noun, verbal, adjectival phrase.

- (1) A dark blue car /NP-has just passed by /VP.
- (2) My flat mate's glasses /NP- were broken /VP.
- (3) The sailor /NP has been sailing VP for hours /AdvP.
- (4) Driving very fast /ADjP, they /NP-crashed another car/VP.
- (5) This tennis player/NP- is extremely good/VP.
- (6) They /NP-will arrive in two hours time. /VP-
- (7) Jane /NP- stepped /NP- into the room /PP.
- (8) Garcia /NP-spoke loudly /VP- to the mob /PP
- (9) Very cautiously/ADvP- the nurse /NP-dressed the wound/VP.
- (10) The horses /NP galloped gracefully along the squire /VP.

Exercise 2.

Re-write these sentences, changing the adverbs into adverbial phrases.

- (1) They did the job in a quick way.
- (2) The princess smiles in a graceful manner.
- (3) The young girl sang in a beautiful way.
- (4) The dog barked in a rather noisy way.
- (5) It rained in a heavy way.

Exercise 3.

Point out the subordinate clauses in these sentences:

1. The guard, who is in charge of the company's premises, caught the burglar.
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5. Richard, who is my classmate, will be leaving for study in Nigeria.

Terminology

A clause

A clause, like the phrase, consists of a number of words that relate, or act, together. Unlike the phrase, the clause must contain a finite verb. For example, both adjectival phrases and clauses follow the noun and tell us more about some noun or pronoun. The only difference between them is that the phrase does not contain a finite verb, while the clause must have a finite verb.

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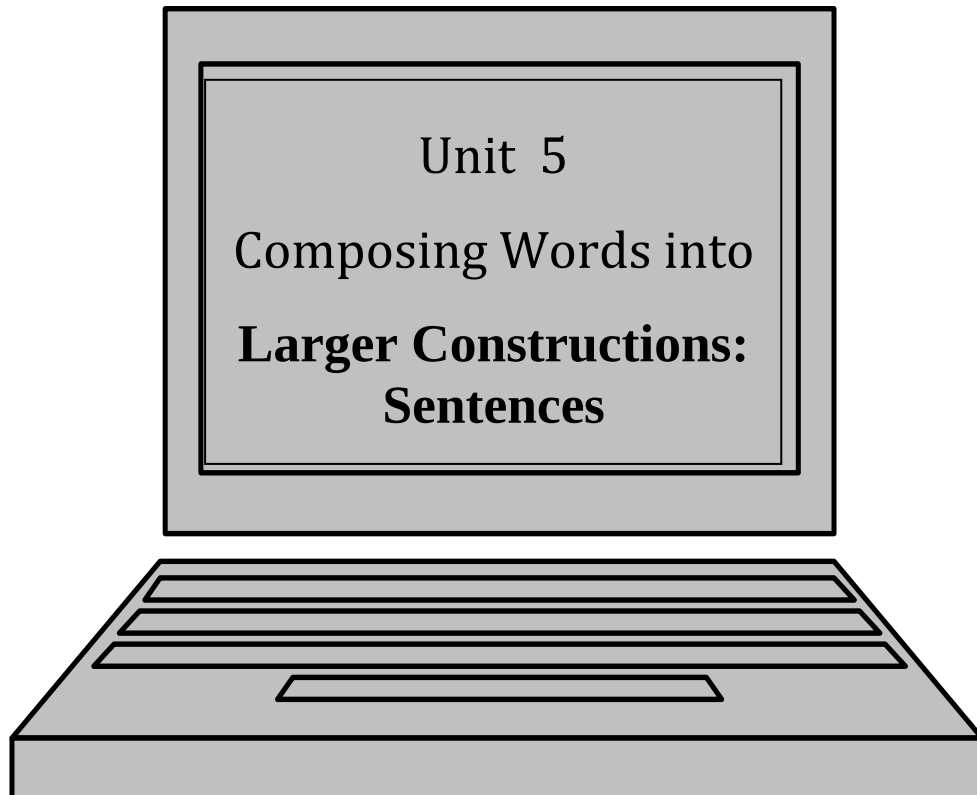
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INTRODUCTION

PREVIEW

Dear learner,

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

This unit is about composing words into larger constructions sentences. Note that the unit consists of two majour sections:

Note that there are two sections in this unit:

1. subject and predicate
2. types of sentences.

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

Unit objectives



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

- ✓ **define** the term sentence.
- ✓ **use** finite verbs properly.
- ✓ **use** subjects and verbs as the majour components of any sentence.
- ✓ **mention** types of sentences.
- ✓ **give** examples of sentences.

1. Construction of the English Sentence

1.1. Subject and Predicate

A sentence may be defined as a larger meaningful construction of words containing at least one finite verb. As such, the verb is central to any English sentence and constitutes a major component in its construction. Next to the verb comes the subject, which normally constitutes the second major part of any sentence. Of course, there are other parts of the sentence (i.e. phrases and clauses), which are constructed under the umbrella of the subject and predicate. Therefore, to analyse a sentence means to break it up into its parts. These parts are the grammatical components: subj., pred., and the different types of clauses and phrases. In order to be able to understand how the various parts (words and word groups) function in larger English constructions, you must have a full knowledge of how these larger constructions are formed.

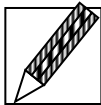
It is clear from the above discussion that every English sentence must consist of two major divisions: subj. and pred. Being one indispensable word in a sentence, the verb constitutes the most important part of the whole pred. In fact, the verb is the nucleus of the whole word group of the pred. The term 'pred.' is often used to denote, not only the verb, but also the verb together with all the grammatical components that follow it. Components that occur with the verb within the pred. are the object and its extension, which are usually words or word groups that modify or complement the main verb. Also, every sentence must include a subject which is either explicit, i.e. expressed, or inexplicit, i.e. not expressed but it is understood from the context. The subject of a sentence is a noun, pronoun or a word group, which can replace a noun (i.e. nominal). It names a person, place or the thing, which the whole sentence is talking about.

Hence, the subject and predicate are the two main components, which are necessary for the construction of every grammatical complete sentence. Therefore, you should study each of them carefully and try to understand its function in the sentence. In fact, this can be made easier if we confine ourselves to fairly elementary sentences, where the subj. comes first, the pred. second. Such sentences are said to be of ‘normal word order’. Consider these sentences:

1. **‘Very rich men’ / build big factories.**
2. **‘The children’ / wanted to go out.**
3. **‘My younger brother’ / won the marathon.**
4. **/ ‘Do the job now’.**

The slant divides each sentence into two major parts: subj. and pred., i.e. into two major word groups, one nominal, the other verbal. Sentence 4: ‘Do the job now’ does not have an explicit subj. but it can be understood from the context as ‘you’. So, the structure of the sentence may be: ‘You do the job now’. Thus, the first step in the grammatical analysis of any sentence is to pick out the pred. on which the whole sentence is built. The second step is to pick out the subj. of the sentence whether it is explicit or implicit.

Exercise 1



Pick out the subj. and pred. in each of these sentences (just draw a slant to show the boundary between the two).

1. Those very little girls have been dancing for hours.
2. The snow is falling heavily.
3. The lady in the white Genes walks gracefully.
4. Mrs. Burton has been an English teacher for years.
5. Those two cheerful boys are the sons of Mrs. Jones.
6. Daily walking is good exercise.
7. Bravery is not something you can learn.
8. Leave the whole matter to our next meeting.
9. I can not tell you any thing at the moment.
10. Something terrible is going to happen.

In all of the above sentences, **the subj. occurs before the pred.** With the exception of sentences 7-9, all the subjects are **word groups** (noun phrases) preceded or followed by their modifiers. For example, 'Those very little girls' is a nominal word group with 'girls' as its headword and 'those very little' are its modifiers.

SAQs



1. Re-examine the sentences 1-6 in the previous exercise, and identify the headword and its modifiers in each subjective word group.

2. Complete the following sentences with correct word groups.

1. _____ have been working hard for two hours.
2. _____ have spent a lot of money.
3. _____ are waiting for their vacation.
4. _____ has been open for seven days.
5. _____ has just happened.

3. Complete the following sentences by suitable predicates.

1. Somebody _____.
2. The chairman of the House of Commons _____.
3. One of my relatives _____.
4. That car _____.
5. The salesman in the supermarket _____.
6. Our house in Khartoum North _____.

4. Re-read the completed sentences in the above exercise and show the headword of each subj. and the main verb of the pred.

Example:

My elder brother does not like walking.

Subject headword: **brother**.

Main verb: **like**.

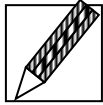
What is the Proper Sentence?

Read the following examples:

1. (a) They will lose the match. If they do not play well.
(b) They will lose the match if they do not play well.
(c) If they do not play well, they will lose the match.
2. (a) Mr. Clinton could not attend the meeting. Because he had left to London.
(b) Mr. Clinton could not attend the meeting, because he had left to London.
(c) Because he had left to London Mr. Clinton could not attend the meeting.

Notice the second statement, in 1 (a) is incomplete and can not make a correct sentence by itself. When it is joined to the statement as in (b) & (c) we have a correct English sentence. The same may be said about (2). Though statements like 1 (a) and 2 (a) can be used by themselves in speech, you should not do so in writing. In order to construct a proper sentence, therefore, it is necessary that it must contain (a) a finite verb, (b) a subj. (expressed or unexpressed), and it must make a full sense by itself.

Exercise 2



Turn the following statements into proper sentences by joining them up.

1. Nora was very sad. Because she could not pass her exams.
2. My parents wanted me to win the prize. So I worked hard to please them.
3. I could not finish my homework last night. Because there was an electricity failure.
4. When I was swimming across the stream. I was suddenly amazed by a water snake.
5. The doctor may be able to see you next week. If you are ready to come in time.
6. The traffic warden was there. While the driver was parking in the 'no - parking' area.
7. That lady insisted to backbite others. Though it is ugly to do so.
8. Do not start speaking in any interview. Until you are asked to do so.

SAQs



1. Complete these sentences:

1. What he told you about the car is quite true, but _____ to buy it.
2. To speak loudly _____ very rude.
3. I decided to go to the cinema, _____ younger brother wanted that film.
4. _____ is certain.
5. It is not very easy _____.
6. He asked _____ would go with him.

2. Answer these questions in complete sentences.

1. For how long have you been studying?
2. What do most Muslims do at dawn?
3. what should all Muslims do at dawn?
4. How do you like to have your tea?
5. Why did you go to the cinema?
6. What food item is eaten by all Sudanese?

2. Types of Sentences

English sentence may be classified into four types depending on the number and kind of clauses they contain.

2.1. The simple sentence

A simple sentence contains one subject and one finite verb. In other words, it consists of subj. + pred., e.g.

Our English teacher / won a scholarship.

He / came. She / is clever. I / don't know.

Since there is no subordinate clause, the simple sentence is said to consist of only one 'main' (independent) clause and, therefore, it gives one complete statement. However, simple sentences themselves occur in different forms, e.g.

- 1. Louis / left home.**
- 2. Tom and Paul / came home for Christmas.**
- 3. Mr. Reece / wrote and published a book.**

You can see that the independent clause (i.e. a simple sentence) may have only one subj. as in (1), or a compound subj. as in (2) (i.e. Tom and Paul). Again, it can have a single verb as in (1) and (2), or a compound verb as in (3) (i.e. wrote and published).

A simple sentence may contain more words, i.e. nouns, pronouns, phrases, non-finite verbs, yet it is still a simple sentence as long as it contains only one finite verb. Consider this sentence:

She / has just started her long journey of writing that novel.

Although this sentence contains words and phrases, it is still a simple sentence, because there is only one finite verb.

2.2 The Compound Sentence

We have just seen that a simple sentence with only one finite verb makes one complete statement. From its name, a compound sentence consists of two, or more, simple sentences linked together by one, or more, coordinating conjunctions, e.g.

The soldiers returned home, and were received by the commander-in-chief, and reunited with their families.

The above sentence can be split into three separate simple sentences:

- 1. The soldiers returned home.**
- 2. They were received by the commander-in-chief.**
- 3. Then, they reunited with their families.**

Notice that the above compound sentence is used merely as an illustrative example. It would be better written if the conjunction 'and' is not repeated twice (a comma can replace 'and'):

The soldiers returned home, were received by the commander-in-chief and, then reunited with their families.

It should be noted that other coordinating conjunctions are also used to form compound sentences:

1. He came to see the show, but it had already finished.
2. Either you accept the job or you should leave it.
3. It is very cold outside, thus he needs heavy clothes.
4. You can come tomorrow or you may send a message.
5. I told my younger son a story and he told it to his friends.

2.3. The Complex Sentence

The complex sentence consists of only one main clause and one, or more, subordinate clauses, e.g.

1. After she prepared all the ingredients of the pancake, Jane started cooking.
2. English is a language every diplomat should learn, for not to know it is itself a defect.
3. When Columbus landed at America first, he thought it was the West Indies Isles.

A **complex sentence** may also contain one, or more, co-ordinate clauses, e.g. (main clause) (co-ordinate clause) (subordinate clause)

The tourist roamed the town and found the hotel that he was looking for.

2.4. The Compound-Complex Sentence

The compound-complex sentence contains two main clauses, or more, at least one of which is a complex, together with one, or more, subordinate clauses, e.g.

(1) The firemen line up when the alarm bells ring, and their captain
(2) gives the orders, while they are stepping into their cars. (3)
(4)

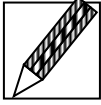
(1) and (3) are the main clauses. Notice that they can be compounded:

The firemen line up and their captain gives the orders.

clauses (2) and (4) are the subordinate clauses of the whole compound-complex sentence. Plenty of sentences can be formulated in this way:

1. A group of pupils started to chant when the members of the school assembly arrived and their teacher controlled the musicians while the rest of the pupils are repeating.
2. She practises walking when the weather is fine and she has no work to do by the time the farmers are returning home.

Exercise 3



Name the type of sentence and pick out the main clause in each of these sentences:

1. The pilot checked the buttons and started to take off.
2. Fjuna has discussed the whole problem with her boss.
3. I usually walk across the fields if the weather is fine.
4. Mr. Newman decided to participate in the contest and win the prize.
5. Although he had been made captain of their team, he did little training and spent most of his time in the club.
6. When I had returned home after my evening jog, I had a glass of lemonade and a cup of tea.
7. I like to prepare first and speak after.
8. As I was waiting for the bus, my friend Jacklene arrived and offered me a lift.
9. The rector of the university said that there will be a prize for the ideal student.
10. They agreed to visit us provided that there would be a special entertainment.

SAQ



Classify the following sentences into clauses. To do this exercise you should first pick out the finite verbs in each sentence.

1. I will go with you and examine the machine engine whose mending has failed the mechanics who think themselves as clever as engineers.
2. The poet's main purpose, in this poem, is to describe the landscape.
3. After he has been driving for hours, the driver stopped at a motel and had rest.
4. When I criticized my friend's behaviour, I really did not know what made me do so.
5. Writing my weekly composition took me a great deal of time than I thought it would.
6. Even though she wanted to let her flat, Ann, who had no experience in flat letting, decided not to do so until she consults her lawyer.
7. They planned not to sail tomorrow, because they were afraid that there might be a storm.
8. Clara wanted to resign, but she was not sure whether her boss would accept her resignation or not.
9. After the rain had stopped, the boys went out where they could play hide and seek.
10. My elder brother, who is a medical student, is preparing for his final exams, which he believes, are going to be held in June.

OVERVIEW

No doubt, by this time, you have become acquainted with words composing into both smaller and larger constructions.

PREVIEW

In unit six, you will learn more about the '**basic sentence patterns**'. There are nine patterns of sentence structure. Practical knowledge of these patterns is very essential for both comprehension and written communication.

Answer key

Exercise 1

Pick out the subj. and pred. in each of these sentences (just draw a slant to show the boundary between the two).

1. Those very little girls / have been dancing for hours.
2. The snow / is falling heavily.
3. The lady in the white Genes / walks gracefully.
4. Mrs. Burton / has been an English teacher for years.
5. Those two cheerful boys / are the sons of Mrs. Jones.
6. Daily walking / is good exercise.
7. Bravery / is not something you can learn.
8. Leave the whole matter to our next meeting. (The subj. you)
9. I/ cannot tell you any thing at the moment.
10. Something terrible / is going to happen.

Exercise 2

Turn the following statements into proper sentences by joining them up.

1. Nora was very sad, because she could not pass her exams.
2. My parents wanted me to win the prize, so I worked hard to please them.

3. I could not finish my homework last night, because there was an electricity failure.
4. When I was swimming across the stream, I was suddenly amazed by a water snake.
5. The doctor may be able to see you next week, if you are ready to come in time.
6. The traffic warden was there while the driver was parking in the 'no - parking' area.
7. That lady insisted to backbite others, though it is ugly to do so.
8. Do not start speaking in any interview until you are spoken to.

Exercise 3

Name the type of sentence and pick out the main clause in each of these statements:

1. Compound / The pilot checked the buttons
2. Simple / Fjuna has discussed the whole problem with her boss.
3. Complex / I usually walk across the fields
4. Compound / Mr. Newman decided to participate in the contest
5. Compound Complex / he did little training
6. Complex / I had a glass of lemonade and a cup of tea.
7. Simple / I like to prepare first
8. Compound Complex my friend Jacklene arrived
9. Complex/ The rector of the university said
10. Complex / They agreed to visit us

Terminology

A sentence

A sentence may be defined as a larger meaningful construction of words containing at least one finite verb. As such, the verb is central to any English sentence and constitutes a major component in its construction.

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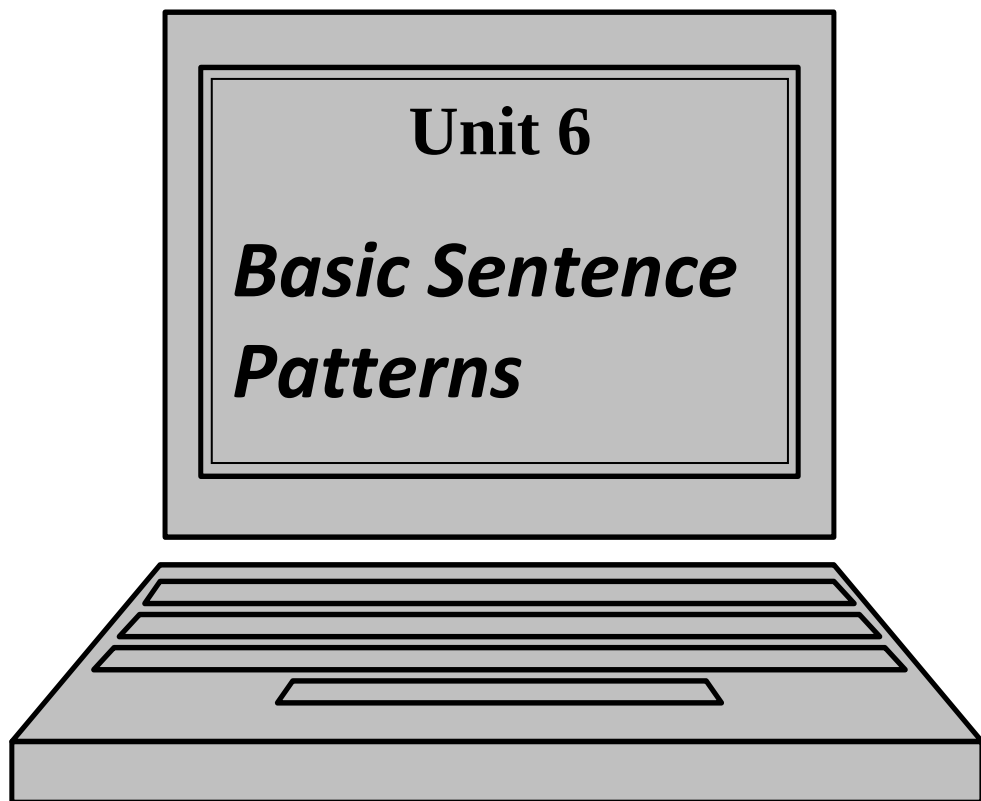
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INTRODUCTION

PREVIEW

Dear learner,

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

In this unit you are going to study the Basic Sentence Patterns.

Please, note that there are nine patterns in this unit. Each pattern represents a section.

5. pattern 1: N-V (S+V)
6. Pattern2: NLV Adj
7. Pattern3: N be Adj.
8. pattern4: N be Adv
9. pattern5: N be N
10. Pattern6: NLVN
11. Pattern7: SV DO (=N Tr. VN)
12. Pattern 8: N Tr. V N N (S V IO DO)
13. Pattern 9: S V DO O C (= N Tr. V N + OC)

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

Unit Objectives



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

- ✓ **define** the Basic Sentence Patterns
- ✓ **distinguish** Basic Sentence Patterns.
- ✓ **use** the Basic Sentence Patterns properly.
- ✓ **Differentiate between** the nine Basic Sentence

Sentence Patterns

Dear learner, since no one can speak or write any language by merely arranging words in some random way, the construction of any intelligible discourse requires the language user to arrange, in the most part, unconsciously, his /her words according to a special word ordering which we may call ‘pattern’. In English, speakers use nine basic sentence patterns, and a large number of sub-patterns which include sentence positions, each with a particular grammatical meaning. However, since most English sentences follow these nine patterns, we shall examine them in the following paragraphs.

1. Pattern 1: N – V (S+V)

This is the simplest sentence pattern in English.

Examples:

S	V
1. Joanne	came.
2. He	arrived.
3. They	left.
4. This	works.

Notice that the verb in the above sentences is ‘Intransitive’. An intransitive verb does not need an object to fulfill the meaning of the sentence. In other words, an intransitive verb can stand by itself with the subject and make a complete sentence. Nevertheless, few English sentences are as brief as the above, because we normally extend the subject and the verb by modifiers for more meaning, clarity and explanation. Thus, we may need to expand the above sentences within the same pattern, e.g.

1. Joanne will be coming ‘soon’. (Temporal Adv. added)
2. He arrived ‘with his family’. (Prepositional Phrase added)

3. They left ‘yesterday’. (Temporal Adv. added)

4. This will work fine. (Adv. of Manner added)

The process by which we modify or extend the subject and verb is called ‘Modification’. A sentence may be extended by compound subjects or predicates, but still retains the same basic pattern:

S S V
Julie and Clara laughed.

S S V
Lucy and her brother slept.

V V
He woke and yawned.

V V
Catherine drew and painted.

The above basic patterns can be further expanded:

S S V
Julie and Clara laughed heartily.

S S V
Lucy and her brother slept deeply in the hut.

S V V
He work lazily and yawned with a smile.

S V V
Cathy draws fine and paints in a professional way.

The verb in pattern 1 can also be modified by an adverb or an adverbial group:

The workers got up ‘early’.

The workers were digging ‘beneath the earth’.

The workers were digging ‘when we arrived’.

As in the above examples, the intransitive verb is never completed by a noun or a pronoun. If it is completed by a noun or pronoun it will not be 'intransitive', e.g.

The workers finished 'the job'.
The workers finished 'it'.

The nominal group 'the job' and the pronoun 'it', are objects of the verb 'finished'. Therefore, the verb 'finished' is a transitive verb in these two sentences, because it takes objects. Now, examine the verb 'finished' in these two sentences:

The workers finished 'early'.
The workers finished 'happily'.

You can see that the verb finished is completed by an adverb of time in the first sentence and an adverb of manner in the second. So, certain verbs can be 'transitive' or intransitive depending on the context and meaning. Therefore, if a verb is completed by a Noun or a Pronoun, it is a 'Transitive' verb, and if it is completed by an adverb group, it is then an 'Intransitive'. You can always know if the verb is 'transitive' by substituting one of the pronouns: 'him, her, it, them', e.g.

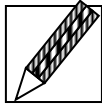
- a) i. They finished 'the job'.
- ii. They finished 'it'.
- iii. They dug the tunnel.
- iv. They dug it.

- b) i. They finished late. (Temporal Adv.)
- ii. They dug fast. (Adv. of Manner)
- iii. They dug deep. (Adv. of Place)

All the verbs in (a) are 'transitive', because they accept the pronoun 'it' as a completer of the verb. Conversely, all the verbs in (b) are

‘Intransitive’ because the words following the verbs ‘finished’ and ‘dug’ are modifiers (adverbs) and not ‘completers’ (i.e. not Nouns or Pronouns).

Exercise 1



Say whether the verb in each of these sentences is transitive or intransitive. Make the test by substituting one of the pronouns ‘it’ or ‘them’.

1. My father is painting happily.
2. My father is painting the wall.
3. The kids are eating quietly in the kitchen.
4. The kids are eating their lunch in the kitchen.
5. Some students read slowly.
6. Some students read stories.
7. Some books read well.
8. She pays regularly.
9. She pays her bills regularly.
10. She always pays for him.

SAQs



1. Single out the Intransitive verbs in these sentences:

1. The spectators shouted loudly.
2. Jack left.
3. Lady Suzan got married.
4. The pianist will be playing.
5. We had lunch.
6. They were sitting.
8. This article reads well.
9. The audience clapped their hands.
10. Princess Diana died in a car accident.

SAQs



2. Pick out the subject and verb, then underline the Noun and Verb modifiers.

1. The hero and the heroine will show up in the programme.
2. The advancement of the soldiers was stopped by the enemy.
3. The alarm will beep and flash in case of emergency.
4. Malessa plays tennis in summer.
5. There in the horizon the sun is fading.
6. The editor-in-chief and the rest of the journalists stood in line and spoke to the president.
7. A beautiful blackbird was singing by my window.
8. To come and visit me is a pleasure.
9. The very pretty little girls have been dancing for hours.
10. I am leaving now.

2. Pattern 2: N L V Adj.

Pattern 2 may be written as Noun + Linking V (L V) + Adj. In this pattern, the verb links the Adjective with the subject, the reason why it is called LV. Examples:

The soup ‘tastes’ delicious.

The cheese ‘smells’ bad.

The song ‘sounds’ awful.

Any verb, except ‘be’, that we can substitute for the verb ‘tastes, smells, sounds’ in the above sentences is a LV. Consider these examples:

The soup smells bad.

The story sounds disgusting.
The cheese becomes rotten.

The common Linking verbs are: ‘seem, grow, appear, remain, look, feel, sound, get, go, continue, smell, taste’. If any of these verbs is followed by an adverb or adverb group, the pattern will be different; it will be pattern 1 and not pattern 2. See these examples:

The president grew weary of the conference.
The team continued patiently in playing.
The soldiers appeared immediately after their leader.

However, the grammatical meaning of the adjective in pattern 2 is a ‘Subject Modifier’.

3. Pattern 3: N be Adj.

This is a simple pattern where a noun is followed by a verb to ‘be’, then an adjective. Examples:

Dinner is ready.
She is fine.
The park is very large.
My father is Sudanese.
The baby was hungry.

In all of the above sentences the noun or pronoun is the subject, and its meaning is: ‘that who / which is described’. Of course, the verb ‘be’ may have different meanings in different patterns. In pattern three, for instance, it means: ‘may be described’. Also, in this pattern the verb must be followed by an adjective or an adjectival group, e.g.

This plant is thorny, or very thorny.
This shirt is large, or too large.

We can use a test for 3 as:

This plant is thorny. —→ This is a very thorny plant.
This shirt is large. —→ This is an extra large shirt.

If a sentence does not accept this test, then it must belong to some other pattern. For example, the sentence below cannot be extended as we did for the sentences in pattern 3.

Their team is behind.
*** Their is a very behind team.**

But, we can extend sentences of pattern 3 by a prepositional phrase, which will function as a modifier of the noun and take the place of the adjective:

The captain was 'irritable'.
The captain was 'in a very irritable mood' (= in a very sad mood)
His words are 'beyond my scope'. (= are unintelligible to me)
His words are unintelligible.

Summary of Verb 'Be' in Pattern 3

The functions of verb 'Be' in pattern 3 are:

1. Affirmative Statement: Helen is sad.
2. Yes / No Question (i.e. inversion of subj. and verb): Is Helen sad?
3. Tag Question (repetition of 'is' in tag):

-Jane is sad, isn't she?
=Yes, she is. No she isn't.

4. Negative Statement: Jane is not (or isn't) sad.

4. Pattern 4: N be Adv.

This is also a very simple pattern, where the third position is occupied by an adverb or an adverbial group. Examples:

The players are 'there'.

The guests are 'upstairs'.

The tournament is 'tomorrow'.

The carnival was 'yesterday evening'.

The activities are 'there in the stadium'.

Also, a prepositional phrase indicating time or place can occupy the third position:

The milkman is 'at the door'.

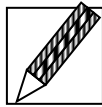
The meeting will be 'in the stadium'.

The farm is 'down the hill'.

The valley is 'outside the skirts of the village'.

Dinner will be 'after the meeting'.

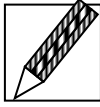
Exercise 2 (Patterns 2, 3, 4)



1. Pick out the LV and the subject modifiers:

- 1- These roses smell nice.
- 2- The horse's tail looks very long.
- 3- Vegetables remain fresh in the fridge.
- 4- The room smells bad.
- 5- The policeman felt good after he had caught the thief.
- 6- Our teacher looks sad today.
- 7- She seems discontented.
- 8- The boys got tired.
- 9- She grew older.
- 10- Our officer became ugly.

Exercise 3



Which of the following sentences belong to pattern 3, and which belong to pattern 4. You may apply the expansion test for pattern 3.

- 1- The car is small.
- 2- The car is here.
- 3- The baby was thirsty.
- 4- The baby is beautiful.
- 5- The meeting will be afterward.
- 6- His father is kind.
- 7- His father is away.
- 8- The ladies were cheerful.
- 9- The ladies were downstairs.
- 10- The ladies are here.

SAQs



1. Use prepositional phrases to occupy the third position and construct pattern 4 sentences.

Example: The meeting will be 'in an hour'.
The game is at the big hall.

2. Write number 3 or 4 beside each sentence to identify the correct pattern.

- 1- The chairs are in the kitchen.
- 2- Our coach is excellent.
- 3- The journey was fine.
- 4- The rejoicings are marvellous.
- 5- The meetings were yesterday.
- 6- The nets are inside the storeroom.
- 7- The party has been lovely.
- 8- The game must have been interesting.
- 9- The manager is busy.
- 10- The secretary is at home.
- 11- The carnival will be tomorrow.
- 12- Isn't she marvellous?
- 13- Joanne is not clever.
- 14- Joanne is late.
- 15- Are the kids late?
- 16- Are they at home?
- 17- They were there, weren't they?
- 18- Helen is inside the gym.
- 19- Is Helen inside?
- 20- You are not hungry, aren't you?

5. Pattern 5: N be N

In this pattern, both nouns have the same referent. It is only that the first noun is the subject, and the second is a complement and is called a 'subjective complement'. Examples:

His son is a pilot.

You and me are champions.

Lucy and Jane are roommates.

The man is a hero.

You should not confuse between this pattern and pattern 3. Examine these sentences:

Harry is my 'favourite player'.

This shirt is 'the right size'

The phrase 'favourite player' is a 'subject complement' and 'the right size' is an adjectival as it modifies the subject 'this shirt'. As such, the grammatical meaning of the second sentence relates to pattern 3 and not 5.

Personal Pronouns can also occupy the position of the subject complement:

This is Mary. —————> This is 'she'.

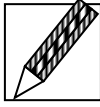
It's John. —————> It is 'him'.

It was Tom and Jim—————> It was 'they'.

That's my house —————> That's 'mine'.

Notice that all the above pronouns (she, him, they, mine) are in the subjective position and they all take primary stress.

Exercise 4



Complete the following sentences with ‘subjective complements’.

- 1- Her sister in law is -----.
- 2- You are the -----.
- 3- Tom is -----.
- 4- His father is -----.
- 5- Their friends are -----.
- 6- That dinner was -----.

SAQs



1. Complete the following sentences in pattern 5. Use both Nouns and Pronouns for the third position.

Examples:

John is a coach.

That’s him.

2. Provide subjects to the following structures:

- 1- ----- is a fool.
- 2- -----are pilots.
- 3- ----- were soldiers.
- 4- ----- is a guardian.
- 5- ----- is my favourite actress.
- 6- ----- are my friends.
- 7- ----- are doctors.
- 8- ----- were electronic engineers.
- 9- ----- will be president.
- 10- ----- have been the guards.

6. Pattern 6: N LV N

The only difference between this pattern and pattern 5 is that the verb, which joins the two nouns, is a 'linking verb':

My brother became a president.

The captain seems a good person.

She remained a widow for reasons of her own.

Ronald continued a friend for years.

Lenn stayed the group leader.

The number of linking verbs that occupy the second position in pattern 6 is very small. Such verbs are: make, stay, remain, appear, become, seem, continue.

One should not confuse pattern 6 with other patterns where the verb is 'be', or the third position where it is an adjective, e.g.

(a) 1- Paul makes 'the group leader'.

2- Rock became 'chief'.

3- Johannes remained 'a widower'.

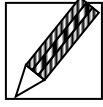
(b) 1- Paul became fine. (Pattern 2)

2- Rock is good. (Pattern 3)

3- Johannes seems younger. (Pattern 2)

The (a) sentences belong to pattern 6, the (b) sentences to other patterns.

Exercise 5



Which of the following sentences conform to pattern 6?

- 1- Mr. Jackson became the union president.
- 2- Our group leader remained captain after the elections.
- 3- Our basketball team played well.
- 4- She looks younger than her real age.
- 5- Mr. Nicklson remained our milkman.
- 6- You seem to be tired.
- 7- We shall continue the debate next week.
- 8- My daughter sings professionally.
- 9- Have you seen him soon?
- 10- The officer stayed the leader.
- 11- The officer stayed in command.
- 12- This watch makes a fine present.
- 13- Hazelnut remained her governess for years.
- 14- His elder brother became our team coach.
- 15- His elder brother became ill.

SAQ



Which of the following sentences does not conform to pattern 6?

- 1- Paullene stayed our group leader.
- 2- Paullene stayed in the room.
- 3- Paullene stayed younger.
- 4- I have become captain an hour ago.
- 5- I have become satisfied.
- 6- She remained our French teacher.
- 7- She remained till the end of the party.
- 8- Mr. Daiches continued my supervisor.
- 9- Mr. Daiches continued his work.
- 10- Our younger sister became a nurse.
- 11- Our younger sister became very glad.
- 12- My son remained a fast runner for years.
- 13- My son remained in his office for some time.
- 14- Doris seems an honest friend.
- 15- Doris seems younger than her real age.

7. Pattern 7: S V DO (= N Tr. V N)

This is a more frequent pattern where we meet another kind of complement, i.e. the Direct Object (DO), which usually completes the statement already begun by the subject and verb. **Thus, a DO is a word or a word group that appears in the predicate and receives the action of the verb.** Examples:

The cat chased the rat.

The gardener is cutting the branch.

The farmer ploughed the land.

Mr. Gordon writes plays.

Cathy saw him/her/them.

The butcher chops the meat.

The mechanic tested it. (i.e. tested the machine).

Each of the above verbs is an action verb and each DO is a noun (or a pronoun), which answers the question what? or whom ?

What did the cat catch?

What does Mr. Gordon write?

A DO can also be a pronoun:

I visited ‘him’ yesterday.

I will see ‘her’ today.

We have never met ‘them’ again.

Whom did you visit yesterday?

Whom will you see today?

Like the rest of complements, Direct Objects can be extended and modified, e.g.

The policeman caught the criminal ‘with the scar on his cheek’.

I have seen the film ‘about Julius Caesar’.

The gardener cut the grass ‘with the grass machine’.

The prepositional phrases modify the Direct Objects: criminal, the film, and the grass.

Remember that action verbs that take Direct Objects are called ‘Transitive Verbs’, because they transmit the action to the Direct Objects. Also, note that in this pattern, it is the verb, which is completed by a Noun or a Pronoun (i.e. DO) and not the subject, because the DO does not have the same referent as the subject. The DO is affected by the verb, because the action falls on it. In other words, if the subject is the doer of the action, the DO is the one who / that is acted upon.

A Noun or Pronoun functioning as a DO can be substituted by the pronouns: him, her, it, them, e.g.

I met him yesterday.
The doctor examined her.
The referee warned them.
You may do it now.

However, the DO can have the same referent as the subject with two types of pronouns (a) Reflexive Pronouns (i.e. the set of ‘-self’ & ‘-selves’, and (b) Reciprocal Pronouns (i.e. ‘each other’ and ‘one another’). Examples:

- (a) 1- **Helen saw herself on the TV.**
2- **George hit himself unintentionally.**
3- **The soldiers washed themselves in the sea.**
4- **The actors amused themselves.**
- (b) 1- **They met ‘each other’.**
2- **The boxers knocked ‘one another’.**
3- **Helen and Carol see ‘each other’ often.**
4- **The boys kicked ‘one another’.**

Like other parts of a sentence, Direct Objects can be compounded, i.e. a verb may take more than one DO:

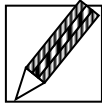
Rabbits like grass and vegetables.
Cats eat liver and kidneys.
Children prefer milk and candy.

Of course, the different varieties of this pattern can be expanded by modifiers:

- 1- The very hungry kids gobbled the cakes.
2- The young girls have sung a marvellous song.

- 3- Our school team have faithfully played the final match last night.
- 4- Do not move the table from this place.
- 5- You should not write your argument in this critical manner.
- 6- You need to put it over there.

Exercise 6



Substitute a suitable pronoun for each of the Direct Objects in these sentences:

- 1- The worker painted the room white.
- 2- Both men greeted the manager.
- 3- The gardener waters the roses each other day.
- 4- The cook prepared a French dish.
- 5- The crash punctured the tire.
- 6- My little daughter injured her younger brother.
- 7- The school children cheerfully saluted the minister.
- 8- You will meet the guards at the entrance.
- 9- We visited our grandmother yesterday.
- 10- Repair the tire before you drive.

SAQs



1. Mark the different elements of the following sentences.

Examples:

S V V DO
The teacher corrected and marked the papers.
S V DO DO

My mother tells no jokes or tales.

- 1- Diana Ross sings jazz, lyricals and blues.
- 2- The Red Indians of America enriched the English Dictionary with many words.
- 3- My doctor advised me to take rest.
- 4- She wrote a letter to the manager.
- 5- The committee nominated several names.
- 6- The Arabs introduced plenty of words to English.
- 7- Pamela plays tennis and ping pong.
- 8- The Arabs gave the Arabic Numerals to the West.
- 9- The rich give donations to the poor.
- 10- The Chinese engineers constructed the White Nile Bridge.

2. Expand the following sentences by adding modifiers.

Example: Monkeys like peanuts.

Hungry monkeys always like peanuts in the shells.

- 1- We like swimming.
- 2- She plays tennis.
- 3- The doctor wrote a prescription.
- 4- A student won the race.
- 5- The guard opened the gate.
- 6- They fought the battle.
- 7- She plays the guitar.
- 8- They attacked the enemy.
- 9- Leave the books.
- 10- The farmer cut the grass.

3. Write five expanded sentences conforming to pattern 7.

Underline each subject, verb, verb phrase and DO.

8. Pattern 8: N Tr. V N N (S V IO DO)

The third position in pattern 8 is usually taken by an Indirect Object (IO), which is a noun, or a pronoun, that comes before the DO and indicates the message 'for whom' or 'to whom'.
Examples:

The teacher told the pupils a story.
My brother sent me a letter.
Charlie sang us a beautiful song.
Maria fixed the children lunch.
Mom baked the kids some cookies.

Dear learner, examine these sentences:

Maria fixed the children ----- (what?)
The teacher told the pupils ----- (told them what?)
My brother sent me ----- (sent me what?)

Notice that the meaning is incomplete, because if a sentence is to have an IO, there must be also a DO. It is true that we can always have complete sentences without Direct or Indirect Objects, but they relate to other patterns, e.g.

Charlie sang for the group.
Mom baked.
John has just left.

The IO can be shifted to final positions in sentences by changing it into a Prepositional Phrase starting with 'to' or 'for':

Jackllene wrote 'the manager' a letter.
Jackllene wrote a letter 'to the manager'.
Adam presented 'me' a prize.
Adam presented a prize 'to me'.

Like other nouns and pronouns, Indirect Objects can be extended by modifiers, most commonly Adjectives and Prepositional Phrases, e.g.

S	V	IO	DO
The teacher told <i>the fresh 'pupils' in school</i> a story.			
S	V	IO	DO
Sherlie offered <i>her new 'colleague' in the office</i> some help.			

Also, the same verb may have two or more Indirect Objects:

S	V	IO	IO	DO
Our French teacher gave <i>me and my friend</i> presents.				
S	V	IO	IO	DO
Lisa sent <i>her sister and brother</i> cards.				

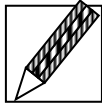
A Pattern 8 sentence can be transformed into a Pattern 7 sentence if we omit the IO, e.g.

My friend told me the truth.
My friend told the truth.
They sold us the tickets.
They sold the tickets.

The number of verbs used in pattern 8 is so limited and restricted. Some of these are:

send, ask, write, tell, pass, sell, pay, play, build, give, make, find, mail, e-mail, bake, sing, present, show.

Exercise 7



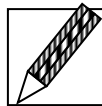
Mark the key words (i.e. S V IO DO) in each of the following sentences.

Example:

S V IO DO
She showed the children nice pictures.

- 1- The keen policeman gave the thief a harsh shout.
- 2- Madellene sang them an old lyric.
- 3- Our neighbour asked my father some help.
- 4- The university mailed every student the result.
- 5- The carpenter made a piece of wood an ash tray.
- 6- She feeds her chicks corn.
- 7- Our teacher handed the papers to us.
- 8- She sent a card to her grandmother.
- 9- Dad built a cat house for us.
- 10- He kindly passed the news to me.

Exercise 8



Change the IO into a Prepositional Phrase.

- 1- My friend sent me a card.
- 2- Cathy feeds her children popcorn and milk.
- 3- His boss assigned him a very hard job.
- 4- George found his friend a very rare article.
- 5- The old lady gave the policeman a cheerful smile.
- 6- The car dealer made the client a fine offer.
- 7- Tom played me a classical piece of music.
- 8- I brought the children a new TV set.
- 9- My friend offered me his car.
- 10- She prepared them dinner.

SAQs



1. Add modifiers to expand the following sentences within the same sentence pattern.

- 1- The company sent us the bill.
- 2- She presented her the prize.
- 3- The leader gave us the instructions.
- 4- Lisa fixed them lunch.
- 5- Did you e-mail them a notice?
- 6- You can buy the boys jackets.
- 7- He showed the boys and girls the painting.
- 8- She gave them a smile.
- 9- They asked him permission.
- 10- I offered the kids help.

2. Construct 5 expanded sentences conforming to pattern 8.

9. Pattern 9: S V DO O C (= N Tr. V N + OC)

The characteristic feature of this pattern is the Object Complement (OC). **An OC is a noun or an adjective in the predicate that identifies or explains the DO. Thus, the grammatical meaning of the OC is ‘completer of the DO’.**
Examples:

S	V	DO	OC
We	named	Charles	‘captain’.
The team	chose	Shoan	‘coach’.
The parliament	considered	him	a ‘puppet’.
They	thought	James	‘brilliant’.
I	imagine	her	‘beautiful’.

All the nouns and adjectives in the final positions in the above examples are Objective Complements, because they complete the meaning of the DO in each sentence.

In fact, pattern 9 has the choice of eight different forms, each of which is an OC. Examples:

1. The tennis committee selected Fijona group 'leader'. (N)
2. The committee considered her 'strong'. (Adj.)
3. They imagined the visitor 'you'. (Pro)
4. We thought him 'downstairs' (Adv. of place)
5. We assumed the children 'eating'. (V, Present Participle)
6. We found her 'seated'. (V, Past Participle)
7. They felt the witness 'in the way'. (Prep. Phrase = the witness is an obstacle)
8. We believed Diana 'to be a fine singer'. (Infinitive phrase with verb 'be')

All the sentences exemplified above can be changed in form, by adding the verb 'be', but the meaning remains the same. Examples:

- 1- The tennis committee selected Fijona to be captain.
- 2- The committee considered her to be strong.
The committee considered that she was strong.
- 3- They imagined the visitor to be you.
They imagined that the visitor was you.
- 4- We thought him to be downstairs.
We thought that he was downstairs.
- 5- We assumed the children to be eating.
We assumed that the children were eating.
- 6- We found her seated.
We found that she was seated.
- 7- They felt the witness to be in the way.
They felt that the witness was in the way.
- 8- We believed Diana to be a fine singer.
We believed that Diana was a fine singer.

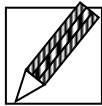
The underlying meanings of the sentences above are:

Jane is captain.
Jane is strong.
The visitor is you.
He was downstairs.
The children were eating.
She was seated.
The witness is in the way.
Diana is a fine singer.

The above sentences have the same pattern:

S V be + OC

Exercise 9

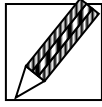


Change each of the following sentences in form while preserving the meaning. Number 1 is done for you.

- (i) The party declared Julie to be president.
- (ii) The party declared that Julie was president.

1. The party declared Julie president.
2. We believed Mr. Johnson an honest man.
3. We thought the kids outside.
4. I imagined her charming.
5. The boss appointed her administrative secretary.
6. The judge found the man guilty.
7. We found him beaten.
8. She felt her son a fine piano player.
9. They appointed Jimmy editor-in-chief.
10. They labelled the product 'sweety'.

Exercise 10



Underline each key element in the following sentences:

Example:

S V DO OC

We thought the meal terrible.

1. They found the match boring.
2. We elected him group leader.
3. She found the kitchen very dirty.
4. The doctor pronounced her healthy.
5. The family considered the accident forgotten.
6. The teacher announced the answer right.
7. The cabinet appointed Mr. McCarthy ambassador to Egypt.
8. The headmaster called us champions.
9. The captain declared the kick foul.
10. The doctor declared her completely cured.

SAQs



1- Write the pattern number each sentence conforms to.

1. Her reading is excellent.
2. She was there a few minutes ago.
3. The sailor told the officer a long story.
4. The Bushmen are skilled hunters.
5. The horses are grazing in the field.
6. The boss believed his word a mess.
7. He had been minister a long time.
8. The Arab League designated Khartoum the capital of Arabic culture.
9. We thought his reception a fine gesture.
10. The coaches believed Jimmy the best player of the season.

2- Which of the following sentences is pattern 8 and which is pattern 9?

1. Nancy cooked us an Irish dinner.
2. She fed her cats pets food.
3. The parliament nominated him minister of defence.
4. He named the winning horse 'Lucky'.
5. Our teacher played us a classical note.
6. They threw our team the ball.
7. The car dealer offered me a discount.
8. They considered the child a miracle.
9. She imagined him sleeping.
10. I thought she is already placed.

OVERVIEW

Dear learner, in this unit, you have discovered the Basic Sentence Patterns in English. Please, try to practice using them as much as possible.

PREVIEW

In unit seven, you will study a new area; that is Word Formation.

ANSWER KEY

Exercise 1

Say whether the verb in each of these sentences is transitive or intransitive. Make the test by substituting one of the pronouns 'it or them'.

1. My father is painting happily. (intransitive)
2. My father is painting the wall. (transitive)
My father is painting **it**.
3. The kids are eating quietly in the kitchen. (intransitive)
4. The kids are eating their lunch in the kitchen. (transitive)
The kids are eating **it** in the kitchen.
5. Some students read slowly. (intransitive)
6. Some students read stories. (transitive)
Some students read **them**.
7. Some books read well. (intransitive)
8. She pays regularly. (intransitive)
9. She pays her bills regularly. (transitive)
She pays **them** regularly.
10. She always pays for him. (intransitive)

Exercise 2

1. Pick out the LV and the subject modifiers:

- 1- smell -nice.
- 2- looks -very long.
- 3- remains fresh.

- 4- smells -bad.
- 5- felt-good.
- 6- looks-sad.
- 7- seems -discontented.
- 8- got- tired.
- 9- grew -older.
- 10- became -ugly.

Exercise 3

Which of the following sentences belong to pattern 3, and which belong to pattern 4. You may apply the expansion test for pattern 3.

- 1-The car is small. *Pattern 3*
- 2- The car is here. *Pattern 4*
- 3- The baby was thirsty. *Pattern 3*
- 4- The baby is beautiful. *Pattern 3*
- 5- The meeting will be afterward. *Pattern 4*
- 6- His father is kind. *Pattern 3*
- 7- His father is away. *Pattern 4*
- 8- The ladies were cheerful. *Pattern 3*
- 9- The ladies were downstairs. *Pattern 4*
- 10- The ladies are here. *Pattern 4*

Exercise 4

1. Complete the following sentences with ‘subjective complements’.

- 1- Her sister in law is a *teacher*.
- 2- You are the *hero*.
- 3- Tom is a *soldier*.
- 4- His father is an *engineer*.
- 5- Their friends are *students*.
- 6- That dinner was *potato*.

Exercise 5

The following sentences conform to pattern 6:

1. Mr. Jackson became the union president.
2. Our group leader remained captain after the elections.
3. Mr. Nicklson remained our milkman.
4. 10- The officer stayed the leader.
5. 12- This watch makes a fine present.
6. 13- Hazelnut remained her governess for years.
7. 14- His elder brother became our team coach.

Exercise 6

Substitute a suitable pronoun for each of the Direct Objects in these sentences:

- 1- The worker painted **it** white.
- 2- Both men greeted **him**.
- 3- The gardener waters **them** each other day.
- 4- The cook prepared **it**.
- 5- The crash punctured **it**.
- 6- My little daughter injured **him**.
- 7- The school children cheerfully saluted **him**.
- 8- You will meet **them** at the entrance.
- 9- We visited **her** yesterday.
- 10- Repair **it** before you drive.

Exercise 7

1. Mark the key words (i.e. S V IO DO) in each of the following sentences.

S V IO DO

1- The keen policeman gave the thief a harsh shout.

S V IO DO

2- Madellene sang them an old lyric.

S V DO

3- Our neighbour asked my father some help.

S V IO DO

4- The university mailed every student the result.

S V IO DO

5- The carpenter made a piece of wood an ash tray.

S V IO DO

6- She feeds her chicks corn.

S V DO

7- Our teacher handed the papers to us.

S V IO DO

8- She sent a card to her grandmother.

S V DO

9- Dad built a cat house for us.

S V DO

10- He kindly passed the news to me.

Exercise 8

Change the **IO** into a Prepositional Phrase.

- 1- My friend sent a card *to me*.
- 2- Cathlene feeds popcorn and milk *to her children*.
- 3- His boss assigned a very hard job *to him*.
- 4- George found a very rare article *for his friend*.
- 5- The old lady gave a cheerful smile *to the policeman*.
- 6- The car dealer made a fine offer *for the client*.
- 7- Tom played a classical piece of music *for me*.
- 8- I brought a new TV set *for the children*.
- 9- My friend offered his car *to me*.
- 10- She prepared dinner *for them*.

Exercise 9

Change each of the following sentences in form while preserving the meaning.

1. The party declared that Julie was president.
2. We believed that Mr. Johnson was an honest man.
3. We thought that the kids were outside.
4. I imagined that she was charming.
5. The boss appointed her to be an administrative secretary.
6. The judge found that the man was guilty.
7. We found that he was beaten.
8. She felt that her son was a fine piano player.
9. They appointed Jimmy to be editor-in-chief.
10. They labelled the product to be 'sweety'.

Exercise 10

Underline each key element in the following sentences:

- .
S V DO OC
1. They found the match boring.
S V DO OC
2. We elected him group leader.
S V DO OC
3. She found the kitchen very dirty.
S V DO OC
4. The doctor pronounced her healthy.
S V DO OC
5. The family considered the accident forgotten.
S V DO OC
6. The teacher announced the answer right.
S V DO OC
7. The cabinet appointed Mr. McCarthy ambassador to Egypt.
S V DO OC
8. The head-master called us champions.
S V DO OC
9. The captain declared the kick foul.
S V DO OC
10. The doctor declared her completely cured.

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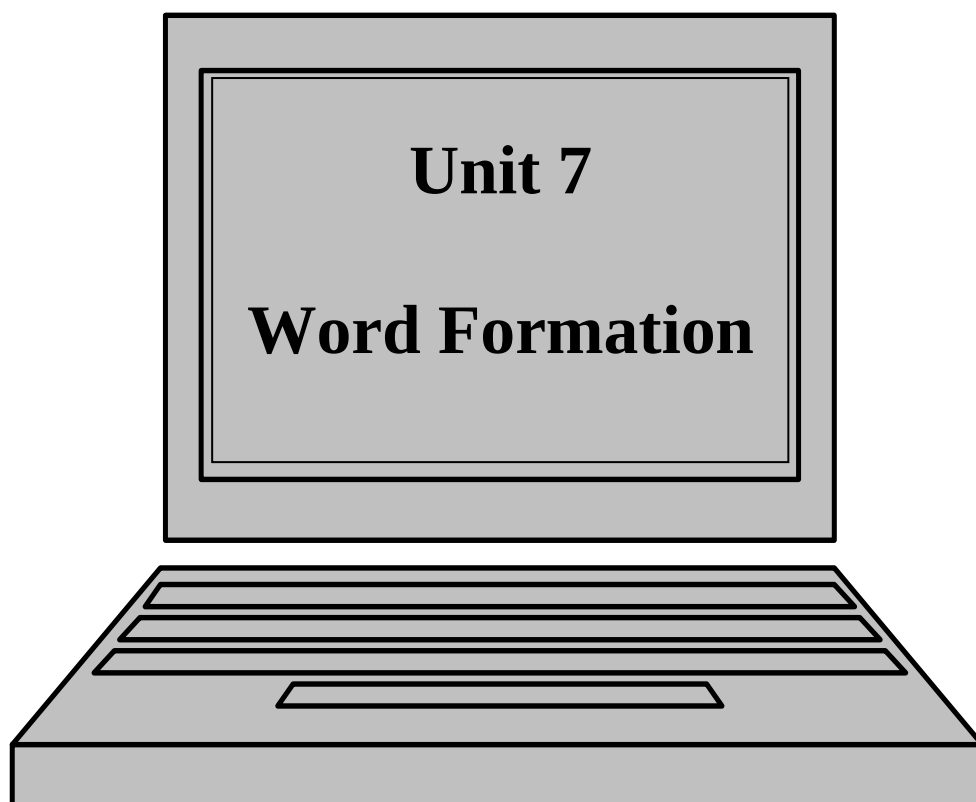
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INTRODUCTION

PREVIEW

Dear learner,

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

This is the last unit in this book, and it presents word formation.

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

1. Affixations
2. Forming lexical words.

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

Unit objectives



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

- ✓ **define** affixation.
- ✓ **give** different types of affixation.
- ✓ **use** affixes properly.
- ✓ **mention** types of lexical words.
- ✓ **differentiate** between prefixes, infixes, and suffixes.

1. Affixations

Now, start by studying these words:

consider	employ	report
considers	employs	reports
considering	employing	reporting
considered	employed	reported
consideration	employment	reporter

Note that in spite of the changes that took place in the above words, we have one central part in each row, which remains the same: consider, employ, report. Each of these central parts is called the ‘root’ of the word, which by itself gives some sort of meaning similar to the one you find in the dictionary. Note also that when we add new smaller, or minimal units, at the beginning or at the end, to the roots of these words, their meaning is a little bit extended. The smaller or minimal units which we add to the roots of words and which make some change in the forms of words are called ‘affixes’. If the affix precedes the root of a word, it is called a ‘prefix’, and if it follows the root it is called a ‘suffix’. An affix may also be inserted in the middle of the root and is called an ‘infix’, e.g. man, men, choose, chose. Notice the change in the medial vowels of these two pairs of words.

Thus, like Arabic, every English word has a root, or a ‘base form’. It may, or may not, have one or more affixes preceding or following the root. The word ‘consider’ is a root as we can no longer divide it and still preserve its meaning and function. The same may be said about ‘employ’ and ‘report’. The prefixes, suffixes, and infixes are called ‘affixations’ or ‘additions’, because we add them to the roots of words so as to change their base forms. An affix may, or may not, change the grammatical category of a word, e.g. boy + s =boys, write + s =writes. The grammatical category of nouns

(boy/boys) and verbs (write/writes) is still the same. But, love +ly =lovely, boy + ish =boyish. The grammatical category of ‘love’ and ‘boy’ has been changed from nouns to adjectives.

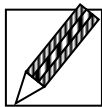
A root may also be called a ‘stem’. Thus, the word ‘report’ consists of the stem ‘port’ and the prefix ‘re-’. Again the word ‘employer’ consists of the stem ‘employ’ and the suffix ‘-er’. Sometimes, a word may consist of two roots, in which case it is called a ‘compound’ word, e.g. foot + ball =football, black + board = blackboard, eye + sight =eyesight.

Let us now deal with these affixations in more details.

1.1 Prefixes

A prefix is an affix, which precedes a stem of a word. Because it can never stand alone, and it has to be affixed to a stem, it is called ‘bound’. There may be more than one prefix in a word, but they must occur in a fixed order, e.g. un +re +ward = unreward.

Exercise 1



re= to do something again, e.g. arrange something, then rearrange it (=arrange it again) .

Add the prefix ‘re-’ to each word, and then fill in the blanks with the correct word.

consider, turn, tell, build, read, fill, arrange .

1. Audrey did not like her kitchen, so she _____ the cupboards _____ and the shelves.
2. Sara liked that book, so she _____ it.
3. My youngest son loves to hear me tell and _____ stories.
4. Mr. Jackson borrowed one of my books and _____ it.
5. I first considered the matter, but my friend asked me to _____ it before I take action.
6. The floods destroyed the farmer’s cottage, so he had to _____ it.

SAQs



1. The prefixes: 'ir-, un-, im-, in-' all mean not, e.g. irregular =not regular, unimportant = not important, incomplete =not complete.

Add the prefixes 'ir-, un-, in-, im-, to the correct words, then fill in the blanks with these words.

responsible, polite, rational, sensitive, insane, aware,
relevant, important

1. An _____ person usually behaves insensibly.
2. He is _____ because he does not respect other's feelings.
3. He comes late to work and speaks a lot in the telephone.
Such _____ behaviour made him lose his job.
4. It is _____ to speak in a very loud voice.
5. She is _____ of the danger that might occur to her if she drives in the highway by herself.
6. First, make the necessary arrangements, then you may think of other _____ things.
7. Your remarks are _____ to our topics.
8. When you behave without logic or reasoning, people call you an _____ person.

2. The prefix 'over' = too much, too many, e.g. 'to overdo something' is to do it over and over again.

Add 'over-' to each of the following words and use the correct word forms to complete these sentences:

weight, cook, slept, heated, eating, populated, crowded, use

1. _____ can cause stomach diseases .
2. Khartoum has become densely _____ with at least six millions of people living in it.
3. Beware an angry dog, because such an _____ animal can be dangerous.
4. If you _____ meat, it will become hard and uneatable.
5. Mariana paid a lot of money at the airport, because her luggage is _____.
6. Let us go outside for fresh air as this hall is _____ with all these guests.
7. It is not so nice for ladies to _____ the lipstick and other types of cosmetics.
8. I lost the 6.00 train, because I _____ .

3. Making Negative Words

You can use prefixes to form negative words, e.g. un+ → common uncommon, which means 'not common'. There are four common prefixes which all give the negative forms of words when they are added at the beginning. These are: 'un-, in-, im-, dis-'.
Examples:

(a)

kind	unkind
fair	unfair
likely	unlikely
fasten	unfasten
usual	unusual
lock	unlock
selfish	unselfish
known	unknown
inconvenient	
educated	uneducated
aware	unaware
necessary	unnecessary
(d)	
possible	impossible
probable	improbable
measurable	immeasurable
mature	immature
moral	immoral
mortal	immortal
passable	impassable
polite	impolite

(b)

like	dislike
agree	disagree
charge	discharge
appear	disappear
honest	dishonest
approve	disapprove

(c)

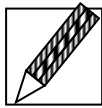
convenient

complete	incomplete
correct	incorrect
dependent	independent
significant	insignificant
separable	inseparable

1.2 Suffixes

A suffix is an affix, which is added at the end of the stem. Like prefixes, all suffixes are 'bound', because they can never stand alone and must follow stems of words, e.g. add + ed = added, warm+th = warmth, girl + s =girls.

Exercise 2



1. Noun +y → adjective, e.g. sun +y → sunny, → water + y → watery, cloud + y → cloudy. Note the spelling of these words as you may need to drop the final 'e' in words such as juice +y → juicy. Note also that you add 'n' in the case of sun +y → sunny.

Add 'y' to turn the following nouns into adjectives then use each to fill in the blanks.

mud, dirt, rain, ice, wind, sun

1. There are no clouds in the sky. The weather is and rather hot.
2. The roads of our village are _____ after the heavy rain of yesterday.
3. They say that politics is a _____ game.
4. You must put on your raincoat in such a _____ weather.
5. When something is as cold as ice they say it is cold.
6. When it is blowing hard, the weather is said to be .

SAQ



1. Noun + -ous adjective, e.g. joy + ous=joyous, fame + ous=famous, danger + ous=dangerous. When there is a final 'e' in the root, it should be dropped. There are irregular ones, e.g. space = spacious.

Add '-ous' to the following nouns to form adjectives, and fill in the blanks with the correct word forms. The words are:

pore, fury, ridicule, grace, poison

1. When a person perspires excessively, they say that his skin is_____.
 2. Do you know the meaning of 'in the name of Allah, the most _____ the most Merciful'?
 3. A _____ chemical can kill rats if it is mixed with food.
 4. It is silly and _____ of you to dance like that in the presence of all guests.
 5. An extremely _____ person cannot behave sensibly.
3. verb + '-ture' = noun.

Add '-ture' to the following verbs to form nouns, and then use them to fill in the blanks.

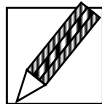
mix, sign, furnish, create, depart

1. Travelling passengers usually stay at the _____ hall until they are _____called to proceed to the plane.
2. To serve tea add tea bags, or tea leaves, to hot water. Then, pour the _____ into a pot.
3. When you present a cheque, the cashier must check the _____ before any payment.
4. Any _____ is created by the Almighty Allah.
5. You can buy an armchair from a _____ show room of any company.

1.3. Infixes

An infix is an affix that occurs in the middle of a word. Like prefixes and suffixes, infixes cause change, or inflection, in the forms of words. An infix may cause change in number or tense, e.g. man/ men, fall / fell, sleep / slept, rise / rose. Notice in all of these words, changing the medial vowel causes change in the forms of the words.

Exercise 3



1. A noun can be changed from singular into plural by changing the medial vowel of that noun. Again changing medial vowels of certain verbs results in a change of the tenses of these verbs.

Fill in the blanks with the correct forms you make from the following words.

rise, fall, woman, sell, freeze, choose

1. Last week the prices of meat _____ up, the reason why people could not buy, but the prices did not yet fall.
2. It was stormy, yesterday, so the branches of the tree broke and _____ down.
3. Men and _____ are two different sexes.
4. Mom forgot the milk in the freezer, so it _____.
5. Last night, I examined the cloth before I _____ the colour.
6. All the tickets were ____, so we could not take the 7.00 bus.

SAQ



1. Single out the root of each of the following words, and say which of them are compound words.

steals, basketball, outstanding, boyish, infixes, enrich, lighthouse, faithful, teeth, submarine, loveliness, realize, usefulness

2. Study these verbs and put the correct verb form in each sentence

lose, ring, win, fight, feel

(1) My little daughter _____ her appetite; she is not eating well.

(2) Who _____ the bell a few minutes ago?

(3) Who _____ the tennis tournament yesterday?

(4) I _____ a lot to win this position.

(5) I _____ bad when my friend failed his exams.

2. Forming Lexical Words

2.1. Making Nouns

You see from the previous chapter, that every sentence must have a subj. and pred. The subj. is a noun (or a pronoun). Plenty of nouns can be derived from verbs, e.g. write → writer, teach → teacher, establish → establishment, develop → development, etc. Note that with verbs such as teach and write, we add the suffix ‘-er’ to the base form of the verb. If the base form ends in ‘e’, then we add only an ‘r’, as in write → writer and dive diver.

Exercise 4



Form nouns from the following words by adding ‘-ity’ or ‘-ance’, making any other changes which are necessary. Find out the classes of words to which you affixed these suffixes.

Example: perform performance. Class: Verb.

attend, insure, annoy, possible, disturb,

equal, punctual, guide, stupid, appear, able

SAQs



1.Fill in the blanks with nouns you derive from the verb forms enlisted below.

Verb

Noun

	-er (people)	(-ment)
run	runner	govern government
drive	driver	agree agreement
own	owner	(same form)
speak	speaker	order order
charge	charger	work work
		drink drink
		cost cost

1. Jimmy used the electric ----- to re-charge the battery of his car.
2. Mr. Smith is our school bus -----.
3. There is an ----- between Egypt and Sudan concerning the Nile water.
4. Who is the ----- of this restaurant.
5. Nowadays, things are very expensive. The ----- of living is in fact very high.
6. Catherine has just finished her ----- and went home.
7. The ----- of our region has a cabinet of ministers.
8. Pepsi is considered as a soft -----.
9. Law and ----- are very essential for any civilized society.
10. Frank speaks well. In fact, he is an outstanding -----.

A noun can also be the direct object of a sentence; it receives the action of the verb and answers the questions: 'What?' A noun may be derived from an adjective, e.g. able → ability, electric electricity, etc.

2. Fill in the blanks with nouns you derive from the adjectives and verbs enlisted below:

Adj.	Noun(-ity)	Noun (same form)	verb
electric	electricity	change	change
able	ability	control	control
national	nationality	divorce	divorce
necessary	necessity		
possible	possibility		

(Different form)

N	V
marriage	marry
choice	choose
excellence	excel
prevention	prevent

- 1- Uninsulated electric wires can cause ----- failure.
- 2- There has been a great ----- in our daily life.
- 3- When you meet foreigners they usually ask about your -----.
- 4- A ----- is between a man and a woman.
- 5- A group leader must have more ----- of his group.
- 6- Air is necessary to man's life. It is for this ----- divers carry oxygen tubes under water.

- 7- In Europe, married couples can not easily get a ----- . They have to see lawyers and judges.
- 8- The blue car will be my best ----- out of all cars.
- 9- One ----- of spending my vacation is to go the mountains.
- 10- Walking for hours is a physical ----- which many people lack.

Nouns can also be formed by adding the suffixes ‘-dom’, ‘-ship’ or ‘-th’ to the base forms of words. Of course, certain changes may take place in these words. Examples:

free	freedom	friend	friendship
king	kingdom	member	membership
wise	wisdom	scholar	scholarship
deep	depth	long	length
wide	width	strong	strength
grow	growth	heal	health
warm	warmth	broad	breadth

Many nouns are formed by adding the suffix ‘-ness’ to an adjective, e.g. happy = happiness, dark = darkness, etc. See these examples:

Adj.	N (‘-ness’)
weak	weakness
bright	brightness
kind	kindness
good	goodness
tidy	tidiness
lazy	laziness
easy	easiness
careful	carefulness
grateful	gratefulness

The suffixes ‘-ment’ and -ance’ may also be added to verbs to form nouns.

V	N (‘-ment’)		N (‘-ance’)
arrange	arrangement	insure	insurance
agree	agreement	perform	performance
move	movement	appear	appearance
govern	government	annoy	annoyance
measure	measurement	disturb	disturbance
argue	argument	allow	allowance
improve	improvement	guide	guidance

3- Say (a) whether the following words are adjectives or verbs, then (b) change them into nouns by adding ‘-ness’ or ‘-ment’.

pay, dark, measure, weak, good, govern, kind, lazy, untidy, improve, arrange, agree, encourage, neat, bright, clever, hot, sharp

2- Many nouns are made by adding ‘-tion’ (pronounced [ʃðn] or [ʃn] to the end of the verbs. Other changes are usually made, and the ‘tion’ may become ‘-sion’ (pronounced [ˈʒðn] or [ʒn]. Examples:

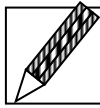
Verb	Noun (V + ‘tion’)
invent	invention
apply	application
inform	information
attend	attention
reduce	reduction
explain	explanation
compose	composition
prepare	preparation

2.2. Making Verbs

2.2.1. Root + ize =verb.

Some roots can be changed into verbs by adding ‘-ize’. The verb in this case, means ‘to make into’ or ‘to cause to be’, e.g. real + ize =realize,i.e. to make real, modern + ize = modernize = to make/ to be modern.

Exercise 5



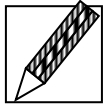
Add ‘-ize’ to each of the following words, then use them to fill in the blanks.

memory, colony, modern, industrial, special, summary .

- 1- The British ----- the Sudan from 1898 to 31st January 1956.
- 2- I do not want to renew my house, but I will----- the entrance and the sitting room.
- 3- My friend is ----- in French linguistics.
- 4- I always ask my children to ----- short suras from the holy Qur’an.
- 5- Our English teacher asked us to ----- part of the short story she read to us in class.
6. The Sudan started with agriculture, but now the government wants to ----- as fast as possible.

2.2.2. Adj. + en = V

Exercise 6



Add ‘-en’ to these adjectives to make verbs, then use them to fill in the blanks.

sharp, hard, soft, short, flat, dark, sad, mad

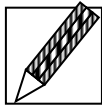
- 1- To ----- them, soldiers are trained in the desert.
- 2- You can ----- a piece of metal by heating and beating it.
- 3- Children use toy sharpeners to ----- pencils.
- 4- If this rope is too long you may ----- it.
- 5- Bedouin’s life is hard, but it is ----- when they live in towns.
- 6- You can ----- this colour by adding more brown.
- 7- It ----- her to hear of her husband’s bankruptcy.
- 8- It ----- him when his house was completely flooded.

Although ‘en’ is famous for being a suffix, it may occur as a prefix with certain words, e.g. en +rich = enrich, en +trap = entrap.

2.2.3. Irregular Verbs

Present	Past	Past Participle
become	became	become
drive	drove	driven
catch	caught	caught
sing	sang	sung
choose	chose	chosen
mean	meant	meant
fall	fell	fallen

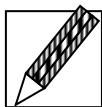
Exercise 7



Fill in the blanks with the correct verb forms

1. The vase _____ from the stand and broke.
2. They have just _____ a big fish which destroyed the fishing net.
3. General Aboud _____ president of Sudan in 1958.
4. I waved my hand for them to stop, but they away.
5. Our professor _____ to tell us about the exam, but he ran short of time
6. We met yesterday, dined, and _____ a lot of songs.
7. I have already _____ my roommate.

Exercise 8

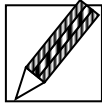


Study the following irregular verb forms and choose the correct form for each of the blanks.

Present	Past	Past participle
bear	bore	born
drink	drank	drunk
blow	blew	blown
shine	shone	shone
burst	burst	burst
spread	spread	spread
set	set	set

1. When she heard the news she _____ in a cry.
2. Fishermen got up at 5.00 and _____ their nets.
3. Romours usually has just _____ quickly from place to place.
4. The sun _____. What a bright day!
5. The wind _____ the farmer's hut last night.
6. People, in hot countries, _____ a lot of water every day.

Exercise 9



Write the noun forms of these verbs and use them to complete the sentences below:

eat, ski, make, steel, cook, translate

1. _____ too much causes indigestion .
2. _____ is a popular sport in the snowy mountains of the Alps.
3. I love _____ tea, but not _____ .
4. When we were too young our parents used to tell us that _____ is wrong.
5. _____ from Arabic into English is difficult .

SAQ



Study these verb forms and use in sentences of your own.

Present	Past	Past Participle
lit	lit	lit
let	let	let
hang	hanged	hung
fly	flew	flown
lead	led	led

2.2. 4. Verb + ing = a Gerund or Present Participle verb form.

A gerund is in fact a noun, e.g.

Walk + ing = walking:

walking is good exercise (subj.)

He is walking along the beach. (Present Participle)

You should note the spelling changes that might occur in different words, e.g. swim → swimming (add 'm'), write → writing (omit 'e').

2.3. Making Adjectives

2.3.1. Verb + ive = Adj.

The adjectival suffix '-ive' can be added to the stem of certain verbs to make adjectives, e.g. collect + ive = collective, protect + ive + protective.

Add '-ive' to the following verbs to make adjectives:

act, imagine, alternate, relate, communicate, abuse, talk

2.3.2. The suffixes '-al, -able, -ful', which all mean 'full of' or 'having', can be added to verbs or nouns to make adjectives, e.g. enjoy + able = enjoyable, beauty + ful = beautiful. You should notice the correct spelling of these adjectives. Change 'y' to 'i' before '-al' and '-ful'. Remember an adjective is usually before a noun or after the verb 'be'; it can also occur at the end of a sentence: France is a beautiful country. France is beautiful.

He is a clever boy.

The boy is clever.

SAQ



Make adjectives from the words below, and use them to fill in the blanks. Underline the nouns or pronouns these adjectives describe.

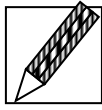
skill, nation, notice, commerce, disagree, care, enjoy, use, advise, coast

1. Normally, fishermen live in the ----- areas.
2. Signs saying ‘Fish and Chips, are ---- in the streets of London.
3. Be ----- when you are mending electric appliances.
4. I am ----- to all the points you raised.
5. Our ----- anthem was written immediately after Independence from the British colonization.
6. I like fishing, because it is an ----- hobby.
7. I do not think talking a lot is a ----- habit.
8. Buying and selling are ----- activities.
9. George is a ----- worker, because he fixes appliances perfectly and ----- quickly.
10. “Take my word,” he said, “it is not ----- to spend all your money in such trivial things”.

3. Regular Verb + ed = Adjective

The past participle form of a verb can be used as an adjective. In regular verbs, the past participle ends in ‘-ed’ ; in irregular verbs it ends in ‘-n’ or ‘-en’.

Exercise 10



Form past participles from these verbs and use them as adjectives to fill in the blanks:

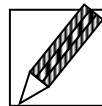
speaking, fallen, limited, made, destroyed

1. Certain companies have _____ number of workers, because they want to cut their expenses.
2. These cookies are tasty, because they are home _____
3. His _____ words were very harsh and embarrassed all of us.
4. The _____ tree obstructed the road and made the traffic difficult.
5. All the _____ houses were built after the war.

2.3.3. The suffix ‘-less’

By adding ‘-less’ to a large number of words we get adjectives, which mean ‘not having’, or ‘without’.

Exercise 11



Add ‘-less’ to each of these words, and then use them to fill in the blanks.

hopeless, endless, worthless, tasteless, careless

1. Counting seems to be an ----- exercise.
2. Do not make ----- mistakes. You can always correct them before writing.
3. Do not spend more money in this old TV, because it has become _____ .
4. This soup is _____ .
5. _____ people are lazy, because they are aimless .

2.3. 4. Regular Adjective + ‘-er’ and ‘-est’

There are three degrees of adjectival composition: positive, comparative, and superlative. To make a comparative form, you add ‘-er’ to a regular adjective, and to form a superlative you add ‘-est’. examples:

(a)	(b)	(c)
Positive	Comparative	Superlative
No Comparison	Between two only	Between more than two
short	shorter	shortest
long	longer	longest
big	bigger	biggest
large	larger	largest
small	smaller	smallest
easy	easier	easiest
nice	nicer	nicest
cold	colder	coldest
hard	harder	hardest
warm	warmer	warmest

Remember, the above rule works with regular adjectives only. For irregular adjectives you should use ‘more’ and ‘most’. It is wrong to use ‘more’ and ‘most’ with regular adjectives. Never say: ‘It is more warm’ or ‘most warm’. For example, say: difficult, more difficult, and most difficult. But say: good, worse and worst.

SAQ



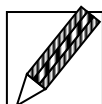
Make comparative and superlative adjectives from the following positive forms:

great, fat, late, dirty, wonderful, heavy, anxious, clean, tidy, expensive, cheap, rude, funny, thin, thick, mad, helpless, old, sweet, cheerful, light,

2.3. 5. Adjective Endings

Some common adjective endings are ‘-al, -able, -ful, -less, -t,-ive -ous’.

Exercise 12



Form adjectives from the following verbs and nouns:

Verb	Noun	Adjective
prevent	prevention	
differ	difference	
experiment	experiment	
succeed	success	
.....	religion	
believe	belief	
suit	...	

2.4. Making Adverbs

An adverb tells us when (time), where (place) and how (manner) the action of a verb is done. In other words it adds to the meaning of the verb it modifies. Like adjectives, adverbs have different forms, regular and irregular. Irregular adverbs are such words as, yesterday, tomorrow, today, which do not normally accept any affixations. But regular adverbs are those which we can form by adding ‘-ly’ to the end of adjectives, e.g. short + ly = shortly, quick + ly = quickly, greedy + ly = greedily. Note this rule of spelling:

(a) If the adjective ends in ‘-le’, omit the ‘e’ and add ‘y’, e.g. possible/ possibly, improbable/improbably.

(b) If the adjective ends in ‘-y’, omit the ‘-y’ and add ‘-ily’, e.g. happy/ happily, lucky/luckily.

2.4. 1. Adjective + ly = Adverb

SAQ



Change the following adjectives into adverbs. Select five of these to fill in the blanks.

merry, easy, loud, slow, honest, strange,
immediate, sincere, idle, lazy, bad, beautiful, careful
harsh, nice, pleasant, foolish, correct

1. I can ----- move this log of wood.
2. She left ----- after dinner to catch the train.
3. Some people speak ----- in the microphone which causes an unpleasant noise.
4. Clara holds the glasses very -----, because they are breakable.
5. The little girls sang ----- in the school party.

2.4. 2. Adverb Comparison Degrees

Like adjectives, there are three degrees of Comparison

Adverbs:

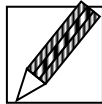
positive, comparative and superlative, e.g. early, earlier, earliest.

Also, we have irregular forms of adverbs, e.g. well, better, best. Now learn these adverbs:

(a) Positive (No comparison)	(b) Comparative (Between two only)	(c) Superlative (Between more than two)
quickly	more quickly	most quickly
badly	worse	worst
little	less	least
well	better	best
early	earlier	earliest

beautiful	more beautiful	most beautiful
often	more often	most often
hopefully	more hopefully	most hopefully
intelligently	more intelligently	most intelligently
expensively	more expensively	most expensively

Exercise 13



Complete the following sentences with suitable adverbs . Here are some adverbs to help you :

least, quickly, early, highly, well, little

- (1) Fijuna speaks _____ Lisa speaks _____ than her, but Clara speaks _____ than both of them.
- (2) She usually comes _____, the other secretaries come _____ than her, but their boss comes _____.
- (3) Mr. Macmillan walks _____, his friend Pip walks _____, but James is the quickest walker .
- (4) Some birds fly _____, but airplanes go _____, and space rockets go the _____ of them all .
- (5) Their team plays _____, but ours plays _____ than their team.
- (6) My friend has _____ money, but I have even _____ than him . James has the _____ money of us all .

2.4. 3. Adverbs Position

Many adverbs can occur in the three positions: front of a sentence, in the middle or at the end, e.g.

Middle: never, seldom, hardly, ever, almost, just, quite, nearly.

Middle or End: always, rarely, frequently, and very seldom.

Front, Middle or End: often, usually, sometimes, generally, occasionally.

More SAQs

1. Use the correct word form and fill in the blanks. Words

verb	Noun	Adjective
protect	protection	protective
continue	continuation	continuous
enjoy	enjoyment	enjoyable
agree	agreement	agreeable
imagine	imagination	imaginative

1. The factory workers usually get tired from the ----- noises of the machines.
2. This beautiful scenery appeals to one's -----.
3. If you ----- working, your work is then enjoyable.
4. If you are all satisfied with our terms, we can sign the ----- now.
5. He made a fence round his garden to ----- it from being damaged.

2. Fill in the blanks with the correct forms of these words: sharpen, spread, steering, repair, bright

1. Before rowing up the stream you should learn ----- your boat.
2. His bike was broken, so he has to ----- it.
3. You can ----- butter and jam on a slice of bread.
4. This knife won't cut the meat, because it isn't sharp enough. You need to ----- it.
5. Jimmy is bright, but his younger brother is the ----- of all the family.

3. Complete the Adjective column by the correct form

Verb	Noun	Adjective
save	safety	
destroy	destruction	
protect	protection	
industrialize	industrialization	
colonise	colonisation	
memorize	memory	
act	action	
value	value	
encourage	encouragement	
educate	education	
produce	production	
poison	poison	
add	addition	
unite	union	
embarrass	embarrassment	
die	death	
revolt	revolution	

4. Fill in the blanks with the correct words.

joyfully, large, exited, sorrowful, destroy

1. Julie laughed hysterically because she felt -----.
2. She cried when she learned about the -----accident.
3. The actress shouted -----, when she heard her name amongst the winners.
4. Smoking can ----- your health.
5. He works as a salesman in a ----- supermarket.

5. Complete the column with the correct word form.

Present Participle	Past	Past
lose		lost
	burst	burst
spread		
ring	rang	
		won
fight	fought	
run	ran	
take	took	
decide		decided
	united	united
store		stored
terminate	terminated	

6. A noun ending in '-ist' normally refers to a person, e.g.

A pianist is a person who plays a piano.

Study these words, and use them to complete the sentences below.

chemist, naturalist, artist, scientist, zoologist, guitarist, environmentalist.
--

- 1- Albert Einstein was a famous-----.
- 2- My child loves pets, and he plans to be a-----.
- 3- A person who plays the guitar is a-----.
- 4- Leonardo da Vinci who painted the Mona Lisa is an Italian-----
.-
- 5- A person who studies the environment is an -----.
- 6- A -----is subjected to chemical reactions.
- 7- When a poet writes about nature, he is called a-----.

OVERVIEW

No doubt, by now, you have covered most of the elements of basic grammar, and you are expected to be ready to start your second course in grammar.

ANSWER KEY

Exercise 1

1. re= to do something again, e.g. arrange something, then rearrange it (=arrange it again).

Add the prefix 're-' to each word, and then fill in the blanks with the correct word.

consider, turn, tell, build, read, fill, arrange.

1. Audrey did not like her kitchen, so she rearranged the cupboards and the shelves.
2. Sara liked that book, so she reread it.
3. My youngest son loves to hear me tell and retell stories.
4. Mr. Jackson borrowed one of my books and returned it.
5. I first considered the matter, but my friend asked me to reconsider it before I take action.
6. The floods destroyed the farmer's cottage, so he had to rebuild it.

Exercise 2

Add 'y' to turn the following nouns into adjectives, then use each to fill in the blanks.

1. There are no clouds in the sky. The weather is sunny and rather hot.

2. The roads of our village are muddy after the heavy rain of yesterday.
3. They say that politics is a dirty game.
4. You must put on your raincoat in such a rainy weather.
5. When something is as cold as ice they say it is icy cold.
6. When it is blowing hard, the weather is said to be windy.

Exercise 3

Fill in the blanks with the correct forms you make from the following words:

rise, fall, woman, sell, freeze, choose

1. Last week the prices of meat rose up, the reason why people could not buy, but the prices did not yet fall.
2. It was stormy, yesterday, so the branches of the tree broke and fell down.
3. Men and women are two different sexes.
4. Mom forgot the milk in the freezer, so it froze.
5. Last night, I examined the cloth before I chose the colour.
6. All the tickets were sold, so we could not take the 7.00 bus.

Exercise 4

Form nouns from the following words by adding ‘-ity’ or ‘-ance’, making any other changes which are necessary. Find out the classes of words to which you affixed these suffixes.

attend	<i>attendance</i>	Class:	<i>Verb.</i>
insure	<i>insurance</i>	Class:	<i>Verb.</i>
annoy	<i>annoyance</i>	Class:	<i>Verb.</i>
possible	<i>possibility</i>	Class:	<i>adjective.</i>
disturb	<i>disturbance</i>	Class:	<i>Verb.</i>
equal	<i>equality</i>	Class:	<i>adjective.</i>
punctual	<i>punctuality</i>	Class:	<i>adjective.</i>

guide	guidance	Class:	Verb.
stupid	stupidity	Class:	adjective.
appear	appearance	Class:	Verb.

Exercise 5

Add '-ize' to each of the following words, then use them or to fill in the blanks.

memory, colony, modern, industrial, special, summary.

- 1- The British colonized the Sudan from 1898 to 31st January 1956.
- 2- I do not want to renew my house, but I will modernize the entrance and the sitting room.
- 3- My friend is specialized in French linguistics.
- 4- I always ask my children to memorize short Suras from the holy Qur'an.
- 5- Our English teacher asked us to summarize part of the short story she read to us in class.
6. The Sudan started with agriculture, but now the government wants to industrialize as fast as possible.

Exercise 6

Add '-en' to these adjectives to make verbs, then use them to fill in the blanks.

sharp, hard, soft, short, flat, dark, sad, mad

- 1- To harden them, soldiers are trained in the desert.
- 2- You can flatten a piece of metal by heating and beating it.
- 3- Children use toy sharpeners to sharpen pencils.
- 4- If this rope is too long you may shorten it.
- 5- Bedouin's life is hard, but it is softened when they live in towns.
- 6- You can darken this colour by adding more brown.
- 7- It saddened her to hear of her husband's bankruptcy.
- 8- It maddened him when his house was completely flooded.

Exercise 7

Fill in the blanks with the correct verb forms

1. The vase fell from the stand and broke.
2. They have just caught a big fish which destroyed the fishing net.
3. General Aboud became president of Sudan in 1958.
4. I waved my hand for them to stop, but they drove away.
5. Our professor meant to tell us about the exam, but he ran short of time
6. We met yesterday, dined, and sang a lot of songs.
7. I have already chosen my roommate.

Exercise 8

1. When she heard the news she burst in a cry.
2. Fishermen got up at 5.00 and spread their nets.
3. Rumours usually spread quickly from place to place.
4. The sun shone. What a bright day!
5. The wind blew the farmer's hut last night.
6. People, in hot countries, drink a lot of water every day.

Exercise 9

Write the noun forms of these verbs and use them to complete the sentences below:

eat, ski, make, steel, cook, translate
--

1. Eating too much causes indigestion.
2. Skiing is a popular sport in the snowy mountains of the Alps.
3. I love drinking tea, but not cooking.
4. When we were too young our parents used to tell us that steeling is wrong.
5. Translating from Arabic into English is difficult.

Exercise 10

Form past participles from these verbs and use them as adjectives to fill in the blanks:

Speak, fall, limit, make, destroy

1. Certain companies have a limited number of workers, because they want to cut their expenses.
2. These cookies are tasty, because they are home made.
3. His spoken words were very harsh and embarrassed all of us.
4. The fallen tree obstructed the road and made the traffic difficult.
5. All the destroyed houses were built after the war.

4. The suffix ‘-less’

By adding ‘-less’ to a large number of words we get adjectives, which mean ‘not having’, or ‘without’.

Exercise 11

Add ‘-less’ to each of these words, and then use them to fill in the blanks.

hope, end, worth, taste, care

1. Counting seems to be an endless exercise.
2. Do not make careless mistakes. You can always correct them before writing.
3. Do not spend more money in this old TV, because it has become worthless.
4. This soup is tasteless.
5. hopeless people are lazy, because they are aimless.

Exercise 12

Form adjectives from the following verbs and nouns:

Verb	Noun	Adjective
prevent	prevention	preventive
differ	difference	different
experiment	experiment	experimental
succeed	success	successful
.....	religion	religious
believe	belief	believable
suit	suit	suitable

Exercise 13

Complete the following sentences with suitable adverbs. Here are some adverbs to help you :

least, quickly, early, highly, well, little

- (1) Fijuna speaks well, Lisa speaks better than her, but Clara speaks best than both of them.
- (2) She usually comes early, the other secretaries come earlier than her, but their boss comes earliest.
- (3) Mr. Macmillan walks quickly, his friend Pip walks more quickly, but James walks most quickly.
- (4) Some birds fly highly, but airplanes go more highly, and space rockets go the most highly of them all.
- (5) Their team plays well, but ours plays better than their team.
- (6) My friend has little money, but I have even less than him. James has the least money of us all.

Terminology

Infixes

An infix is an affix that occurs in the middle of a word. Like prefixes and suffixes, infixes cause change, or inflection, in the forms of words.

An adverb

An adverb tells us when (time), where (place) and how (manner) the action of a verb is done.

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